

DROPOUTS FROM PUBLIC SCHOOLS IN NEPAL: A NARRATIVE STUDY

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## AN ABSTRACT

of the dissertation of *Buddi Kumar Gho* for the degree of M. Phil. in Educational Leadership entitled *Dropouts from Public Schools in Nepal: A Narrative Study* presented on November 24, 2022.

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Dropout from public schools is still a serious problem in Nepal. It leads the growing youths towards an uncertain future. There are various causes for dropout. Many programs are applied to stop dropouts, but the result is quite disappointing. For this research, four participants, who dropped out from the public schools of Madhyapur Thimi, Bhaktapur were purposively selected.

The research explored the participants' lived experiences on the causes and consequences of dropouts. As ontology tells truth with multiple realities, I have put my ontology based on people's socio-economic perspectives. No knowledge is independent of the knower and I have dedicated myself to making the study meaningful in regard to axiology. I have adopted narrative inquiry as a research design using semi-structure interviews and field notes as information- generating tools. The experiences they have shared are transcribed and narrated in the form of a bundle of stories.

Initially, the participating students were fond of studying in their early grades. Each of them has their aim and goal in life. As they reached higher grades, the situation was out of their control. They had to drop out of their respective schools due to different factors as the bitter truth. It is found that family difficulties, poor economy, social responsibility, and parental carelessness are the main causes of dropouts. They had to drop out because they could not manage time for their family responsibility.

This study also explored various consequences of dropout. The participants experienced low social status in employment and their community. Besides, they

could not feel high prestige compared to those with higher educational qualifications. Similarly, in the study, the participants were found unhappy due to their dropout with feelings of regret to some extent. They feel that they never get the status as equal to educated persons, even if how much money they earn. They could contribute more if they had higher education degrees, and their family status would be better than they have now. They often feel an inferiority complex at social gatherings and other junctures. It revealed the fact of students reportedly dropping out of public school without completing their education.

Thinking over the research questions, it is concluded that the participants dropped out from their respective schools and grades due to various causes. This study shows that the causes of dropouts vary from participant to participant and their experiences on consequence were quite different from each other. However, the results of this study suggest that educators foster a friendly and supportive environment in classrooms. I assume this research would be useful to those who want to have further research in this regard and to the stakeholders to set a policy for reducing dropouts.

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This dissertation entitled *Dropouts from Public Schools in Nepal: A Narrative Study* presented by *Buddi Kumar Gho* on 24 November, 2022.

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I understand that my dissertation will be added to the permanent collection of the library of Kathmandu University. I hereby grant my permission for my dissertation to be made available to the reader upon request for scholarly purposes.

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## DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for the candidature of any other degree to any other university.

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## DEDICATION

This dissertation is dedicated to all the students who have dropped out and aspired to excel their lived experiences of causes of dropout and consequences through which awareness against dropping out from school can be aroused. The explored causes of dropouts can be treated or can be minimized for other students so as dropout cases from public schools in Nepal.

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## ABBREVIATIONS

CBS	Central Bureau of Statistics
DoE	Department of Education
EFA	Education for All
GoN	Government of Nepal
GED	General Equivalent Diploma
HLM	Hierarchical Linear Modeling
HSB	High School and Beyond
HSES	High School Effectiveness Supplement
KUSOED	Kathmandu University School of Education
MoE	Ministry of Education
MoEST	Ministry of Education and Science & Technology
NCES	National Center for Education Statistics
NELS	National Education Longitudinal Study
NIRT	National Institute for Research and Training
NLSS	Nepal Living Standard Survey
SDG	Sustainable Development Goal
SES	Socio-Economic Status
SSDP	School Sector Development Plan
UNCRC	United Nation's Convention on the Rights of the Child

## CHAPTER I INTRODUCTION

### **The Dream!**

One's dream was to be a doctor  
But life treated him as a joker  
The time taught him a lot as a learner  
Lived without any regret forever!

He had to drop out of the school  
Full of pain inside the skull  
Created the situation in such a vain  
Penetrating his life towards ruin!

The struggle is the truth in life  
In any field, one chooses to survive  
Health and peace are the ultimate goals  
For what do humans play different roles?

Only the change is unchangeable  
Got enlightenment by being self-sensible  
Patience created the deep stability  
Evolving passion with novel ability!

(10<sup>th</sup> Sep 2022, Dedicated to My Participants)

This chapter begins with a poem, 'The Dream,' dedicated to my participants. Before addressing the problem and issue of the study, it combines the quest for conducting this research by presenting the position and personal experiences of the researcher about the topic under study. This chapter also covers the background of the research area, the research purpose, the questions, the logic, the delimitations, and the structure of the study.

### **The Quest for Conducting this Research**

I studied at a public secondary school. I also faced many problematic situations that compelled me to drop out of school and higher education. But I encountered all those situations and kept continuing my studies. I saw many of my seniors, colleagues, and juniors who dropped their studies from their early and middle classes. They had different causes of dropout and lived experiences after it. However, they worked hard in various fields to earn money. Many of them have a sound economic status and better lifestyle nowadays. But, many of them do not seem satisfied with their lives. They have some extent of hidden regret over the lack of education in their life. Thinking of this, the urge to know the lived experience of the school dropouts and its effects on their lives encouraged me to choose this topic.

I taught in a renowned public school in Bhaktapur district for 27 years. Moreover, I have almost six years of experience leading numerous private schools. I have been serving as the principal at my school for the last four years. I became a witness to a lot of drop-out cases of children. During my career, I noticed that most pupils attending public schools were from low socioeconomic backgrounds. Many of them come from outside the area, i.e. from out of the Kathmandu valley. The dropout problems in these types of schools still face a bitter truth. I have experienced much regarding the dropout situations of many public schools.

### **Dropout Cases**

Having a long- term experience in a school environment, I have witnessed many more stories regarding dropout issues. I have presented two touchy cases among many I have experienced during my teaching career.

#### **Case I**

Once, a sixth-grader boy came to meet the principal. The principal was busy inside his office dealing with some guests from outside. The boy was told to wait outside the office room. As the principal's meeting with guests was over, he called the boy inside. He gave a full sight at the boy. The boy was wearing half school uniform without a tie, belt, shocks, shoes, etc. He was wearing a shirt and pant of school uniform where the shirt was quite old and seemed dirty, while the pant he wore was torn at the knees. He looked very lean and thin. He could not look at the principal directly. He had a look at the floor, tilting his head. It appeared clear that he was feeling shy and greatly regretted his condition.

As the principal asked – “*How are you?*”, there was no reaction at all. He just kept calm with his vibrated body. The principal let him sit down on Sofa nearby him and gave him a cup of drinking water. He drank It with a breath and sat. The principal repeatedly spoke to him with a lovely expression, “*What happened hero? Why are you here? Do you have anything to tell me?*”

The boy was still speechless and began to cry, shedding tears. “*Do not be afraid. Just relax and feel free to share your problem with me, my boy.*” The principal comforted him. The boy started to say with a low voice- “*Sir, my parents are forcing me to leave the school.*” *Oh! So? It’s too bad.*”, the principal remarked. “*But why?*” Taking a long breath, the boy said- “*I’m just 12 years old, studying in grade 6, but my parents are seeking income from me. They are sending me to work all day to earn.*” He stopped, retook a long breath, and told him, “*But I do not want to give up attending classes. I want to keep studying. Dear Sir, please, do something for me.*” “The principal was about to ask for his dress-up. The boy kept saying - “*I couldn't find my school outfits today, look at me, sir. Furthermore, I do not want to skip a single day of class. So, I came with this get-up. Pardon me, sir.*”

## **Case II**

It was a cold winter day in Poush, i.e. mid-January a lady around 30 years old came to the office room. She wanted to see the principal. She looked in a hurry. The principal was not in his room at that time. She claimed her younger sister was a student and needed to speak with the principal about her studies. According to her, she came as a guardian of a girl student in grade eight. The principal was taking his class. The available teachers in the office staff room let her sit and wait till the next bell to meet the principal. The lady was wearing a red sari and a red blouse. She looked beautiful in black hair and makeup on her face. But she did not look in a fresh mood.

