

## **CHAPTER - ONE**

### **INTRODUCTION**

Language is the most commonly used means of human communication through which we exchange our feelings, desires, thoughts and emotions. It is the unique asset of human beings which has placed them in supreme position in the world. It is extremely complex and highly versatile code which cannot be used by other animals as a means of communication. Language is not only a personal phenomenon but also a social phenomenon because it is affected by culture, social ethnicity and geographical boundaries.

The word 'language' is defined variously by various linguists. Some of the definitions are presented here.'

Crystal (2003) defines 'Language' as "the concrete act of speaking, writing or signing in a given situation – the notion of Parole, or Performance" (p.225). Similarly, Sweet says "Language is the expression of ideas by means of speech sounds combined into words" (as cited in Verma and Krishnaswamy, 1999, p. 16). In the same way, Finocchiaro (1964) defines 'language' as "a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Likewise, Doff (1995) states "Language as the principal system of communication used by particular group of human being within the particular linguistic community of which they are members" (p. 21).

By these definitions, we came to know that language is possible among human being: a unique gift to human being. Human have been accustomed to follow this system of communication. Animal just as human also have to communicate for survival but their system of

communication is far more limited in comparison to human language though some features of human language like interchangeability, displacement, semanticity etc. are found in bees, Gibbon's call system etc. Apart from language, there are other means of communication too, namely olfactory, gustatory, tactile etc. But linguistic means of communication is flourished much more than other means of communication. Every normal human being acquires at least one language in his/her childhood. No one can believe the existence of human civilization without language.

### **1.1 General Background**

This very particular study includes the effect of family background, economic status, socio – cultural aspect, occupation of parents, engagement of children in different field and duration of working time which directly or indirectly affect in learners' English language achievement.

The term 'child' is defined variously by various people, institutions, laws and so on. Oxford Advanced Learner's Dictionary (2000) defines 'Child' as "A newly born boy or girl" or "A young human being who is not yet an adult." Generally, 'child' is a human being who is under the age of 14. In the context of child labour, different international laws have set varying age limits for the definition. However, the minimum age convention (1973) has defined 'children' as "These who are below the general limit of 15 years or in special circumstances 14 years." Children Act (first Amendment) (1997) and labour act (1997) of Nepal writes "The group of human under the age of 16 years are known as children."

Though so many books are published related to the working children, no exact definition of working children can be found. In other words, the

reasons why children work, what their condition is and what is their status can be found in some books, articles and reports published by various writers, organizations and NGO-INGOs but no one has defined who the working children are. Simply saying working children are those children who get something as their wage from the work. Children work for various reasons and purposes. Some children are compelled to work as they do not have any (background) support to get facility of hand to mouth in their life whereas some children work as a hobby too. Some working children have the worst condition in the sense that they do not have any chances of going to school, getting hygienic food, enough money and other opportunities. Some children partly work and partly go to school to get education so they can brighten their future in comparison to those who do not go to school.

Mostly child labour is the result of poverty of the family. It is often a response to the basic requirement of the family. The children of under employed or self- employed poor parents, therefore, must work to contribute to the family's struggle for survival. Children are sent to work not to school because the family needs financial and other supports from them. It is also true that the family income is not regular and sufficient to pay the cost of schooling their kids. Sometimes the children are earners of the family. It is found that most of the child workers have come from poverty stricken villages where poor parents have a few opportunities for employment. The situation of landlessness, indebtedness and poverty at home is forcefully pushing the rural poor to the cities with the hope to support their family. One of the reasons for children coming to work is believed to be family problem including violence at home.

Various factors like family background, their economic status, occupation, education, culture, society and so on play the vital role in

different aspects of children. Especially here, the affect of these factors in working children has been focused on. Though there are some differences between work and labour, there are some similarities too. Oxford Advanced Learner's Dictionary (2000) defines 'Labour' means "bodily or mental work." Labour Act (1997) writes person below the age of 14 years are strictly prohibited to work as labour but the children of the age between 14-15 can work only when they get facilities like less working hours, entertainment after work and so on. According to Labour Act 1997, Poverty is the main cause of child labour around developing countries. If a family is poor, everyone has to work in order to support financially.

UNDP (1993) survey found that child labour has emerged as a major social problem in the countries of the world where rapid increase in population, economic stagnation, structural adjustment, policy implication, drought, war and diseases have decreased the ability of families to earn a decent living. As part of family survival strategy used to cop with financial pressure, more and more children are being pushed into the labour market. National Labour Academy (1999) has reported that about 95% of economically active children perform agriculture related works. The important informal sector employing child labour are carpet weaving, construction, restaurant/hotels and tea stalls, vehicles, shops, domestic sector, street sellers and so on. Self employed children are also found in shoe policing, selling newspapers, rag picking, pottering and street begging. Due to such worse condition, the children participation in education is fewer in number and those who participate in education also do not have good achievement in education.

### **1.1.1 Family Introduction**

Various people define the term 'family' variously. In a layman sense, 'family' is taken as the first organized unit of the society. The word 'family' is derived from the Latin word 'famulus' which means mother, father, children and servant. According to the Burgees and Locke ( as cited in Dhakal 2008, p. 2) "

"Family is a group of persons united by ties of marriage blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles or husband & wife, father and mother, son and daughter, brother and sister, creating a common culture."

By the above definition we can generalize that a family is an institution set up by the blood relation, marriage or adoption where different members play different roles residing under the same roof.

Simply, family can be classified on the basis of different factors. Different types of families also play various roles in children to learn something. Generally, family can be classified on the basis of various factors.

### **1.1.2 Types of Family**

Family can be classified into different groups depending upon various factors.

#### **A. On the Basis of Structure**

A family is divided into two groups.

- i) Nuclear family

The family consisting of father, mother and their children only is called a nuclear family. The size of family is generally small. The nuclear family is the early stage before a couple forms a new family by celebrating the marriage of their son.

ii) Joint family

The family in which the grand-father, grand-mother, father and mother, brothers and sisters, daughters-in-law, elder brother's wife and younger brother's wife, grandsons, grand daughters living and dining together in one family for three/four generations under the same roof is called a joint family. In other words, more than one couple and their off-springs living and dining together form a joint family. Generally, the size of a joint family is large. Since the size of a joint family is large, it needs more income and resources to fulfill the needs and necessity of its members.

**B. On the Basis of Residence, Lineage and Authority**

On the basis of residence, lineage and authority a family can be divided into the following two groups:

i) Patriarchal family

In this type of family, the father or the eldest living male leads the family. He is the owner and manager of the property and resources that the family owns.

ii) Matriarchal family

This family is also called mother dominated family. The mother enjoys the power, prestige and authority in the family. She is the most important member of the family.

### **C. On the Basis of Marriage**

#### **i) Monogamous family**

This family is formed by the marriage between a man and a woman and consists of a husband, a wife and their unmarried children.

#### **ii) Polygamous family**

This family consists of more than one life partner at the same time. It has the following forms:

##### **a) Polygymous family**

This family is formed when a man marries two or more than two wives at the same time.

##### **b) Palyandrous family**

The family is formed when a woman marries more than one man at the same time. It can further be divided into two groups.

##### **i) Adelpthic Polyandrous family:**

This is the system of marriage in which all the brothers marry a woman as their common wife.

##### **ii) Non-Adelpthic Polyandrous family:**

This is the system of marriage in which men who marry a woman as their common wife should not necessarily be the brothers. He or they can be any other relatives.

##### **iii) Punaluan family**

In this system of marriage, a group of men marry another group of women and they all collectively become husbands and wives. This type

of family was in existence when nuclear family had not developed. This is no longer in existence now.

### **1.1.3 Literacy Situation in Nepal**

According to 2001 census, the literacy rate of Nepal is 54.1 percent and the male and female literacy rates are 65 and 42.5 percent respectively. The literacy rate of Nepal has been improving gradually over the years.

**Table No. 1**

#### **Literacy Status and by Ethnic/Cast Groups**

Cast/Ethnicity	Literacy Rate
Chhetri	60.11
Brahmin Hill	74.90
Magar	55.90
Tamang	45.04
Newar	71.22
Gurung	59.79
Dalit	42.20

Source: Population Monograph of Nepal CBS (2003, Volume I).

### **1.1.4 Locality**

In the context of Nepal, more people live in villages compared to towns or central part of the district. Though this research was done in the most urban area of Nepal, the majority of the respondents are from the rural areas of Nepal. They came to the Kathmandu valley leaving their home



town or village for various reasons. Some working children are also found to have their origin in (Kathmandu) urban area.