It seemed as if terrible thoughts were storming inside her mind. After a few minutes of her stay, the bell rang, and the principal came to the office. She greeted the principal and expressed her wish to talk separately about her sister. Then the principal took her inside his office room just beneath the staff office room. He rang the table bell and told the staff to call her sister. She came to the office. The girl student was in the school uniform in a tracksuit.

The principal let them sit on the sofa in front of his table. As the principal asked the girl student to share her problem, she started to weep, tilting her head



toward the floor. She could not say anything. Then the principal asked her sister to express her views freely. She said, *“Sir, my name is Dolma Magar, this is my younger sister. My sister is in a big problem, sir. She wants to continue her study. But my father and his new wife are forcing her to leave school.”* She took a long breath and continued to say-

*We were happy in our life till our mother’s presence. We two are their children. I got married five years ago. Unfortunately, my mother died two years ago. My father got a second marriage last year. As our stepmother entered our home, our father’s behavior towards us changed. No matter what they do to me because I have my own family. But it has affected my sister’s studies and life as well. They always misbehave with her.* (D. Magar, field observation, April 25, 2018)

Then the lady stopped sharing. The principal asked her to take a glass of water. After a while, - *“How do they treat her?”*, the principal expressed his curiosity. The lady continued again-

*They asked her to do all the household chores, for example, cooking food, washing clothes, cleaning utensils every day, and so on. But they don’t give her enough food and put pressure on her to leave school. But my sister wants to study further. She doesn’t want to quit her study.* (D. Magar, field observation, April 25, 2018)

She again stopped and took a long breath. Her eyes turned red and full of tears. *‘Oh! It’s so shocking. What kind of parents they are! The cruel ones!’* The principal raised his resentment towards them. The lady continued saying,

*My sister is bearing all these tortures to get her aim. But the serious matter is that they plan to marry her next month. She is just 15 and studying in grade eight here. Sir, I humbly request you to do something in her favor.* (D. Magar, field observation, April 25, 2018)

She stopped and took another long breath.

In this way, there might be various unseen and unexpected causes behind the dropout of children from their early classes. I have seen that some children are unwilling to get married, but they are compelled to marry early and leave school. At the same time, many more terrible consequences might occur from the children’s dropout in the future. So, I chose to explore this area because it could help lower the

nation's dropout rate from public schools. For this research, the participants were people working in different fields who dropped out their school education.

### **Meaning of Dropout**

Etymologically, the word 'dropout' refers to 'leave out. In simplest terms; it is an immature leave from the expected course duration. Dropping out of school means not completing the minimum targeted amount of schooling. A youngster who enrolls in a school for their age group but does not finish the anticipated level of the educational cycle is considered a dropout, i.e. primary, lower secondary and secondary, etc. (Khan & Samadder, 2010). Children who enroll in school and leave before finishing the grade without moving on to another institution are considered dropouts (Chugh, 2011). The risk that children will leave school depends on when they first attend; hence in nations with low starting enrolment, the actual number of dropouts may be lower than in nations with high initial enrolment (Hunt, 2008).

The term 'dropout' can be considered in two senses. It means either: firstly, discontinuation of education before completing the last level of education for anybody who enrolled, or secondly, one has discontinued education before attaining a specific level. According to the first one, suppose a person has completed the basic level but does not enroll for secondary level education, it could not be considered a dropout. It is considered a case of discontinuation. And, as the second case, if an individual enrolls for the secondary level but does not complete it, then he/she is considered a dropout. According to the second case, the person would be considered a dropout in either case. At the same time, the secondary level is regarded as a specific level. The dropout rates are the converse of survival rates.

The schools are considered formal educational institutions. A school's main goal is to give students (or "pupils") a learning environment and a space where they can receive instruction from a teacher. Schooling is the formal form of educating a child in kindergartens, schools, and colleges. Schooling usually involves teachers teaching students a formal curriculum or syllabus of different subjects (Gobby, 2017).

Dropout refers to leaving out. It is an immature departure from the anticipated course length from formal or informal educational institutions. Dropping out of school means not completing the targeted education. Likewise, a dropout is defined as children who enter school according to their age group but do not complete the expected educational cycle, D. H. Elementary, middle and secondary. (Khan & Scamadder, 2010). There are many ways to define dropout, according to different

scholars. Early dropouts are young children who leave school before starting their first grade without transferring to another institution for causes other than death (Chugh, 2011). Because early dropout rates depend on whether children have attended school before, countries with low enrollment may have fewer early dropouts than countries with high enrollment rates (Hunt, 2008).

### **Dropout Situation in Nepal**

The country's public school education system and its conditions are still in vain. Such situations of the vein can be observed in aspects such as school repetitions, barriers to achievements, and dropouts. Among these, this study focused on dropout issues. The dropout rates from early classes in public schools are still seriously occurring. Why does this happen? What are the causes behind it? What do dropout students say about their dropout experience? Thinking of this, I have selected this area for my study.

While studying the dropout situation, Nepal has pledged to provide education for all by the year 2015. It is a signatory to both the United Nations Convention Report on the Rights of the Child and the Dakar Framework for Action (2000)(UNCRC, 1889 & MoE, 2009). The UNCRC's Article 28 calls on its signatory countries to recognize education rights for children and to take steps to uphold such rights consistently and based on equal opportunities. The UNCRC additionally asks for its individuals to make unfastened obligatory number one training all in addition to inspiring the improvement of various styles of secondary training, which includes well-known and vocational training. The country events shall cause them to be reachable to each baby and take suitable measures together with the advent of unfastened training and providing economic help in case of (UNCRC,1989).

Key goals of SDG 4 include a primary net enrollment and completion rate of 99.5% and a secondary gross enrollment rate of 99% by 2030(SDG in Nepal, Baseline Report, NPC, GoN, 2017).The Flash I Report (Ministry of Education, Science and Technology, GoN, 2018/19) shows that only 80.0 % of the students who enter grade one go to grade two. In the case of my participants, they dropped out of various classes. We can see the various dropout rates in different classes. According to the Nepal Living Standard Survey (NLSS, 2010/2011), 34% of adults aged six and older reported never attending school. And this problem is not just local. In contrast, the Annual household survey, 2016/17(AHS, NPL, GoN, CBS) highlights that only 74.0% of people of 16-17 years are currently in school in terms of attendance. All

these pieces of evidence show that the dropout of school children seems serious in Nepal.

### **Status of Dropout in Nepal**

One of the cross-cutting concerns that undoubtedly presented a challenge to Education For All (EFA) by 2015 was the dropout rate. The biggest issue in the present education sector is the high repeat rate and 4.8% student dropout rate per year. She is, therefore, unlikely to receive her EFA in elementary school by 2015. However, only 1,588,472 (89.5%) of the 1,775,142 pupils enrolled in upper basic education at the beginning of the school year had reported at the year's end according to the flash report II of 2019/20 published by the government (Ministry of Education, Science, and Technology, 2018, 2020).

While in Grade 8, the promotion rate is 91.4% and the repetition rate is 3.8% (90.8% and 4.2% in the previous year). And the overall survival rate for Grade 10 was 64.6%, with 65.3% for girls (the Flash Report I of 2020/21 (Ministry of Education, Science and Technology, 2021)).

Additionally, the Ministry of Education has contributed heavily to primary education, but the results have been disappointing. The government has allocated a huge amount in this regard. A budget of NPR 180.04 billion, or 10.93% of the total budget, has been given to the Ministry of Science, Technology, and Education (MoEST) for the fiscal year 2021/22 (Ministry of Finance, 2022).

There is not much change in the reports of 2019/2020 and 2020/21 regarding enrolment and retention rates. According to the reports, only 3,030,433 (89.0%) of the 3,543,862 pupils registered in lower basic education at the beginning of the school year (the flash report II of 2019/21, MoEST 2021) reported at the end of the year. Obviously, questions would be raised to the government where 11% of those students have gone despite huge investments in this sector.

### **Statement of the Problem**

We see that many youths dropped out the school from their early classes. They are active in different job markets. They show various capabilities in the society they live. They are earning money and seem happy. Some are in driving, some are in the hotel business, the marketing business, as shopkeepers, some are engaged in the broker market and sales agent, etc. Are they really happy or are they just showing facial expressions of happiness?

They might have different causes for dropping out of school. Are they really satisfied with their present status? Are these the fruitful jobs they are doing now regarding their real inner capability, social demand, or youth productivity? Are they exhibiting the advantage of school dropout to the new generation for earning money instead of hardworking in their study? Or they might have been more capable and high-quality job holders if they had not dropped out of school. Are their dropout causes genuine? These are the main issues of this research.

Of course, many youths of the age group 20-25 earning money dropped their early classes. What are the real stories behind their present status in making money? What do they think about their school dropout? What are their hidden convictions over their dropout? If these issues are not solved, other youngsters of the new generation might be forwarded answering these questions will help prevent the dropout rates in the future.

The involvement of school dropout youths seems to be less productive in society (Chaudhury & Parajuli, 2006). Dropping out of schooling should not be justified at any cost. According to the NCES Issue Brief, 63% of students who have earned a high school diploma or a General Equivalency Diploma (GED) choose to discontinue their studies (Hurst et al., 2004). Through story research, student perceptions of the dropout experience are described and assessed. To ascertain how socioeconomic status factors are connected to student dropout decisions, school dropout stories of impacted kids are analyzed. It also analyzes their feelings over the causes of dropout and their journey throughout life after years of dropout.

I have found a variety of studies relating to the actual experiences of specific high school dropouts. We now understand further information about school dropouts. Due to the study's size, scope, and duration, such studies frequently use sizable national databases like the database of the National Education Longitudinal Study (NELS) or the database of High School and Beyond (HSB). Unfortunately, specific social capital categories are not built into national databases, which restricts the application of such analyses (Drewry, 2007).

Several data fields are combined to provide a rough approximation of the social capital aspect as defined by the individual study. It seems that many interventions are adopted there to minimize dropout problems, such as PCF (Pay Control Fund) aid which includes free textbooks, various scholarship schemes, conducting motivational classes for both the students and guardians, operating career

guiding classes for grade nine students under ENSSURE project of CTEVT, adopting Montessori based classroom settings, conducting co-curricular activities for all the classes, and mid-day meals for lower classes, i.e. up to grade six from 2079 BS as well and so on. The problems are still in vogue in this regard. In this scenario, I wanted to dig into the actual causes of dropout within the overwhelming facilities to the students assuming that the dropout youth might be expressed through their lived experiences of causes of dropout and the consequences they felt.

### **Purpose of the Study**

This study explored the causes and consequences of school dropouts. The study incorporated the dropouts' experiences of school dropout.

### **Research Questions**

This study sought the causes and consequences of dropouts in their livelihood after dropping out.

### **Overarching Question:**

How do the participants narrate their stories after dropping out of schools?

### **Sub questions:**

What are the causes and lived experiences of the dropouts?

What are the consequences of dropping out in their lives?

### **Significance of the Study**

In fact, young people's diverse contexts and voices need to be analyzed to address their voices and perspectives. Although there is some literature on the school dropout problem in Nepal, it is challenging to find out research and literature related to the lived experiences of village boys who left school early in indigenous communities. Similarly, research about dropouts and earning money is rarely found in the Nepali context.

This study tried to fulfill a research gap left in earlier studies by assessing the dropout levels on the different components. The study also analyzed the level of the dropout rate of students that significantly varies with the dependent variable such as low learning, low achievement, and low academic performance, and independent variables such as household factors (household work, parental literacy), economic ones (parental investment, schooling costs), and school-level factors ( teachers behaviors, school distance, extra-curricular activities, gender facilities and cultural factors(early marriage, cultural beliefs), etc.

The study concentrated on yielding inner stories of dropped-out youths through the narrative inquiry method, believing that it will be helpful to those people who are on confusion about dropout causes and effects. Moreover, this study underscores the importance of getting an education on time instead of leaving school, exposing the educational value in life as described by dropped-out youths. This underlines the importance of the study.

This study is instrumental for school head teachers, who are key role players regarding schools' welfare. They can use the research findings in favor of the school by considering the emotions and feelings of students to prevent dropouts while making a strategic plan for the school. Similarly, it might be helpful for teachers to treat students from economically and socially backward conditions. Furthermore, it will benefit teacher trainers, supervisors, administrators, and national educational policy makers at large. Likewise, within the framework of the educational system of Nepal, it will be helpful to address the burning issues of student dropouts officially. For parents, students, and SMC to improve their institution's performance in lowering dropout concerns, most of the findings of the study will be pertinent and useful. The results of this study will be helpful for future researchers too.

### **Delimitations of the Study**

This study was conducted only to seek participants' lived experiences of the causes of dropouts and its consequences in their personal and professional life. The participants were purposively selected who were school dropout male youths ages ranging from 20 to 25 years. They left their respective schools from various classes of public schools in Bhaktapur district. I selected three key participants who dropped out from the lower secondary level i.e., the basic level and one from secondary level of school education of the selected public schools. All of them were from Janajati ethnic group engaging in different jobs. For this study, I have adopted the interpretive paradigm of qualitative research methodology, under which I applied the basic research processes of narrative inquiry. Similarly, to make the meaning of the raw data, I used Dewey's Pragmatism Theory, Vygotsky's Social Development Theory, and Social Capital Theory as theoretical referents, which informed me to generate socio- economic perspectives of participants for the data analysis.

### **Chapter Summary**

The poem "The Dream," which I have dedicated to my participants as this is the opening chapter, is presented first, followed by the context for selecting the

research topic under the heading "The Quest for Conducting This Research". I made a brief discussion here about my own life and career. I have described my feelings and experiences on dropout issues throughout my life. The research focused on school dropout, its meaning, cause, and effect are dealt over. Before this, I presented the dropout cases I witnessed during my teaching career. The dropout situation in Nepal is analyzed by citing various works of literature followed by the status of dropouts in Nepal. Then, I thoroughly dealt with the problem statement, purpose and goals of the study, the research questions, the significance and delimitations of the study, and a summary of the chapter.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter focuses on the review of the literature related to the study. Based on the challenges and concerns of the research and the research topics, this section of the literature review offers a critical assessment of the situation with dropouts prior to the current situation. This section seeks to evaluate relevant literature and its constructs, dropout causes, theoretical framework, and empirical research on the necessity of this study on dropout circumstances in the context of Nepal. It is justified to identify the gap in the study.

#### **Dropouts and Its Constructs**

The concept of dropout of students has received much attention over the past few decades. For instance, in the 1960s, dropout was a major worry and the school dropout demonstrates the failure of schools to cope with the educationally impaired (Schreiber, 1967).