### **1.1.5 Ethnicity**

Nepal is said to be a garden of four casts and thirty six sub-casts but here are around one hundred casts living together. There is no exact number of casts because in every census some new casts are found and some have disappeared.

### **1.1.6 History of School and Education in Nepal**

The Nepalese history of education was really miserable as people did not have any chance of getting education in a formal setting. Education was based on religion. The Brahmans used to study 'Veda' 'Upanishads', 'Jyotish' (Astronomy) and science of rituals (karmakanda). The education was used to be given at 'Ashram' of 'Rishis' and 'Munis'. Education based on Buddhism was used to be imparted by monks in Gumbas and Vihars. The same trend continued to Malla and Lichhivi period. Rulers of Malla and Lichhivi periods tried to institutionalize the religious institution into educational institutions.

After the unification of Nepal, the modern age of education started. The Rana and Shah realized the importance of education and established different schools, 'Vihars' and 'Chaityas'. They also managed the trust for the proper running of these institutions. Durbar school established by Jung Bahadur Rana, is the first formal school in the history of Nepal, it was only for the children of the Rana family and their relatives. Common people were not allowed to study at that time. As time passed on, Dev Shamsheer and Chandra Shamsheer also contributed to the development of education in Nepal. They made some flexible patterns of schooling and established other language schools.

The English language has been included in the curriculum from the primary level to bachelor as a compulsory subject. Much effort has been made and money spent for the betterment of the English language teaching and learning in Nepal but the achievement of working children in public schools and colleges is not satisfactory. Students are afraid of learning the English language. The factors responsible for the low achievement of students in English are student's involvement in different field of work, parents involvement in different occupation, aspiration and attitudes of students toward language and teacher, economic condition of family, educational background of family and so on. Due to these variables, student's achievement in the English language (achievement) is not found as expected.

However, Rana Prime Minister Dev Shamsheer and Chandra Shamsheer also contributed to the development of education in Nepal. During 104 years of Rana regime, limited number of schools (321 primaries, 200 lower secondary and 11 secondary) were established.

**Table No. 2**

**Schools in Nepal**

Schools	2007	2018	2027	2038	2047	2053	2058	2064
Primary	321	4001	7256	10130	19842	22218	26638	27901
Lower Secondary	200	471	677	2796	3564	5506	7917	8880
Secondary	11	156	494	918	1953	2903	4541	5329

(Source: Education in Nepal 2011, NESP-2028, NEC-2045 and Population Monograph of Nepal, CBS (2003, Vol. I) Statistical Year Book, 2007.)

After the introduction of democracy, schools started mushrooming in number. The report of CBS 2007 shows that 27901 primary, 8880 lower secondary and 5329 secondary schools have been established. In Kathmandu district alone 299 primary, 1145 lower secondary and 1444 secondary schools have been set up. But the ratio of school increasement and education achievement is not still so satisfactory.

### **1.1.7 English Language Achievement**

Language is the means of communication. It is a most powerful means of communication. There are many languages in use. Among them, English is the most widely used and expanded language. It is the international language and a medium of international communication. One in every seven human beings speaks it. More than half of the world's books and three quarters of international mails are in English. Of all languages, English has the largest vocabulary perhaps as many as the million words and one of the noblest bodies of literature. By this we can realize the importance of the English language. We can not be devoid of knowledge that is exploding each and every moment all round the world. We cannot be isolated from the entire world that is connected by wave. We cannot help ourselves quenching our thirst of knowledge. We cannot keep ourselves away from incidents and accident that are happening in our planet. For these all, we need to read books, we need to telephone, fax, internet and e-mail, we need to read newspapers, listen to the radio or the television. For all these, we need the English language. Thus, the growing use of English is the demand of the day.

In different international organizations like the United Nation Organization (UNO), South Asia Association for Regional Corporation (SAARC), World Trade Organization (WTO), English is the means of communication. In Nepal, English has long been taught as a foreign

language in all the schools starting from grade one and up to post-graduate level in almost all the universities of Nepal. English is the appropriate international language for Nepal and a vital tool to become successful in local, national and international communication. It has secured the status of L2 as well as a medium of instruction. Therefore, it has become an inevitable source of knowledge for native and non-native speakers too.

Especially learning takes place in good environment. To learn the English language also, we need to have good environment, i.e. physically, mentally, economically and socially. The school where the children study should provide them with suitable environment. But the suitable environment at school alone is not enough for any second language learning. Families should provide the children with every support they need. Hence, family background, parent's occupation, society, children's involvement in different sectors, parent's education and economic status of the family play a vital role in children's language learning or achievement.

### **1.1.8 Problems in Teaching and Learning the English Language**

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is the symbol of effective learning. It may be affected by various variables viz. parents occupation, education, family structure, locality, ethnicity, economic condition, students age, involvements in different works (sectors), working hours and so on. Without finding out the effect of these factors in teaching and learning process, it will be the wastage of time, effort and money. Thus, it is very much important to find out the effects of these variables on students' English Language achievement.

In order to identify the status of learner in language teaching, the teacher needs to know about various aspects of the learners like family background and economic status, occupation, education of parents, involvement and working hours of children in different sectors etc. We may ask the following questions for the purpose.

- Are the learner's parents educated?
- Are the parents involved in students studies?
- Are the children positively motivated to learn the language?
- Do they have positive attitudes towards the target language and the target teachers?
- Are the parents able to spend enough money in their child's studies?
- What is the ethnicity of children?
- What is the social background of the child?
- Are the children involved in any work?
- How long time do they work?
- Are the children getting more exposure in the target language?
- Do the learners have positive self esteem and aspiration?

### **1.1.9 Some Variables Taken Into Consideration in this Study**

The various factors play the role in getting education. Students are helped as well as disturbed by different factors. Some of the them are as follows:

#### **i) Economy**

The money spent on the students' education is the main variable for their successful and better achievement. Economic status of the family plays an important role for the students' academic achievement. The family having poor economic status and the family having all the facilities of T.V., Radio, newspaper etc. may facilitate better achievement.

## **ii) Education of Parents**

Educated parents tend to strive hard to see that their children get benefits of modern education. Most of the Nepali parents in rural areas are uneducated so they do not know the value of education.

## **iii) Occupation of Parents**

Parents holding high jobs generally hold high educational aspiration for their children. They prefer to spend their resources on the education of the boys because they believe that eventually the boys will be the owner of the family but not the girls, so that parents having good jobs send both their sons and daughters to schools but those who do not have well profession can't afford their childrens' education so expect some support from the children and send them to work.

## **iv) Income of Parents**

Income of the parents is a very important determinant of the children's educational aspiration. Education is often regarded as an unprofitable investment. It is only in those families where parents are in fairly stable and sound economic condition that the daughters education is given priority. But most of the villagers (especially lower casts) have very low income and great number of children and they have to change one to educate. Certainly they will give priority to sons.

### **1.1.10 Child Labour and Child Worker in Nepal**

The pattern of child labour in Nepal is similar to any other developing countries where children work in occupations unattractive to adults, wages are low, worker's rights are not recognized and where there is no labour organization. Child labour in Nepal has two distinct diamentions. One is connected with the rapid urbanization and the growth of industries

Children are engaged in various occupation such as the manufacturing of carpet, the construction of roads and buildings, quarrying and mining as well as working in domestic services in towns away from their homes. The other dimension is the traditional areas of work such as agriculture, animal husbandry, pottery, grocery shops and other family operated business and domestic works.

**Table No. 3**  
**Estimated Child Labour in Different Sectors in Nepal**

Sector	Number of children	Percentage
Agriculture and cottage Industry	4902000	86.0
Service sector	342000	06.0
Commerce and small scale	171000	03.0
Industry	136800	02.4
Construction	34200	00.6
Others	114000	02.0
Total	5700000	100.0

Source: CWIN (1998).

There is not enough data to determine the exact magnitude of the problem nationwide. It is partly due to lack of reliable information on the overall distribution of economically active population by age and concentration of child workers in the informal sectors, where a large number of children are believed to be working. Furthermore, as work by children under the age of 14 is legally prohibited in Nepal, there is a general tendency to conceal the data on the child labourers both in formal and informal sectors. However, several field studies found that a large number of children working under bondage condition, both in the urban and rural

areas. In rural areas, children are often involved in the domestic work, on farms and plantation. In urban areas many of them are migrants working in the manufacturing, establishments, services and construction sectors for example carpet factories, brick kiln factories, garment, textile factories, match factories. In the service sector, they are found in domestic work, hotels, shops and restaurants. There are growing number of children working on the streets. Some working children do not get the chance of getting education where some attend school or any institutions to get education. They partly go to school and other times they go to attain their work.