Dropouts are young children who begin school and, for reasons other than death, discontinue attendance before finishing the grade without transferring to another school (Hugh, 2011). Dropout rates depend on students having previously been enrolled, so in countries where preliminary enrolment may be low, the actual number of dropouts may be lower than in countries with high preliminary enrollment (Hunt, 2008).

It is important for instructional development and improvement to lower the shortage charge and to sell network improvement. Because of the damages that the preceding management control imposed on their training system, the Government of Nepal attempts to undo and make an advanced proposition for training to be better. Before contemporary-day training began within the country, education was restricted, and only the elite had an access to training. Most of the ordinary people remained illiterate.

#### **Socio-economic Causes of Dropout**

We have been wondering for a while who or what would be responsible for a student's high school dropout. Although there is considerable disagreement among experts, scholars, and teachers as to whether or not students should finish high school. But, in practice, it seems to be just an ideal fact. We see that many younger human

beings depart earlier than their entire school period. Given the widespread criticisms of this academic phenomenon's detrimental social effects, there is considerable interest in (a) determining the reasons why students leave high school, (b) blaming our nation's human resources for this loss, and (c) establishing social norms to retain pupils in the classroom (Lee & Burkam, 2000).

The study that specializes in figuring out these explanatory factors is typically built around a comparison of college students who drop out and do not currently drop out. Such an examination frequently draws attention to chance factors, which are typically divided into three different categories such as: i) social background (e.g., gender, ethnicity, socioeconomic status [SES], own structure of the family, inner-city residence, etc.); ii) educational history (e.g., grade-repeating history, test scores, aptitude, etc.); and iii) academically related behaviors (e.g., faculty grades, engagement with faculty, faculty disciplinary encounters, truancy, direction completions, and failures, etc.).

By outlining the causes in this manner, dropping out before graduating from high school is seen as a poor decision made by character children, typically based entirely on a lack of dedication to high school and behaviors that resulted in failure in high school. Students who fit the description provided by numerous of these factors are typically seen to be "at high risk of losing out" (Lee & Burkam, 2000).

Factors that are directed at the colleges that the students attend are less common than individual explanatory factors for college students quitting before commencement. Despite the comparative perspective cited above might consider such features of the high school student population as a combination of characteristics of specific college students (for example, minority enrollment, common SES, and common achievement), such college characteristics could clearly be perceived as describing at-risk high schools. Commonly missing from this list are college characteristics that faculties themselves have no control, or people inside the colleges, have little control (e.g., the governance web page 1 structure)

Specifically, we concentrate on school characteristics above and beyond their demographic compositions and college agency and losing out, might be encouraged through policy interventions. Our consciousness is on three foundational factors of ways excessive faculties are organized: structure (in particular, college length and sector); instructional agency (focusing on the curricula they offer); and social agency (that specializes in relationships among college students and teachers).

The National Educational Longitudinal Study of 1988's High School Effectiveness Supplement (HSES) was used for our research, which included faculty and student samples from colleges. All of the individuals in our sample were in high school when their second year was over (in 1990); however, several had already graduated when they may have been seniors.

Another study looked at both individual and institutional factors that could contribute to pupils not graduating two years after their cohort in high school (Rumberger & Larson, 1998). Here, intellectual and social risk factors for people received the majority of the attention. One finding concerns mobility, which was mostly absent from earlier research on this subject. The likelihood of switching schools before or throughout high school, and occasionally more than once, was significantly higher for students who dropped out of school. Academic risk factors were discovered by the authors in addition to the typical social risk factors for dropping out (minority status, single-parent families, and low SES) (low expectations, grade retention, high absenteeism, and low school performance). Unpredictably, these sophisticated models showed little evidence of a relationship between school variables and dropout (Lee & Burkam, 2003).

Numerous studies have characterized social assistance as a blend of social enterprise and faculty characteristics. Examples of these paintings can be seen in the comparisons between Catholic and public colleges Bryk et al. (1993). Social capital, as it was characterized in that study, was a significant element in explaining the variations between Catholic and public institutions in terms of students' educational engagement and teachers' commitment. In addition to providing data from both qualitative and quantitative sources that emphasize the importance of community, faculty endeavor in academic life, that book gives a consider-capin-position model of that impression. College students are typically expected to finish several of those publications as part of such a constrained curriculum in order to graduate.

The majority of study on this topic has concentrated on math curriculum. The "restricted curriculum" design is a key factor in explaining why college students examine more and why mastery is distributed more fairly in Catholic than in government schools (Bryk et al., 1993; Lee & Bryk, 1989). Basically, it has been considered that ability predictors of non-commencement are first found among the families and individual college students, second among teachers and fellow students, and only at the tertiary level within the broader setting or context (neighborhoods,

friends' networks and activity markets; cf. Rumberger, 2004). Additionally, the notion that early college departing is partially a natural process - literally "attrition" - that is largely resistant to extrapolation efforts has been fostered by focusing first on immutable factors (demographic and other intractable risk factors like gender, race and ethnicity, parental socioeconomic standing, and domestic language) (Christenson et al., 2008).

The causes of dropout vary from person to person, level to level and even place to place. Every individual may have different causes of dropout from school. The children might be dropped from various classes and levels of the education system. The dropout of secondary stage youngsters relies upon consisting of infant marriage, agricultural- orientated households in rural areas, sure varieties of negativity approximately faculties constructed with the aid of using youngsters peer play a first-rate position in youngsters' dropout from faculty in Nepal (Wagle, 2012).

It is evident that the financial consequences of leaving school remain substantial. Early school abandonment by youth has had a significant negative impact on their financial circumstances (Boateng, 2015). The economic relevance of school dropouts has been worse in recent years due to technological innovation, which has increased the need for a highly competent work force and set a high school certificate as the entry requirement for employment (Vermont, 2011).

The youths who have dropped out are struggling financially. The economic consequences of not obtaining a diploma are highly challenging. Due to this circumstance, many young people are now having trouble finding better jobs that pay well (Create, 2007). The dropout youngsters' poor income eventually makes their financial situation intolerable and unaffordable because they are unable to meet their basic demands. As a result, their future is closed off in an environment where most young people engage in questionable activities to meet their daily needs (Acquilano, 2009).

The dropout rate is impacted by a number of variables. Equity and access issues, declining quality, insufficient school community, the public-private divide, and a lack of funding are further difficulties with elementary education (Baidya et al., 2000). Family poverty and financial hardship are the main causes of the high rates of dropouts and low primary school retention (Kushiyat, 2007). If we look at the current dropout rate, it is generally getting better, but if we look at Dalits and other marginalized students, their dropout rate is still high. Additionally, if we do not put

certain programs and tactics for their improvement, it will be difficult to achieve the MDGs, SSRP, and EFA targets, among others (Devkota & Bagle, 2015).

The district-by-district comparison reveals that the respondents of Siraha cited poverty/financial constraints, household responsibilities, lack of awareness, lack of interest in studying, illiteracy, being unable to afford stationery and books, being unable to eat on time, frequently losing learning materials, and parental disapproval as the main causes of dropout. Similar to Dhading, it was reported that the top causes for dropout in Dhading were overage, lack of books and stationery, home responsibilities, illiteracy, fieldwork and cattle grazing, and poverty (A survey report to JICA/CASP Office, Kathmandu, Nepal, 2004).

### **Empirical Review**

Numerous qualitative and quantitative research projects on school dropouts have been carried out here and there. Different researches have focused on status, realities, places, particular ethnic groups, and socio-economic perspectives of dropout. I have gone through some of the related literature to review thinking to generate the foundation of my research study, which I have mentioned briefly below:

Teacher Educators' Society Nepal (TESON) has presented a report on a Survey of Dropouts in Dhading and Siraha District (2004). The report, submitted to JICA/CASP office in Kathmandu, focused on children who have abandoned their studies. To gather necessary data about the dropout youths from the schools in the Siraha and Dhading districts, the study used both qualitative and quantitative methods. On the basis of the analysis of the data collected, one of the key conclusions from the study report was that in both districts school's physical environments were judged to be deficient, and the majority of the schools lacked separate restrooms for boys and girls. Additionally, it was shown that the majority of schools had some playthings in addition to educational resources.

Wagle(2012),in his study, focused on the factors that led a child to dropout from school and the potential repercussions in Nepal's rural and remote rural areas of Rupandehi District. To determine potential answers to the dropout problem, this study also examined the daily routines of those kids who are expelled from school.

The study adhered to the New Social Studies of Childhood theory, which views children as capable individuals who should be examined independently and from their own perspectives. The study used individual interviews, focus groups, and observation to gather information. The study found that a number of initiatives,

including increasing the number and managing different scholarship programs, enhancing school facilities, implementing child-friendly teaching strategies, and automatically promoting students to higher grades, can assist in lessening the dropout problem.

An "Ethnographic Study of Terai Dalits in Nepal" was conducted by the Nepal National Dalit Social Welfare Organization (NNDSWO) (2006). The Terai Dalits were the subject of this study, with a concentration on their ethnography. The ethnography of the Musahar community is also explored in the study. It demonstrates that among all ethnic groups in Nepal, the Musahar community has the lowest adult literacy rate (6.9%). Children from this community have a very high dropout rate, which is more pronounced among girls. The causes or influencing factors for the low educational engagement; however, are not the main focus of this study. An ethnographic study of the Musahar community was the main topic of Pokharel (1997) study. This study concluded that Musahars are socially under-privileged people. They all live in lower standard of life. In every sphere of social life, they have been ignored. They are also underprivileged financially, and their social life is too miserable.

Similarly, Kunwar (2013) has also done a research focusing on Dalit issues. The study focused on lived experiences of School dropout Dalit boys with the closed observation of the Dalit community nearby his birth place. For this, he adopted a critical ethnographic research method, using interpretive paradigms with a multi-paradigmatic research design. This research study offers guidelines for reconsidering current policy practices, revising existing regulations, and putting them into immediate effect at the appropriate levels of government in order to address the problems of Dalit school dropout boys who have been wasting their productive years on destructive activities like drug abuse and less useful pursuits.

Another study Tharu (2021) focused on Kamaiya and labor Tharu women's educational status. This study demonstrated the level-wise high discrepancy in the educational level of Tharu females, although educated females were more prevalent at primary level than at other levels. The rate of women drop out was higher than men in Tharu community. The female Kamaiyas and labor households have been discovered to be deprived of formal education due to low economic conditions. Additionally common in these families is the dropout rate before finishing a grade. While more

girls were literate informally in the age group over 26, there was a higher proportion of literate women in the age group under 15.

Drewry(2007) has focused on documenting and examining students' high school dropout experiences within a social capital framework. Five English-speaking former high school students as their first language attended a high school in a Southwest Virginia urban district, which was the focus of the study. Each participant's life history was documented in a narrative form in this study. The study found that none of the students had connections with people in their family or community who could support them in their efforts to finish school; they wanted to finish school or get their GED but had no relationships with anyone who was persistent in providing them with support and information outside of the classroom; and they had access to social capital but were unable to use it.

### **Policy Review**

Low enrolment is a problem at the secondary level, particularly in grades 11 and 12. Many college students drop out of the faculty machine as they develop to better stages of schooling (MoEST, 2016, SSDP, Nepal, 2016–2023). Nepal Living Standards Survey (NLSS,2010) information suggests a robust correlation between households` financial reputation and participation in training at secondary and better secondary (grade 11 and 12) stages (CBS, 2011). This information also shows that a chief motive for kids losing out of faculty is to assist with family and own circle of relatives' farm work. Furthermore, it is frequently tough for poorer college students to pursue similar research as secondary faculties fee month-to-month prices in grades 11 and 12 (MoEST, 2016, SSDP, Nepal, 2016–2023).

Despite Nepal having a long history of developing an educational system, the government today offers a community school where students get monthly government financing. This kind of educational setting is referred to as a public school in Nepal. Additionally, there is a school that is run by locals who are passionate about having a school in their area. Though they do not get any grants from the government regularly, people are assisting each other to help and manage so that their faculties might be diagnosed as actual community schools (GoN, DOE, 2016).

The relationship between school dropout and unemployment is uncertain, but since the mid-1940s, declining employment opportunities for young people have contributed to rising school enrollment and graduation rates (Dorn, 1992), thus increasing labor market opportunities during economic recovery, school abandonment

rates rose (Cabus & De Witte, 2011). Adolescents are being pushed increasingly into the job market in nations like Australia, the United States, and parts of Europe (including Portugal and Spain) (Cabus & De Witte, 2012).

Change readiness can be assessed by looking at both the degree to which policy frameworks offer essential feedback for educational reform and the degree to which the current educational system exhibits the capacity to carry out suggested reforms. Four legal instruments make up Nepal's foundation for educational reform: the Education Act (1971), the SSRP, the National Development Three-Year Plan (2014/15–2016/17), and (2009–2016). The new Constitution pledges to provide all people with access to quality, free education up to the secondary level (NIRT, 2016).

The dropout issue puts the country's educational policy in jeopardy. In many parts of the world, dropping out of children at school has become a significant problem (Young & Chavez, 2002). Achievement of education depends on the completion of schooling of the enrolled students. Children's dropout rates from school are significantly influenced by the inputs and outcomes of high-quality education (Khan & Smmader, 2010). Dropout may occur in any grade and level of schooling. Dropout has been a striking issue for all. These may occur here and there. Actually, failing to complete a basic cycle of top-tier education now not only severely restricts children's future opportunities but also puts a significant pressure on the limited resources that nations have to provide top-tier education (Sabates et al., 2010).

However, these studies are executed in the context of western society. Therefore, this study minimizes this gap by providing opportunities for principals to express their emotions, feelings, and attitudes regarding dropout prevention. Additionally, this study will give researchers a good chance to obtain a thorough and detailed understanding of the underlying elements that contribute to keeping students in public schools in the Kathmandu valley from dropping out. In their efforts to make public schools more competitive, educational officials and the MOEST, Nepal, will find this knowledge essential.

Sector leaders and their partners require a clear line of command and accountability, time to reflect on their actions, and a comprehensive grasp of the underlying change process as they develop the knowledge base for the bridge to 2022 must demonstrate a firm commitment so as to stay influential, remain upbeat, and concentrate on opportunities and solutions. Additionally, they must share a vision that



all stakeholders in the education system are aware of, understand, and are willing to support (NIRT, 2016).

Campaigns to enroll girls and members of underprivileged groups have produced encouraging results in areas where education exclusion has proven to be a serious problem. To boost the proportion of females who enroll in and continue attending school, children from low castes, and other underprivileged populations, UNICEF and its partner organizations introduced the Welcome to School (WTS) program in 14 districts of Nepal in 2004. The Ministry of Education and Sports (MOES) provided 125,000 scholarships and school materials to first-time learners as part of the campaign. Other key elements included district 13 planning and partnership facilitation, using community mapping to find homes with un-enrolled children, and strong national-level advocacy ("Welcome to School - enrollment and preservation in the Education for All initiative", n.d.). The program was expanded in 2005, and it was generated (Shanker et al., 2015).