### **1.1.11 Major Sectors that Engaged Child Labour in Nepal**

The manifestation of child labour in general can be broken down into different types that exist all over the world in one form or another. There are domestic services, forced and bonded labour, commercial, sexual exploitation, industrial and population work, street work and work for family. In Nepal children are found to be working in different sectors. Some major sectors are as below.

#### **i) Agriculture**

As described earlier, Nepal is an agricultural country with majority of population relying on agriculture for their survival. Most families make their children work as soon as they are 6-7 years old. Most working children are engaged in various kinds of agricultural labour such as farming and operation, collection of fodder and tending animals. In some society, boys and girls who are 6 to 12 years old start work such as grazing cattle, fishing, pounding rice and assist their parents in farming. The grown up boys help their fathers in the field and forest, the daughters remain with mothers. From an early age, they help their mother engaged



in herding cattle, looking after younger children and bringing water, fodder and firewood according to their capacity. It is estimated that there are about 4.7 million (80% of the total child workers) children in agriculture and allied sectors. (Pradhan, 1998, p. 65).

## **ii) Domestic Services**

Worldwide, millions of children toil in obscurity in private homes, behind closed doors as domestic workers. Domestic services are also found in serious forms like the children working as maids, child minders, garden boys and general house helps are familiar sights. The child workers are often extremely poorly paid and sometimes not paid at all. Sometimes they are deprived of schooling, play and social activities and emotional support from family and friends.

In Nepal, it has become a fashion that a middle class family would like to have a domestic worker to support their household chores which is usually referred to as 'Kanchhi' for girls and 'Kanchha' for boys depending on the sex of the child domestic workers. The rise in the number of child domestic workers has been a result of the increasing migration of people and resulting growth of the urban population. Children are brought to cities and placed within four walls of the urban houses as house servants. Family member or brokers bring many of the children to the cities. Most of the children are unaware of their employment contract, especially when they have been employed through brokers. Many children work just for food and shelter. Even when the child is supposed to be paid it is not uncommon for the employers to have the money in safe-keeping promising to buy gold or jewelry. It is very difficult to say number of children working as child domestic in Nepal

however, studies done by Child Workers in Nepal Concern Centre (CWIN, 1997) estimated about 10,652 in the Kathmandu valley alone.

### **iii) Manufacturing and Industry**

There are many industries through out the country. Child labour has been found in some of the industrial establishments namely, food product (confectionery biscuits) textile (carpet and garments), leather, wood products, plastic and non-metalic products, matches and brick making.

In cottage and small scale industries such as candle making, rug weaving, wood polishing and carving, child labour has been noticed but no authentic data is available. There has not been any in-depth study done so far, therefore there is a need for further study in this area. It is believed that there are about 2000 carpet factories in Nepal of which 1600 (80%) are in the Kathmandu valley. Out of estimated 30,000 workers, 15,000 (50%) are children (Pradhan, 1998, pp 2-12).

### **iv) Brick Kiln Workers**

The brick kiln industry is one of the fast growing industries in Nepal on account of urbanization process. It is also one of the most labour intensive industries. With the exception of a few mechanized kiln, most of the kilns all over the country are manual labour based industries involving thousands of workers seasonally each year.

There is no exact data available on how many children are working in these industries as such. A study done by CWIN estimated that there were about 2500 child workers in the brick kiln in the Kathmandu valley alone (CWIN, 2001).

Other forms of child labour are also found in Nepal for example the labour in tea estates, child prostitution and trafficking, street children,

bonded labour are found. But no exact recent data is found on these type of labour though some NGO and INGOs like ILO, UNICEF, CWIN, INSEC tries to do the survey on them previously.

## **1.2 Review of the Related Literature**

Jain (1976) carried out a research on "Interrelationship Between Family Environment and Achievement" and concluded that family has significant and positive effect on student's educational achievement. There is no any relationship between socio-economic condition and school achievement. A similar research has been carried out by Sthapit (1978) entitled "Non Academic Factors Affecting Qualitative Achievement Among Students." He concluded that student's achievement is affected by discipline, continuity and regular presence in the class. Family size has no effect on student's achievement.

Khanal (1998) carried out a research on "Factors Affecting High and Low Educational Achievement." He concluded that there is the interrelationship between parent's occupation, ethnicity and parents guidance and educational achievement. Similarly, Pathak (1998) carried out a research on "Child Labour in Brick Kiln Industries in the Kathmandu Valley" and he found that most of the children working in the brick kiln industries were from minority ethnic groups and their academic level or background was very poor. Likewise, Poudel (2004) carried out research on " Child Labour Engaged in hotels and Restaurants". He concluded that child labour Engaged in hotels and Restaurants is one of the worst forms of child labour not only the extreme household poverty but parents illiteracy also contributing factors for children to engage on labour and they can't achieve the educational success satisfactorily. Similarly, Bhandari (2005) carried out a research on "Family Background Has an Effective Role on English Language Achievement." He concluded

that the structure, leadership and occupation of parents have interrelationship in student's English language achievement.

Generally this study differs from those done previously in the sense that it was related to working children's English language achievement and variables were family background, economic status, involvement of children in different types of works, society, ethnicity, parents' education, duration of children's involvement in work, etc.

### **1.3 Objectives**

The objectives of the study were as follows:

- i. To find out the factors which affect in working children's English language achievement keeping in view the variables such as parents education, occupation, structure of family, ethnicity, locality, economic status, work type of children and gender.
- ii. To recommend some pedagogical suggestions.

### **1.4 Significance of the Study**

Teaching English is a difficult task because there are various factors which affect in teaching learning process. Among them, a few are linguistic difficulties whereas others are non-linguistic or extra-linguistic factors. To overcome these difficulties, it requires too many teaching qualities and have the knowledge of different variables like student's family background, culture, society, parent's occupation and education, children's participation in different sectors, economic status of family and so on. So, far as some research works are carried out in the field of teaching English, this study will play a significant role in studying the effect of the above mentioned variables in the English language achievement of working children.

Similarly, this study will be beneficial to the teachers, students and applied linguists. The findings and recommendations of this study will be helpful to the real classroom teaching too. Moreover, the findings of the research study will be beneficial to the syllabus designers, textbook writers, subject experts, language trainers and those related to teaching and learning the English language.

### **1.5 Definition of Specific Terms**

Some terminologies used in this research can have different meanings depending upon time, situation and context. So, the main terminologies give the following meaning in this research.

- i. **Achievement:** Achievement refers to the score obtained by the selected students in the test conducted by the researcher.
- ii. **Educated:** Educated refers to those family members who have SLC or above qualification.
- iii. **Economic Status:** The money spend on students education and their rearing.
- iv. **Education:** Education refers to the formal educational degree of the family members parents.
- v. **Ethnicity:** Ethnicity refers to the caste of the students or their parents.
- vi. **Family Background:** It refers to the nature of the family from which the (students) child workers have come.
- vii. **Family structure:** It refers to the type of the students' family.
- viii. **Kanchha/Kanchhi:** Specially refered to the youngest member of the family but generally used for the children who work as the servent in hotels and houses.

- ix. **Locality:** Locality refers to the location of the students' house of family.
- x. **Occupation:** Occupation refers to the occupation of selected students parents.
- xi. **Poor:** People who have very little money, not having enough money for basic needs.
- xii. **Rich:** People who have a lot of money or property.
- xiii. **Test Score:** Test score refers to the scores obtained by the students in the researcher's test.
- xiv. **Uneducated:** People having (below SLC qualification) no ability of reading and writing.

## **CHAPTER - TWO**

### **METHODOLOGY**

This chapter deals with the methodology applied in carrying out the study. For completion of the study, the researcher adopted the following methodology.

#### **2.1 Sources of Data**

In order to carry out this research, the researcher used mainly the primary sources for data collection. However, secondary sources were also used.

##### **2.1.1 Primary Sources of Data**

Eighty students (working children) from various government aided schools of the Kathmandu district as well as ten parents and ten teachers were the primary sources of data for this research (See appendix: VI and VII ).