One of the staggering things while discussing the issue of illiteracy in Nepal is hunger. There is an undeniable correlation between hunger and illiteracy, notwithstanding the doubts of many. Malnourished children struggle to focus, form close relationships with other kids and are more likely to become sick and miss school. Early academic failure is a significant factor in pupils dropping out of school, which increases the illiteracy rate in the nation. Food insecurity is damaging everyone, but because of children's increased sensitivity and the potential for long-term effects, it can be especially destructive (Food for Life Nepal, 2015).

The Mid-Day Meal (MDM) program is a revolutionary initiative with children's welfare at its core. One of the best strategies to simultaneously increase nutrition and educational results for schoolchildren in underdeveloped nations is commonly regarded as school meal programs. Children who participate in school lunch programs experience less acute hunger, improving their focus and capacity to learn in class (Food for Life Nepal, 2015).

Additionally, government and state governments have established two social protection programs to help women and girls cope with discriminatory gender norms that continue to affect the lives of girls and women in Nepal. Violence is based on violence in the home, community, and school. These programs are the *Beti Padhau Beti Bachau* (BPBB) program in Province no. 2 i.e., Madhesh Pradesh and the *Bank Khata Chhoriko Suraksha Jivan Variko* (BKCV)(Samuels & Ghimire, 2021).

The federal system in Nepal was established by the Constitution of Nepal, 2015AD. And, it is being consolidated by conducting a general election for the province and federal representative and local governance twice. Many laws and regulations are formulated by the provincial and federal parliament addressing according to the constitution besides education act. Still Nepal's guiding policy of the school education is Education Acts, 1971(Ninth amendment). It talks about 11 functions, rights, and duties of school management committee (SMC) in its 6<sup>th</sup> sub-clause of 12<sup>th</sup> clause. But there is no point in addressing control dropouts from the school.

The eighth of the 22 local-level rights listed in Schedule 8 of the Nepali Constitution (Constitution of Nepal, 2015). The key idea is that local governments ensure everyone's access to basic and secondary education. Similar to this, section 11 of the Local Government Operation Act, 2074 BS, subsection 2 j, mentions the list of responsibilities and rights connected to education at the local level. It has 23 rights and duties, including those related to standards, planning, implementation, protection, promotion, standardization, permission, naming, monitoring, and regulation. It also has 23 rights and duties (GoN, Local Govt. Operation Act, 2017,).

It is obvious from the aforementioned function that the local government has been granted complete control over managing, supervising, and coordinating education up to the secondary level. This suggests that, if there is a desire, local governments can exert tremendous effort to end educational inequalities and give people access to high-quality education. A right's justification depends on how well it is used. Although acquiring rights is not a major concern in and of itself, it is crucial that they are used properly and appropriately. Power abuse can be fatal to the entire system if done for personal gain. As far as dropout of children is concerned, there is no any provision directly addressing it. But, the necessary supports and creating child friendly environment in the school might be helpful to control dropouts which are the duties of local government as per the law.

To meet the sector's pressing issues, Nepal's fiscal policy for 2019 has highlighted some aspects of the educational development, particularly with regard to enhancing educational quality and the learning environment in the classroom (Ministry of Finance, 2019). Although the government has prioritized education as a sector in its plans and programs, it faces difficulties in implementing the budget, particularly the development budget. Focus on additional educational improvement

initiatives, such as lowering dropout rates, raising completion rates, etc. has not been noted in the fiscal policy 2019 or the government's plans and programs for the fiscal year 2019–20. This shows that even if the government cares about quality, efficiency in terms of lowering dropout rates has not been viewed as a vehicle for enacting change.

Moreover, Education Regulation, 2002 (Eighth amendment) provides the functions, duties, and powers of the SMC and the head teachers as well. The 19 points of functions, duties and powers of the SMC are mentioned in rule 25(1) while 23 points of those of the head teachers are enlisted in the rule 94. However, those functions, duties, and powers provided to both the SMC body and the head teachers do not include any clear provision regarding control of dropouts from school. Thus, there is a dilemma on who (and how) is responsible for students' dropout from school as per the policy. Head teachers as the managers of the school have only been envisioned for the conduction of the school smoothly. The remaining roles have not been clearly articulated in the policy. Thus, we can clearly see the policy gap regarding dropout control from schools.

### **Theoretical Review**

To explore and analyze the data in this research, I have gone through three theoretical referents, such as the social development theory of Vygotsky (1978), Dewey's (1938) pragmatism philosophy and Social Capital Theory.

#### **Dewey's Pragmatism Theory**

To advance knowledge and concentrate on research, Dewey's theory of pragmatism is reviewed to provide an overview of how and why people learn best through either good or negative practical experiences. Dewey (1938), who advocated for the use of reciprocal teaching and experiential learning, developed the progressive education concept to improve students' learning results and general development. Dewey concentrated on the practical and intellectual pragmatic doctrine. This asserts that people should consider important details or personal experiences. During his research, Dewey determined that scholars executed more outcomes while teachers geared classes that were constructed on their students' preceding knowledge and experiences. Dewey satisfied himself that rote memorization as a coaching method turned into irrelevant and distinctly useless for maximizing preparation and pupil engagement.

Dewey also stressed the importance of highly stimulating, nurturing, and innovative academic institutions to foster student-teacher development and provide long-lasting academic and social benefits (Dewey, 1938). To understand the effects of school dropout on dropout students' lived experiences and their subsequent social participation, I employed Dewey's pragmatic theory as a framework. Additionally, I summarized how participants described their struggles for survival using Dewey's pragmatic theory to explain how they expressed their encounters when deciding to drop out of their different institutions and acquire information.

Moreover, Dewey (1938) discovered that good and bad experiences help pupils learn new things. If such an encounter is successful, the learner will be open to trying something else. However, unpleasant events frequently cause students to act in ways that are detrimental to their learning in general (Dewey, 1938). Students struggle and become less open to further learning when they do not apply newly taught and mastered concepts (Dewey, 1938). Dewey found that experiences acquired by school-age children through their neighborhood, social play, academic communities, and familial situations were positively correlated. Dewey argued that a revolutionary learning form of pragmatism was more effective in fostering and strengthening essential questioning skills in beginners.

Furthermore, the version furnished self-belief for newbies because they could construct on their non-public experiences, make applicable connections, and become efficient participants in their neighborhood communities (Dewey, 1938). Dewey's theory of pragmatism was coined with this research question and purpose because Dewey argued that students learn best through previous practical experience. Additionally, Dewey argued that gaining knowledge of groups ought to be innovative, fostering, and motivating to seize and preserve students' concentration. In modern times, Dewey's principles of pragmatism have been complemented and aligned with Vygotsky's principles of social improvement regarding the dropout phenomenon and its impact on participants.

### **Vygotsky's Social Development Theory**

I applied Vygotsky's social development principle along with Dewey's philosophy of pragmatism to discover the dropouts' reviews and effects later on and to speak about the significance of human social interplay inside a recognized getting-to-know community. It is discussed how human capital and the environment are treated using this theory. It can affect human behavior. This study's problem and

objective are relevant to Vygotsky's (1978) theory of social development. According to Vygotsky (1978), each process of a child's cultural development occurs twice: social level comes first, and then on the personal level; initially between individuals (inter-psychologically), and subsequently within the kid (intra psychological).

According to Vygotsky, interacting socially with peers and teachers that are based on prior or recent experience are more effective ways for pupils to learn. Like Dewey, Vygotsky believed that to attract and hold students' attention, learning communities needed to be imaginative, nurturing, and exciting. The social development hypothesis developed by Vygotsky in 1978 examines how a person's environment and human resources affect their behavior.