##### **2.1.2 Secondary Sources of Data**

In addition to the primary sources, the researcher used various books related to the topic, research reports, journals and population monograph etc. as secondary sources of data. The related books, reports, journals etc. consulted have been cited in reference.

#### **2.2 Population of the Study**

The population of the study consisted of eighty students who were selected from various government aided schools. The description of a parent's education, family structure, ethnicity, occupation, economic status, work type, gender of the selected students is as follows.

### **2.2.1 Parents' Education**

Children are found to have different educational family background. Out of total population of my study (80) only 8 students were found to have both the parents educated whereas 32 children have only one parent educated and 34 children have both parents uneducated.

### **2.2.2 Family Structure**

Children are found to have different family structures. Out of 80 students, 24 were from the joint family whereas 56 were from the nuclear family.

### **2.2.3 Ethnicity**

Out of 80, 11 students were from Brahmin ethnic group whereas 16 were from lower cast family. Likewise, 13 children were from other casts and 39 out of 80 were from Janajati ethnic group.

### **2.2.4 Occupation**

Out of total population of this study (80), 14 children were found to have agriculture as their family occupation whereas 20 children's family run business. Likewise, only 10 children's parents have services in different sectors and 36 children were from such families, who have mixed occupation.

### **2.2.5 Economic Status**

No children were found from well off family as the working children. Out of 80, 32 children were from the middle class family background who do not have enough property to invest in education whereas 40 children were from poor economic status and 8 students were from very poor family background who do not have any source of income except their daily toil.



### **2.2.6 Locality**

The students were found both from rural and urban areas. Only 22 students responded that they were from the rural areas whereas 58 students were from urban areas. Though they responded that they were temporarily migrated to the Kathmandu valley for various purposes.

### **2.2.7 Work Type**

Children were found to be working in different sectors. Out of 80, 20 students responded that they sell goods in the street whereas 31 children work as domestic children. Only 3 children had pottering as their work and 24 children were found to have mixed work (occupation).

### **2.2.8 Gender**

Out of 80 students, 42 were the male child workers and remaining ones were the female child workers.

## **2.3 Sampling Procedure**

Eight public schools of the Kathmandu district were purposively selected for the study. The working children studying in grade eight were selected by using judgemental non-random sampling procedure. Altogether 80 students were selected from various schools and ten English teachers and ten parents of working children were met and interviewed separately. The interview schedules have been given in appendix III and IV.

## **2.4 Tools for Data Collection**

In order to examine, the researcher constructed two types of tools. He prepared the test on the basis of the academic level of the students. (See appendix I, set B) The test items consisted of both closed ended and open

ended types of questions. The full mark of the test was 50 and the time was one and half an hour. The test item contained the following items:

#### **2.4.1 Read and Do (Seen passage)**

This is a seen passage which the children were previously taught. This item was based on reading and writing skill of the learners. It contained exercises like multiple choice, true-false and giving answer to the questions. Altogether 10 marks was given for this item (See Appendix: I, set B).

#### **2.4.2 Guided Writing**

The guided writing having mark value '6' was given them to complete. The students were asked to develop the given clues into a readable story which could check the writing skill of the children (See Appendix: I, set B).

#### **2.4.3 Complete the Dialogue**

The students were given a dialogue in which they were needed to give their own responses the complete that. This item contained 6 alternatives and one mark for each alternatives (See Appendix: I, set B).

#### **2.4.4 Free Writing**

This item was different from others in the sense that there was neither any guidelines like in guided writing nor any multiple choices like in other items. The students themselves had to present their own ideas freely. This item was given the marking value of 8 and word boundry was 120 (See Appendix: I, set B).

#### **2.4.5 Supply the Correct Option**

Under this item, students were asked to supply the correct option choosing from the bracket. Twenty items based on different grammatical items were given to them to complete. Students had to choose only one out of three options. One mark was given for each item. (See Appendix: I, set B)

A set of questionnaires was given to the students to collect the information about their family background, work type and the ability of the English language (See Appendix: I, set A).

#### **2.5 Data Collection Procedure**

The researcher visited the selected schools and explained the main objectives of his visit to the concerned people and asked the authority for permission to administer the test. After getting permission, the researcher selected required number of the students in co-ordination with the subject teacher by using non-random sampling procedure. Then, the sample population was taken to a separate room to conduct the test. The researcher gave them the necessary instructions on what they were supposed to do. The researcher himself played the role of the invigilator during the test. After the test was over, he distributed the test item to the same students and asked them to choose the correct option that suited the information about their family, society, ethnicity, occupation and education of parents, their own work type and notions about the English language. At last, the researcher thanked the students for their participation and co-operation and the school authorities for their kind help. In order to get more information about working children and their status in education, the researcher met some teachers and the parents of

working children individually and interviewed them on the basis of the questions prepared by the researcher himself.

On the basis of the responses received from the students, the researcher generated the data.

## **2.6 Limitations of the study**

No research can give the real flavour of any field in whole. Since it is a small research, the researcher has attempted to carry out the study taking the following limitations and considerations:

- i. The population of the study was limited to 80 students of lower secondary level (students of grade 8) from eight government aided schools in the Kathmandu district, 10 parents of the working children and 10 teachers only.
- ii. Achievement of students in reading and writing skill was evaluated on the basis of the test item prepared and administered by the researcher.
- iii. Only judgmental non-random sampling procedure was used for the selected sample.
- iv. The study concerned with finding out the factors like family background, economic status of family, education of parents, engagement of children in different sectors, society, culture only on working children's English language achievement.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. It was carried out keeping in view the variables like parents' education and occupation, family structure and ethnicity, locality, involvement of children in different works, duration of time in work and so on.

The data collected during this study were organized, tabulated and presented by the help of simple statistical tools and graphical and pictorial presentations as well.

#### **3.1 Analysis on the Basis of General Notion About Family and Ethnicity**

As regards to family background, forty of them (50%) are from the poor family background whereas 32 out of 80 (40%) are from the middle class. Only 8 students (10%) are from very poor family whereas no one is from the rich family background. It is clear from the following table.

**Table No. 4**

**Total Participant from Different Economic Status**

Rich	%	Middle	%	Poor	%	Very Poor	%	Total
0	0	32	40	40	50	8	10	80

Likewise, the children are from different family structures. Fifty six working children (76%) are from the nuclear family whereas 24 (30%) students are from the joint family. It is obvious from the table below:

**Table No. 5**

**Total Participant Based on Structure of Family**

Nuclear	%	Joint	%	Total
56	70	24	30	80

As regards to ethnicity background, 16 children (20%) are from the so called lower cast whereas 11 (13.8%) are from the Brahmin society. The forty of the total population (50%) are from Janajati ethnic group and 13 (16.2%) are from other ethnic groups like Chhetri, Bhujel and others. It can be clarified from the table below:

**Table No. 6**

**Total Participant Based on Ethnicity**

Brahmin	%	Janajati	%	Dalit	%	Others	%	Total
11	13.8	40	50	16	20	13	16.2	80

In response to their parents' occupation, they informed that only 9 out of 80 children's parents (11.2%) hold the services whereas 21 children's parents (26.3%) run business. Likewise, 14 children's parents (17.5%) are farmers whereas 36 (45%) children's parents are doing the mixed jobs like pottering, tailoring, mending shoes, etc. It is clear in the following table below:

**Table No. 7**

**Total Participant Based on Parents' Occupation**

Service	%	Business	%	Agriculture	%	Mixed	%	Total
9	11.2	21	26.3	14	17.5	36	45	80

The literary situation of the working children's parents is not satisfactory. Only 8 students (10%) have both parents educated whereas 34 out of 80 (42.5%) children have both parents uneducated. Likewise, 30 children's (37.5%) only father is educated whereas only 8 children's (10%) only mother is educated. It is clear from the table below:

**Table No. 8**

**Total Participant Based on Parents' Education**

Both educated	%	One educated				Both uneducated	%	Total
		Father	%	Mother	%			
8	10	30	37.5	8	10	34	42.5	80

Similarly, children were found having come from different localities. Only 22 students (27.5%) responded that they live in rural area whereas 58 (72.5%) live in urban areas but the children who are studying and working in the Kathmandu district are temporarily migrated from the various parts of the country. It is obvious from the following table:

**Table No. 9**

**Total Participant Based on Locality**

Rural	%	Urban	%	Total
22	27.5	58	72.5	80

**3.2 Analysis on the Basis of General Notions About Work**

Children are found doing different work except study. It is found that 22 students out of 80 (27.5%) sold goods in the street and earned money whereas 31 (38.7%) children are domestic workers. They work for well off family by washing clothes, pots, fetching water, cooking food, cleaning house and so on. Likewise, only 3 (3.8%) children are the potters whereas 24 (30%) do other works like shoe polishing, rag picking, newspaper selling, etc. It is obvious from the table that follows:

**Table No. 10**

**Total Participant Based on Work Type**

Street seller	%	Domestic Child	%	Pottering	%	Others	%	Total
22	27.5	31	38.5	3	3.8	24	30	80

As regards to the duration of their involvement in the work, 28 children (35%) spend only 3 hours a day whereas 23 children (28.3%) spend 6 hours a day. Likewise, 18 children (22.5%) involved in their work for less than 3 hours whereas 11 children (13.7%) involved more than 6 hours a day. It is clear from the table below:



**Table No. 11**

**Total Participant Based on Work Duration**

3 hours	%	6 hours	%	Less than 3 hours	%	More than 6 hours	%	Total
28	35	23	28.3	18	22.5	11	11.7	80

The children started to work in various age bar. Out of 80, 28 children (35%) started to work at the age of 8 whereas 30 children (37.5%) started to work when they were 12 years old. Likewise, 10 children (12.5%) started at the age of below 8 years whereas 12 children (15%) started to work at above 12 years of the age. This can be obvious from the table that follows:

**Table No. 12**

**Total Participant Based on Work Starting Age**

8 years	%	12 years	%	Below 8 years	%	Above 12 years	%	Total
28	35	30	37.5	10	12.5	12	15	80

As regards to the notion on whether the children should work except study, 27 out of 80 students (46.3%) *agree* with that notion and 12 (15%) *strongly agree* whereas 20 children (25%) *disagree* and only 11 children (13.7%) give their *strong disagreement* to this notion. It is clear from the following table:

**Table No. 13**

**Based on Notion Child Should Work Except Study**

Strongly agree	%	Agree	%	Disagree	%	Strongly disagree	%	Total
12	15	27	46.3	20	25	11	13.7	80

The income of the children is very low. Thirty nine workers (48.75%) earn just 50 rupees a day as their income and 25 out of 80 (31.25%) earn 100 rupees a day. Likewise, 13 children (16.25%) earn less than 50 rupees and 3 children (3.75%) earn more than 100 rupees per day. It is clear from the following table:

**Table No. 14**

**Total Participant Based on the Wage (Income) Per Day**

Rs. 50	%	Rs. 100	%	Less than Rs. 50	%	More than Rs. 100	%	Total
39	48.75	25	31.25	13	16.25	3	3.75	80

Thirty two children (40%) *agree* and 14 (17.5%) *strongly agree* with the notion that the work affect the study but 30 (37.5%) *disagree* and only 4 (5%) *strongly disagree* with that notion. It is clear from the following table:

**Table No. 15**

**Based on the Notion Work Effects Study**

Agree	%	Disagree	%	Strongly agree	%	Strongly disagree	%	Total
32	40	30	37.5	14	17.5	4	5	80

On the basis of this finding, we can conclude that most of the children are aware of the fact that the work adversely affect in their study but they are unwillingly doing it for one or the other reason.

**3.3 Analysis on the Basis of Notion About the English Language**

As regards to the English language, out of 80 students, 63 (78.75%) children studied English from class one whereas 4 (5%) studied from class four. Likewise, 8 students (10%) studied from class two and 5 (6.25%) studied from class three. It is obvious from the table that follows:

**Table No. 16**

**Based on the English Learning Class**

One	%	Two	%	Three	%	Four	%	Total
63	78.75	8	10	5	6.25	4	5	80

As regards to the importance of the English language, 25 students (31.25%) *agree* and or 55 children (68.75%) *strongly agree* whereas no one *disagrees* with the notion because it is an international language. It is clear from the following table:

**Table No. 17**

**Based on the Notion Importance of the English Language**

Strongly agree	%	Agree	%	Disagree	%	Strongly disagree	%	Total
55	68.75	25	31.25	0	0	0	0	80

Most of the working children have uneducated parents. Likewise, majority of them (90%) feel happy when their children learn English whereas only 8 children's parents (10%) feel neither happy nor sad. It is obvious from the following table:

**Table No. 18**

**Parents Feeling on the English Learning**

Happy	%	Sad	%	Angry	%	None	%	Total
72	90	0	0	0	0	8	10	80

Only 9 out of 80 children (11.3%) are used to be appreciated to learn English by their parents whereas 19 children (23.7%) are done so by teachers. Fifty two out of 80 (65%) are appreciated by all their teachers, parents and elders. It is clear from the following table:

**Table No. 19**

**Supporters in Learning English**

Parents	%	Sister and brother	%	Teachers	%	All	%	Total
9	11.3	0	0	19	23.7	52	65	80

As regards to the notion use of English after school, 27 out of 80 children (33.7%) show their *agreement* and 53 (66.3%) show their *strong agreement*, whereas no one *disagreed*. It is clear from the following table:

**Table No. 20**

**Usefulness of the English Language After school**

Strongly agree	%	Agree	%	Disagree	%	Total
53	66.3	27	33.7	0	0	80

Likewise, all children said that English will be helpful to get a good job but most of them responded that English is not easy to learn.

**3.4 Analysis of Achievement on the Basis of Parent’s Educational Status**

The researcher analysed and calculated the achievement of the students using two sets of formulae (See Appendix – V) to derive the average and grand average marks. The researcher has analyzed the achievement of the selected working children’s achievement as follows:

**Table No. 21**  
**Achievement on the Basis of Parents Educational Status**

Schools	Both educated	One educated	Both uneducated	Remarks
1	0	22.2	16.5	No students
2	28.5	19.0	30.0	
3	30.5	24.7	19.3	
4	16.0	22.1	14.7	
5	36.0	14.5	21.3	
6	31.5	24.0	13.2	
7	21.3	23.6	17.9	
8	27.0	19.0	18.0	
Total	190.8	169.1	150.9	
Grand average	23.85	21.14	18.86	

From the above table, the average achievement of the students from the family in which both the parents are educated and one of the parents (either mother or father) is educated are 23.85 and 21.14 respectively. But the average achievement of the students whose parents were uneducated is 18.86. It shows that parents education has affected the English language achievement of working children. This can be shown in figure 1 below.

**Figure No. 1**  
**Students Average Achievement on the Basis of Their Parents**  
**Educational Status**

It is obvious from above figure that the children having one parent educated have the score (21.14) lesser than children having educated parents (i.e. 23.85) and higher than having uneducated parents (i.e. 18.86).

**3.5 Analysis of Achievement on the Basis of Occupation of Family**

The average achievement of the students on the basis of their family's occupation is given in the following table:

**Table No. 22**

**Achievement on the Basis of Family Occupation**

School	Service	Agriculture	Business	Mixed	Remarks
1	0	19.5	22.9	20.0	
2	30.4	0	24.2	24.6	No Students
3	28.5	24.0	23.4	18.5	
4	23.0	16.2	20.0	22.0	
5	32.0	22.6	27.1	19.6	
6	21.4	17.2	19.9	23.2	
7	25.8	31.0	18.4	25.4	
8	24.5	21.4	20.0	18.0	
Total	185.6	151.9	175.9	171.1	
Grand Average	23.2	18.99	21.99	21.39	

The above table shows that the average achievement of the students from the family that has service as occupation is the highest 23.2 among others. The achievement scores from others are 18.99, 21.99, 21.39 from agriculture, business and mixed occupation respectively. This can more be illustrated in figure 2 below:



## Figure 2

### Achievement on the Basis of the Occupation of Family

It is clear that the children who were from the family that had service as their occupation were found to have higher achievement (23.2) than others. The students from agricultural, business and mixed occupation background were found to have score of 18.99, 21.99 and 21.39, respectively.

### 3.6 Analysis of Achievement on the Basis of Family Structure

The following table shows the attainment of the average scores of students in English on the basis of their family structure:

**Table No. 23**  
**Achievement of Students on the Basis of Family Structure**

School	Family Structure		Remarks
	Nuclear family	Joint family	
1	26.2	22.4	
2	27.8	28.8	
3	19.0	18.6	
4	22.8	20.6	
5	29.3	23.3	
6	19.2	19.4	
7	17.8	17.0	
8	24.0	21.3	
Total	185.1	154.45	
Grand Average	23.14	19.31	

From the above table, the average achievement of the working children from the joint family is 19.31 and that of children from nuclear family is 23.14. Hence it is obvious that the average achievement of the students from nuclear family is 3.83, more than that of students from the joint family. This can be shown in figure 3 below:

**Figure No. 3**  
**Achievement on the Basis of Family Structure**

The figure 2 shows that the children from nuclear family have higher achievement (i.e. 23.14) than that of from the joint family (i.e. 19.51).

### 3.7 Analysis of Achievement on the Basis of Ethnicity of Family

The average achievement score of students on the basis of ethnicity of their family is given below:

**Table No. 24**  
**Achievement of Students on the Basis of Ethnicity**

School	Lower Caste	Janajati	Brahmin	Other	Remarks
1	24.1	22.0	31.6	28.5	
2	0	29.2	26.0	26.0	No Students
3	20.3	26.1	0	19.2	No Students
4	25.0	29.92	29.5	29.5	
5	22.5	26.0	22.4	0	No Students
6	18.4	20.8	28.0	24.0	
7	30.0	19.2	31	22.6	
8	25.6	21.4	27.5	19.2	
Total	165.9	187.9	196	169	
Grand Average	20.74	23.49	24.5	21.12	

The above table shows that the students who are from lower caste family have only 20.74 average achievement score. The students from other ethnic groups like Chhetri, Bhujel, etc. have 21.12 average achievement. There is not difference in average score between Janajati and Brahmin as they have scored 23.49 and 24.5, respectively. The average difference between Brahmin and lower caste working children is 3.76 and between Brahmin and Janajati is 1.01. In my opinion, even the ethnicity of the family has the role in achievement of the English language. This can be best illustrated by means of figure 4 below:

## **Figure No. 4**

### **Achievement of Student on the Basis of Ethnicity**

It is clear from above figure that the students from Brahmin ethnic group have the highest score (i.e. 24.5) than other ethnic groups. There is 1.01 average difference between Brahmin and Janajati. Lower cast and other students have average scores 20.74 and 21.12 respectively.

### **3.8 Analysis of Achievement on the Basis of the Locality of Family Settlement**

The achievement scores of the students on the basis of their family location are given as follows:

**Table No. 25**  
**Achievement Along with Locality of Family Settlement**

School	Locality of Family		Remarks
	Rural	Urban	
1	23.0	21.1	
2	20.2	24.0	
3	18.6	29.1	
4	26.4	22.3	
5	24.1	27.3	
6	28.0	26.4	
7	19.3	19.7	
8	17.4	25.8	
Total	174	195.7	
Grand Average	21.75	24.46	

The above table shows that there is a gap between the achievement of working children from rural area and urban area of only 2.71 average mark. The average achievement score of the students from rural background 21.75 whereas the average achievement of students from urban background is 24.96. This can be shown in figure 5 below:

**Figure No. 5**

**Achievement of Student on the Basis of Family Settlement**

The figure vividly shows that the children from the urban areas have higher score (i.e. 24.46) than that of from the rural areas (i.e. 21.75).

### 3.9 Analysis of Achievement on the Basis of Economic Status

The average achievement score of students on the basis of economic status of their family is given in the following table:

**Table No. 26**

#### **Achievement on the Basis of Economic Status**

School	Medium	Poor	Very Poor	Remarks
1	26.2	20.6	21.3	
2	22.9	22.0	0	No student
3	18.0	19.3	18.5	
4	21.3	21.4	27	
5	24.6	20.2	0	No student
6	18.6	16.4	22.4	
7	20.8	19.0	17.5	
8	17.2	17.4	0	No student
Total	169.6	156.9	106.7	
Grand Average	21.2	19.54	13.34	

The above table shows that the average achievement of students from the rich family (21.2) is better in comparison to others. The achievement scores from the others are 19.54 and 13.34 from the poor and the very poor family backgrounds, respectively. It can be shown in the following figure.

## Figure No. 6

### Achievement on the Basis of Economic Status

The aforementioned figure shows that the children from the medium class family have the highest score (21.1). Those from the poor and the very poor family backgrounds have 19.54 and 13.34 average score, respectively.

### 3.10 Analysis of Achievement on the Basis of Work Type

The average achievement score of working children on the basis of their work type is given in the following table:

**Table No. 27**  
**Achievement on the Basis of Work Type**

School	Street Seller	Domestic Child	Pottering	Other	Remarks
1	21.0	23.4	0	26.5	
2	18.6	26	17.6	14.3	
3	24.0	20.3	0	18.0	
4	16.4	18.4	0	19.2	
5	18.2	19.6	0	22.3	
6	24.4	24.0	22	17.4	
7	22.0	28.7	0	24	
8	20	22	0	19.6	
Total	164.6	182.4	39.6	161.3	
Grand Average	20.58	22.8	4.95	20.16	

According to the above table, there is no vast difference in average achievement scores among the street sellers, domestic children and other mixed types of child workers as their average achievements are 20.58, 22.8 and 20.16, respectively. The child workers who work in child potters have average achievement score of 4.95. This can be shown in figure 7 below:

**Figure No. 7**  
**Achievement on the Basis of Work Type**

It is clear that the children who work as domestic affairs have the higher achievement (22.8) than the others. Those working as street seller, pottering and other mixed have the score of 20.58, 4.95 and 20.16, respectively.

### **3.11 Analysis of Achievement on the Basis of Gender**

The average achievement scores of working children on the basis of their gender is given in the following table:



**Table No. 28**  
**Achievement on the Basis of Gender**

School	Male	Female	Remark
1	27.0	31.4	
2	21.4	24.2	
3	19.6	21.3	
4	22.2	20.0	
5	18.0	22.6	
6	24.0	21.2	
7	19.2	18.3	
8	20.2	23.2	
Total	171.6	182.2	
Grand Average	21.45	22.78	

The above table shows the average achievement scores of the working children on the basis of their gender. The female child workers' average score is 22.78 whereas the male child worker's average score is 21.45, exhibiting the female child workers as having 1.32 more score than that of the male child workers. On the basis of this fact that the female child workers are found to be a little sincere than the males. This can be shown in the following figure:

**Figure No. 8**  
**Achievement on the Basis of Gender**

In comparison to the male child workers, the female child workers have the better achievement (22.78). They have 1.32 more score than that of their male counterparts.

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of the analysis and interpretation of the data, the findings have been drawn as follows:

##### **4.1.1 Findings on the Basis of the Parents' Education**

1. The findings based on the average test scores are as follows:
  - a. The students having both educated parents were found to have higher achievement (23.85) than those of having one educated parent (21.14) or both uneducated parents (18.86).
  - b. The students having one educated parent were found to have lower achievement (21.14) than those of having both educated parents (23.85) but high achievement than those having both uneducated parents (18.86).

##### **4.1.2 Findings Based on the Family Occupation of the Students**

- a. The students who were from the family that had service as occupation were found to have higher achievement (23.02) than those of the students whose family occupation was agriculture, business and mixed.
- b. The students who were from the family that had mixed occupation were found to have lower achievement score (21.39) than those from the family that had business as their occupation (21.99).

- c. The students who were from the family having agriculture as their family occupation were found to have lower achievement score (18.99) than those of the others.

#### **4.1.3 Findings Based on Students Family Structure**

The students who are from the nuclear family background were found to have higher achievement score (23.14) than those who were from the joint family background (19.31).

#### **4.1.4 Findings Based on the Students Ethnicity**

- a. The students who were from the so called lower caste ethnic group were found to have the lowest achievement score (20.74) among the Brahmin, Janajati and the others.
- b. The students who were from the Brahmin ethnic group were found to have the highest achievement score (24.05) among the lower caste, Janajati and the others.
- c. The students who were from the Janajati and the other ethnic groups like Chhetri, Bhujel were found to have the achievement score lower than the Brahmin (24.05) and higher than the lower caste students (20.74). Their achievement scores were 23.49 and 21.12 respectively.

#### **4.1.5 Findings Based on the Locality of Family**

The students who were from the urban area were found to have higher achievement score (24.46) in comparison to those who were from the rural background (21.75).

#### **4.1.6 Findings Based on the Economic Status of Family**

- a. The students who were from the medium class family background had the highest achievement (21.03) than those of the poor and the very poor class families.
- b. The students who were from the very poor family having no any sources of income had the lower achievement score (13.34) than those from the poor and medium class families.
- c. The students who were from the poor family background were found to have fewer achievement score (19.54) than those from the medium class family (21.03) and higher achievement score than that of those from very poor family background (13.34).