Vygotsky concluded that a more thorough analysis is required to comprehend the evolution of human mind throughout history. Social interaction and cognitive growth are the foundations of Vygotsky's (1978) social development theory. He described socialization as the method via which people interact and learn from one another through shared experiences and aspirations. Furthermore, Vygotsky coined the word "intra-mental" to describe how someone internalized and put social rules to work to forge dependable and enduring relationships with others (Pappas, 2013).

My research issue is supported by Vygotsky's theoretical model of social development since it looks at how environmental factors and human capital studies affect individual behavior. Understanding the function of interpersonal connections, environmental cues, social behaviors, and experiences in learning is crucial, given that the New Hope program is a model of reciprocal learning. Vygotsky's theory of social development has the following elements: improving human social interaction and human cognition. Establishing if social conduct aids these adult learners in creating meaningful relationships with their professors and peers, can be crucial (Vygotsky, 1978)

The social development theory of Vygotsky (1978) states that knowledge is a social creation learned via social interaction and varies across various social contexts and historical periods. Because people and their social circumstances are inextricably linked. Vygotsky's social development theory, which explicitly states that students analyze well through mutual mastering by the social interaction with their society, context, and solely on the basis of previous and recently gained experiences, is in line with the challenge and purpose of this investigation in this regard.

In addition, Vygotsky held that learning environments should be creative, nurturing, and extremely exciting to draw and hold students' attention, much like Dewey's pragmatic theory. The use of social circumstances in academic training was augmented and aligned with both Vygotsky's social development theory and Dewey's pragmatic approach. Vygotsky and Dewey's "social development theory," which emphasizes "pragmatism," sheds light on how students learn and develop within a structured contextual learning community. Comparable theoretical foundations of social context, academic creativity, and past skills (experiences), which are closely related and have been the driving force behind this study, can be found in both Dewey and Vygotsky's theories.

Furthermore, these theories provide insights into the way students are taught and develop more effectively in 21st-century education through real-world experience, observation, and contextual learning. Vygotsky counseled that person speaking had a sturdy social element, as a language had its origins within side they want for human beings to speak with every other. Vygotsky considered that the kid followed the equipment of verbal exchange with every other as a method to assist plan and perform actions- even if no person else turned into the present. Later, such speech could be internalized; however, in its origin, personal speaking is social in nature (Vygotsky& Luria, 1994).

### **Social Capital Theory**

Social capital theory was another theory applied in my study. The phrase "social capital" was first used by Glenn Loury in the early 1980s. Loury developed social capital theory from social exchange theory, which asserts that transactions between parties take place as a consequence of a "rational evaluation of costs and benefits" (Astone, et al., 1991, p. 2).

Additional social scientists, such Pierre Bourdieu and James S. Coleman contributed to the social capital hypothesis that continues to develop. Books by Bourdieu and Coleman from the middle of the 1980s provided details on social capital definition. Bourdieu connected the phrase to the responsibilities that come with belonging to a social network built on conscious financial inputs and social status reinforcement (Portes).The concept offered by Bourdieu was quite fixed and based on institutionalized ties. In the context of the family, social capital, according to Bourdieu (1996), "might be the condition and the product of appropriate management of the capital that the members of the household unit collectively own"(p. 24).

Coleman (1988) outlined the fundamental elements of social capital before defining it. Coleman claims that like human capital or financial capital, social capital is a resource that is at the disposal of each individual. In Coleman's view, the relationships that people have access to every sphere of life which includes home, workplace, school, and community, among others—are the most fundamental elements of social capital. Individuals create networks of information channels inside these connections to acquire facts for action. Additionally, based on the requirements that other people in the social network have met, people develop duties to others. These commitments make up a class of non-financial credit that is sometimes referred to as social capital (Coleman, 1988).

The dropout issue has been the subject of numerous theories. Social capital theory is a component of several of these theories. According to the life cycle theory, a person's educational outcomes depend on the pathways they take for the duration of their life (Entwistle et al., 2004). Five distinct theories were offered by Battin-Pearson et al. (2000). Academic mediation theory states that a number of factors, being an African American male of low socioeconomic level and engaging in general deviant activities, as well as associations with other students engaging in deviant behaviors, a lack of social connections at school, a lack of parental expectations and knowledge, and, all influence a student's propensity to drop out of school (Battin-Pearson et al., 2000).

According to the human capital theory, a person's desire for education will increase if they want to help the economy flourish (Yoonet.al, 1996). According to the theory of poor family socialization, parents' low expectations for their children and/or their lack of knowledge are the main causes of their propensity to drop out of school (Battin-Pearson et al., 2000). Based on problematic student behaviors, the general deviance theory forecasts a tendency toward dropout. Social capital can be divided into three categories, according to Israel and Beaulieu (2004).

The first part, family social capital, covers aspects of social capital relating to parent-child relationships that affect educational achievement. Parental goals for their children, family structure, family mobility, and domestic rules and customs were some of the social capital components. School social capital, the second dimension, includes social capital elements connected to the organization and resources made available to students by the school. Demographics of the student body, size of the institution, distribution of funds, expectations, and rules for conduct, student-teacher

interactions, and engagement of parents in the school were among the variables. The community's demographics and social capital (the third factor) were defined.

### **Research Gap**

I found a few studies conducted in the field of dropout issues in Nepal. Most studies are related to the dropping out of children from public schools in the different districts of Nepal. I found many research studies conducted outside the country, such as USA, Saudi Arabia, Kenya, India, and Pakistan, on job satisfaction of female head teachers, elementary school head teachers, assistant head teachers, middle school principals, and secondary school principals from the different demographic factors, motivational and different hygienic factors, But in the Nepali context, I could not find, till now, the research underlying the lived experiences of dropout children through a narrative approach.