#### **4.1.7 Findings Based on the Work Type of the Children**

- a. The students who had domestic services as their work were found to have the higher achievement (22.08) than those of the students having street selling, pottering and the others as their work.
- b. The students who had the pottering as their work were found to have the lowest achievement score (4.95) among the others.
- c. The students who work as the street vendors were found to have the higher achievement score (20.58) than those of the ones who had other mixed works (20.16) and the pottering (4.95) but lower than the domestic worker or child (22.08).

#### **4.1.8 Findings Based on the Gender of the Students**

Comparatively, the female child workers were found to have higher achievement score (22.78) than those of the male child workers (21.45).

## 4.2 Recommendations

- a. The students from the family having both uneducated parents were found relatively weaker. So, the special attention should be paid to those students during the English language teaching and learning process.
- b. The students from the family having agriculture and mixed occupation should be paid special attention during teaching and learning process of the English language.
- c. The students from the joint family background were weaker in comparison to those from the nuclear family. So, they should be encouraged in learning and emphasis should be given to them.
- d. The English language achievement of the so called lower caste working children was low. So, they should be emphasized and encouraged in learning.
- e. The students from the rural areas should be paid more attention since their achievement was found to be low in the English language.
- f. The students from the very poor class and the poor class should be encouraged in learning and emphasis should be given to them.
- g. The students who had pottering as their work were found to have lower achievement in the English language. So, they should be provided the emphasis and should be encouraged to learn while teaching in the class.
- h. In comparison to female, the male child workers had fewer achievement so they should be encouraged to learn in teaching learning activities.

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**APPENDIX - I**

**Set - A**

**QUESTIONNAIRE**

This questionnaire is prepared to draw information for the research work entitled "A Study on English Language Achievement in Working Children in Kathamndu District", which is going to be out under the guidance of Mr. Laxmi Bahadur Maharjan, Reader, Department of English Language Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you all co-operate me by filling up this questionnaire, where this data will be an invaluable contribution to accomplish this work.

Researcher:

Hari Narayan Shrestha

Name of the Student: .....

Sex: Male ( )                      Female ( )

Age: -

School: .....

Class.....

Please go through the following questions and tick (✓) the answer which you think is the best one.

**A) General Notions About Family, Society and Ethnicity**

1.In which class do you belong to?

a) Rich                      b) Middle    c) Poor        d) Very poor

2. Will you join your parent's occupation?

a) Yes                      b) No            c) Not sure

3. What is the structure of your family?

a) Nuclear                b) Joint

4. How many people are employed in your family?

a) One                      b) Two                      c) Above two                      d) none

5. Which ethnicity do you belong to?

a) Lower cast    b) Janajati    c) Brahmin    d) Others

6. How many members are there in your family?

a) 5 people            b) 10 people            c) below 5    d) above 10

7. What is your parent's occupation?

a) Service            b) Business            c) Agriculture            d) Others

9. What is the educational status of your parents?

a) Both educated    b) Father educated    c) Mother educated    d) Both uneducated

10. In what locality do you live?

a) Rural                      b) Urban

## **B) General notions about work**

1. What kind of work do you do?

a) Street seller    b) Domestic child    c) Potting                      d) Others

2. How many hours do you work a day?
- a) 3 hours      b) 6 hours      c) Less than 3 hours      d) More than 6 hours
3. In what age did you start working?
- a) At 8 years      b) At 12 years      c) Below 8 years      d) Above 12 years
4. The child should work except study.
- a) Agree      b) Disagree      c) Strongly agree      d) Strongly disagree
5. How much money do you earn a day?
- a) Rs.50      b) Rs.100      c) less than Rs.50      d) More than Rs. 100
6. The work affect in study.
- a) Agree      b) Disagree      c) Strongly agree      d) Strongly disagree

### **C) Notions About English Language**

1. From which class did you start learning English?
- a) One      b) Two      c) Three      d) Four
2. English is important because it is an international language.
- a) Agree      b) Disagree      c) Strongly agree      d) Strongly disagree
3. How do your parents feel when you learn English?
- a) Happy      b) Sad      c) Angry      d) None
4. Who praises when you learn English?

a) Father and mother    b) Sister and brother    c) Teachers    d) All

5. English will be useful for you when you left the school?

a) Agree                      b) Disagree                      c) Strongly agree

6. Do you think English will be helpful to get better job?

a) Yes                          b) No

7. Do you think English is easy to learn?

a) Yes                          b) No

**(Thank for your kind co-operation.)**

## **APPENDIX - I**

### **Set - B**

#### **Achievement Test**

Name: F.M. 50  
Class: P.M. 16  
School: Time: 1:30 hrs

#### **1. Read the following passage and do the exercises given below:**

Australia is the home country of kangaroos. Their original residence is in the grassy land of Australia. They are nearly 2 meters tall and weight about 65 Kg. They stand on their great, long, powerful hind legs. They use these legs for jumping and male kangaroos use them for kicking when they fight with other males to decide who the king is.

Kangaroos live in herds. They all know each other well. When something frightens them, they all jump away together. They can jump 8 meters high and go at the speed of 70 km per hour. A kangaroo is a marsupial. A baby kangaroo lives inside it's mother for only 30 to 40 days. When it is born, it is only 20 cm long with eyes and ears closed. No fur and no hind legs. It stays safety in the pouch sucking milk and developing. After many weeks, a fully formed baby kangaroo looks out. It learns to climb in and out of the pouch. A baby kangaroo as called a Joey. When it is six month old, it leaves the pouch, but it stays with its mother much longer as it has many things to learn.

**A. Choose the best answer:**

3x1=3

- i) The word 'marsupial' refers to.....
- a) The baby kangaroo      b) An animal which keeps baby in pouch.  
c) An animal which lives in jungle.
- ii) A male kangaroo uses..... to fight.
- a) horns                              b) hind legs              c) head.
- iii) After birth, the baby kangaroo lives in its mother's.....
- a) back                                  b) pouch                      c) legs.

**B. Write 'T' for true and 'F' for false statement :**

4x0.5=2

- i) Kangaroos live in herd.
- ii) The eyes and ears of baby kangaroo are fully developed by birth.
- iii) Kangaroos can run more than 60 km per hour.
- iv) Kangaroos don't know each other.

**C) Answer the following questions:**

5

1. What do kangaroos use their hind leg for?  
.....
2. How old is a baby kangaroo when it leaves its mother's pouch?  
.....
3. What does a herd of kangaroos do when it is frightened?  
.....

4. How long time does baby kangaroo live inside it's mother?

.....

5. Where is the original residence of kangaroos?

.....

**2. Develop the following clues into a readable story:**

6

A man has a goose .....lays a golden egg daily  
..... uses to collect those eggs in the basket ..... sells them  
to be rich..... his greed becomes stronger ..... thinks of  
getting all the eggs at once from the goose ..... kills the goose  
..... gets nothing but bare hands in the air.....moral.

(Adapted from:  
Chauhan, 2008)

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**3) Choose the correct word from the brackets.** 20

- i) Sudesna is ..... M.A. (a, an, the)
- ii) Rohit is ..... first of class. (a, an, the)
- iii) The girl is interested ..... music. (on, by, in)
- iv) I always go to school.....foot. (on, by, with)
- v) She never drinks tea, .....? (doesn't she, does she, nevern't she)
- vi) I am a doctor,.....? (am I, aren't I, isn't I)
- vii) Bikash has.....the essay. (writes, wrote, written)
- viii) Pramod does not.....hard.(study, studies, studying)
- ix) She telephoned me..... (myself, herself, sheself)
- x) I can carry this ..... (Myself, itself, this self)
- xi) The sun .....in the east. (rise, rises, rising)
- xii) The teacher asked us .....(what we want, what we wanted, what did we want)
- xiii) Scientists told that..... (water freezes in 0° Celsius, water is frozen at Celsius, water froze at 0° Celsius)



xiv) I don't know ..... Rara Lake is located. (which, where, when)

xv) We go to bank..... we can cash the cheque. (to, for, so that)

xvi) The doctor got patient.....medicine. (takes, to take, take, taken)

xvii) The funny story makes me ..... (to laugh, laugh, laughed)

xviii) People are destroying the jungle. The jungle ..... (is destroyed, is being destroyed, is destroying)

xix) Prakriti can speak English. English .....by Prakriti. (is spoken, can spoken, can be spoken)

xx) If I were prime minister, I .....Nepal. (will develop, would developed, would develop)

**4. Complete the following dialogue using suitable response. 6**

Swikar : Good morning Prerana.

Prerana : .....

Swikar : I'm going to market.

Prerana : .....

Swikar : To buy some English books.

Prerana : .....

Swikar : Of course I will. Which one do you like?

Prerana : The one written by Shakespeare.

Swikar : .....

Prerana : It was published in 2006.

Swikar : .....

Prerana : It costs Rs. 110/-

Swikar : Ok bye.

Prerana : .....

**5. Write an essay in about 120 words on 'Importance of English Language.'** 8

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## APPENDIX - II

### List of the Schools Selected in the Study Schools

S.N.	Name	Address
1.	Shree Neel Barahi Secondary School	Tankeshwor
2.	Shree Janaprabhat Secondary School	Bafal
3.	Shree panchakanya Secondary School	Chhauni
4.	Shree Kuleswor Secondary School	Kuleshwor
5.	Shree Paropakar Aadarsha Higher Secondary School	Bhimshensthan
6.	Shree Jana Bikash Secondary School	Balkhu
7.	Shree Gitamata Higher Secondary School	Swayambhu
8.	Shree Arunodaya Lower School	

## APPENDIX - III

### Interview Schedule for teacher:

1. Do you teach the working children at your school?
2. What do you think is the main reason why children in this district are working?
3. Should children be working?
4. What kind of work is ok for children?
5. What are the positive & negative aspects of child work?
6. What are the main problems of children in this community?
7. Why do children face these problems & who are responsible?
8. Who can help to solve these problems?
9. What is the present educational status of working children in this district?
10. Do you think English is necessary to teach the children in school? Why or why not?
11. Do you think the working children are interested to learn English?
12. Does the work affect in children's study? If yes, how?
13. How do society and parent's occupation affect in children's study?
14. Can working children achieve English like non-working children?
15. In your opinion which aspects affect the working children's English language achievement? How can they be improved?

## APPENDIX - IV

### Interview schedule for parents/caregivers.

1. How many children do you have?
2. Should children be working except study?
3. What kind of work is ok for children?
4. What do you feel about your children being working?
5. Do you think the work affects in study? If yes, how?
6. Do you think the age factor and society determine the study?
7. Do you think English is necessary to teach the children? If yes why & If no why not?
8. Does parent's occupation affect in child's study?
9. Which language is important to use while teaching English or Nepali? Why?
10. Does studying English help the children to get prestige in society? If yes, how?
11. Do you think the children get good job if they study English in school level?
12. How do you feel when your child/children are interested to learn English?
13. What are the positive and negative aspects of work?
14. How long time should the child be working as their part time job?
15. Do you agree the children improve their study if they do not engage in any work?

## APPENDIX - V

### FORMULAE

The following formulae were used for the average calculation:

i) For calculating Mean/Average

$$\bar{X} = \frac{\sum X}{N}$$

Here,  $\bar{X}$  = Mean/Average

$X$  = Achievement score

$\Sigma$  = Sign of summation

$N$  = Number of students

ii) For calculating Mean

$$\bar{\bar{X}} = \frac{\sum \bar{X}}{N}$$

Here,  $\bar{\bar{X}}$  = Grand Average

$\bar{X}$  = Mean/Average

$N$  = Number of students

## APPENDIX - VI

### List of Students Involved in the Study

S.N.	Name	
1.	Kopila Dangal	
2.	Bhagawati Karki	
3.	Ravi Shah	
4.	Uttam Dhital	
5.	Binod Kadayat	
6.	Anil Thapa	
7.	Sidanth Dhamala	
8.	Puja Maharjan	
9.	Sudarsan Pudasaini	
10.	Mina Maharjan	
11.	Gauri Paudel	
12.	Mina Khatiwada	
13.	Pratikshya Thapa	
14.	Roshan Lama	
15.	Santoshi Nepal	
16.	Govinda Manandhar	
17.	Pancha Lal Tamang	
18.	Rakshya Shah	
19.	Sandhya Singh	
20.	Bikash Thapa	
21.	Bikram Lama	
22.	Sonam Lama	
23.	Deepa Shahi	
24.	Sabina Tamang	
25.	Susmita Gurung	
26.	Purnima Pariyar	
27.	Bibek Rana	
28.	Som Raj Lama	
29.	Bishal Thapa	
30.	Shankar Das	
31.	Shyam Khati	
32.	Susma K.C.	
33.	Rachana Miya	
34.	Sagar Dangol	
35.	Jiban Lama	
36.	Rabina Rai	
37.	Suman Limbu	
38.	Rohit Khatun	
39.	Ramesh Tamang	
40.	Bikesh Chhetri	
41.	Puskar Rai	
42.	Pawan Kumar Shrestha	
43.	Pooja Gurung	
44.	Bishnu Sunar	
45.	Susmita Shrestha	
46.	Manisha Thapa Magar	
47.	Deepa B.K.	
48.	Sittal Tamang	
49.	Rajendra Moktan	
50.	Ramchandra Miya	
51.	Sheelu Maharjan	
52.	Muna Lama	
53.	Binita Rasaili	
54.	Sapana Pradhan	
55.	Roshan Shrestha	
56.	Bikram Nepali	
57.	Pratiksha Tamang	
58.	Purnima Pariyar	
59.	Bibek Rana	
60.	Som Raj Lama	
61.	Bishal Thapa	

62.	Shankar Das	
63.	Shyam Khati	
64.	Susma K.C.	
65.	Rachana Miya	
66.	Sagar Dangol	
67.	Jiban Lama	
68.	Rabina Rai	
69.	Suman Limbu	
70.	Rohit Khatun	
71.	Ramesh Tamang	

72.	Bikash Chhetri	
73.	Puskar Rai	
74.	Pawan Shrestha	
75.	Puja Gurung	
76.	Bishnu Sunar	
77.	Susmita Shrestha	
78.	Manisha Thapamagar	
79.	Deepa B.K.	
80.	Sittal Tamang	



## APPENDIX - VII

### The Teachers Involved in the Study

S.N.	Name
1.	Urmila Dangol
2.	Bhola Ghimire
3.	Sagar Upadhya
4.	Sarmila Maharjan
5.	Bashu Upreti
6.	Ramchandra Pokharel
7.	Hari Sapkota
8.	Nirmal Luitel
9.	Kedar Rimal
10.	Uttam Dangol

### The Parents Involved in the Study

S.N.	Name
1.	Maila Karki
2.	Sita Dawadi
3.	Kundan Kumar Shah
4.	Vim Bahadur Baniya
5.	Tara Gurung
6.	Kamala Rana
7.	Tank Maharjan
8.	Laxmi Rai
9.	Sayadin Miya
10.	Rachana Jaisawal



## APPENDIX - VII

### A Synopsis of the Picture Sample

School	Ed (Parents)			Family Structure		Ethnicity				Occupation				Economic Status				Work type				Gender	
	BE	OE	BU	Joint	Nucl.	Br.	Da.	Ja.	Other	Ag.	Bs.	Ser.	Other	Rich	Middle	Poor	V.P.	Street seller	Dom. Chil.	Pottering	Other	Male	Female
1	0	4	6	2	8	2	3	4	1	1	3	0	6	0	3	5	2	4	5	0	1	6	4
2	1	3	2	3	7	2	0	5	2	0	2	2	6	0	5	5	0	2	1	2	5	5	5
3	1	5	4	3	7	0	2	6	2	2	2	1	5	0	5	4	1	2	3	0	5	3	7
4	1	3	6	2	8	1	1	7	1	2	3	1	4	0	4	5	1	3	4	0	3	4	6
5	1	5	4	4	6	2	1	7	0	3	3	1	3	0	4	6	0	3	4	0	3	4	6
6	1	6	3	5	5	1	3	4	2	3	2	2	3	0	2	6	2	2	3	1	4	5	5
7	2	6	2	3	7	2	4	2	2	1	3	2	4	0	5	3	2	4	5	0	1	8	2
8	1	2	7	2	8	1	2	4	3	2	2	1	5	0	4	6	0	2	6	0	2	7	3
Total	8	38	34	24	56	11	16	39	13	14	20	10	36	0	32	40	8	22	31	3	24	42	38