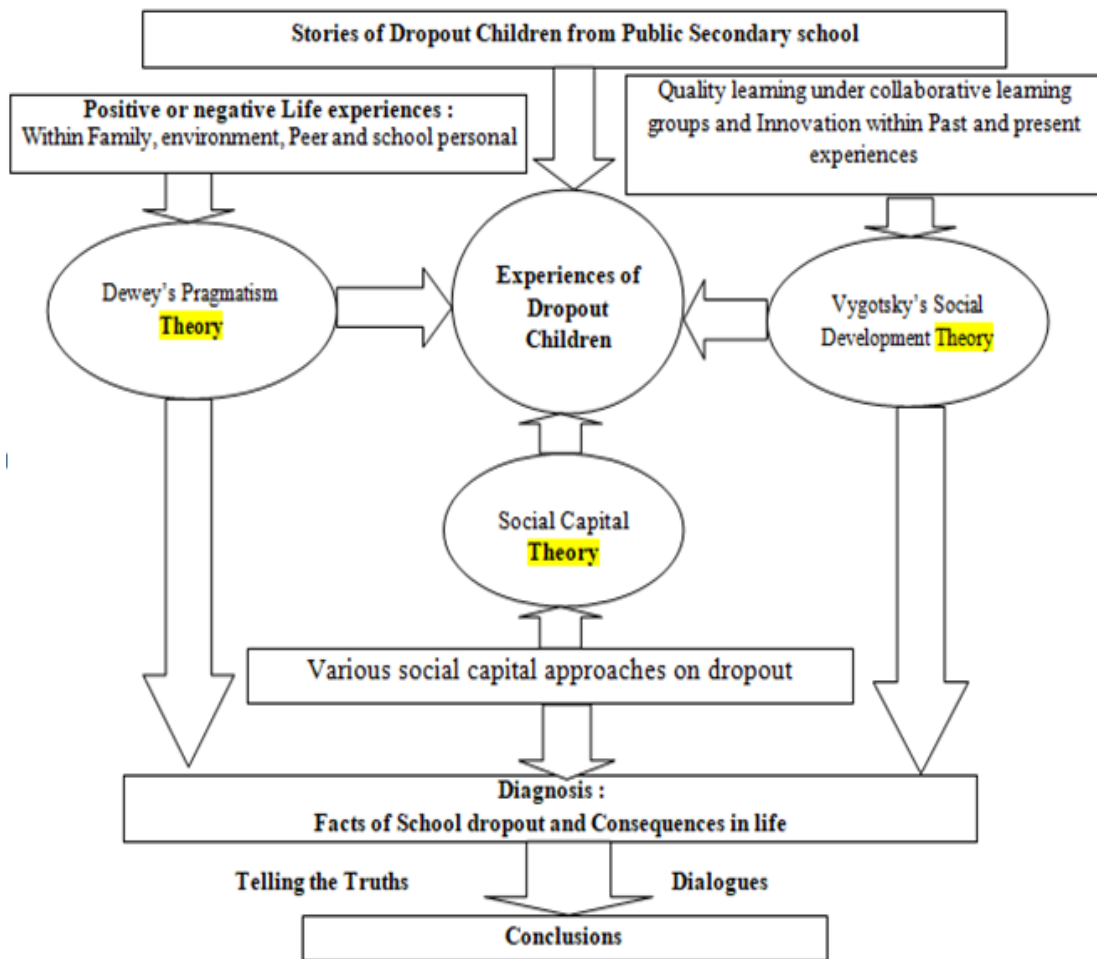
### **Theoretical Framework**

By integrating the theories of Dewey and Vygotsky, this theoretical framework was completed with the principles that were crucial for comprehending how students' favorable or unfavorable social and environmental experiences influenced their decision to leave high school. Social and intellectual development of a child is influenced by both good and bad life experiences as well as a wide range of environmental influences, including family, environment, classmates, and school personnel. Collaborative learning groups and new ideas based on the experiences of past and present students enable high-quality learning (Dewey, 1938, 2017 & Vygotsky, 1978).

I interpreted the experiences of participants from public secondary schools using this theoretical framework to grasp how they view environmental and social experiences from school. I tried to look for inconsistencies or common patterns within the two main tenets of this conceptual framework revealed through each participant's comments.



### Theoretical Framework of this study



My research work was based on the theoretical framework given above. The stories of dropout children from public secondary schools were collected. For this, the research was guided and directed by the mentioned two theories, Dewey's pragmatic theory and Vygotsky's social development theory.

### Chapter Summary

In this chapter, I presented a thematic review followed by a chapter overview. The thematic review contained two underlying descriptions that dropout and its constructs and socio-economic causes of dropouts. Then, I made an empirical review by describing the causes of dropout and its effects. Policy review of this study was followed by a theoretical review including Lev Vygotsky's Social Development Theory, Dewey's Pragmatism Theory, and Social Capital Theory which emphasized learning via experience and social interaction, and various aspects of social capital in dropout were adopted as theoretical referents. A brief discussion was made on the research gap regarding dropping out cases from public schools in Nepal. Finally, I outlined the theoretical framework which has guided the entire research process.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains the research's viewpoint and how it was developed; the subsequent subsections provide examples of how the research was carried out and replicated. In doing so, it informs the appropriateness of the proposed methodology. This chapter, thus, deals with the entire process of research designing, focusing on how the researcher collects data, what philosophical assumptions the researcher uses, the way of sampling, the study field and ethical considerations.

#### **Philosophical Overview**

The philosophical overview deals with ontology, epistemology and axiology of the study. Besides, I have used narrative inquiry as my research method. Moreover, I have further tried to explore the role of researcher's reflexivity in narrative inquiry.

Exploring philosophical approach basically, studies techniques encompass all of the techniques and strategies for collecting, reading, and decoding the data. Research methodologies and philosophical and theoretical considerations are closely related, as Brewer (2000) contends. The broad theoretical and philosophical framework within which these procedural norms fit is called a methodology. This is similar to Hughes's concept of 'research philosophy' (1990), which incorporates epistemological assumptions as research methods and techniques.

Moreover, Griffiths (1998) and Holmes (2005) urge methodology, more than providing research techniques, to justify the use of the research method in the particular research context. Therefore, there is an indispensable link between philosophical approaches i.e., ontology, epistemology, methodology, and axiology. I have tried to employ the philosophical approaches implying the theoretical background of these approaches as discussed briefly below:

#### **Ontological Approach**

Ontology is the study of existence and form, which is known as the basic subject matter and it is the theory of being a general part of metaphysics and theoretical philosophy. Ontology concerns how philosophy defines the nature of reality differently. According to Mauthner (1997), the nature of reality is interpreted as something that has shaped in the history by the chain of social, political, cultural and economic elements.

In my research, the major contribution of ontology is providing the possibility of the multi-perspectives in the time of interpreting the data. In particular, my ontological approach is based on the school dropout problem of youths in society. Therefore, the ontology of this research study incorporates multiple realities that are particularly based on peoples' socio-economic perspectives toward the school dropout problem in the entire Nepali society.

### **Epistemological Approach**

Epistemology relates to the concept of knowledge (Patton, 2002), and how it is perceived remains important. It is related to the procedure of knowledge and gaining knowledge of approximately the social international and the way we understand realities. Methodological and epistemological attention relies on a researcher's role and belief in approximately both fee-specific or fee-loose research (Griffiths, 1998; Carspecken, 1996). There are many contrasting perspectives and practices inside the instructional discipline approximately impartial and fee-specific research.

However, Becker (1967) and Guilder (1962) have recently pointed out that different positions have arisen between value-neutral and value-driven epistemologies. My philosophical considerations are based on the assumption that knowledge is independent of the knower. Facts are not worthless. This means that research is not just about facts; it is the interpretation of meaning reproduced by researchers and study participants (Poudel, 2007). As a result, the researcher's participation in the study process is obvious. As my experiences and ideologies, which may differ from those of the authority of knowledge and power, as well as from hierarchies and distinctions based on socioeconomic status, are the driving forces behind this research.

### **Axiology of the Study**

All researchers provide values to their studies, but qualitative researchers like to be clearer about these values. In qualitative research, the interviewers deliberately disclose their attitudes and prejudices as well as the value-laden nature of the study. The type of data is acquired from the field using the necessary methods, and the author acknowledges that the stories stated constitute an interpretation and presentation of the author much like the subject of the study (Denzin, 1989).

In this research, I have explored the life world of school dropout participants considering their drop out experiences and consequences. I have dedicated myself to

making the study meaningful by collecting data from the field through the narrative inquiry with the dropout victims. For this, I have applied the research tools: observation, creating discourse and taking informal interviews. Similarly, I have used the critical perspective while analyzing the data to conceptualize the life world of school dropout victims creating a fine environment during the conversation.

### **Interpretivism as a Paradigm in My Research**

This is a qualitative study. It explores the multiple realities related to dropouts from public schools in Nepal and the experiences of the research participants. If the researcher is open to interpreting and recording the meaning of human interactions, the causes and effects of drop-out may vary from learner to learner. As such, I predicted that the inter-subjective meaning of dropout and its causes and consequences are possible. But the meaning could be created based on the participants' understandings, meanings, and other subjective experiences, which could be time and context-bound. According to interpretive research, reality is a personal experience that varies from person to person (Guba & Lincoln, 1994, p. 110). Research participants are not expected to reach exactly the same interpretation as a researcher in this relation.

In my study, the participants are expected to have different experiences, understanding, and explanations of their dropout behavior. Here my position may not be purely independent because I know a little bit about the situation where the study was conducted. In this sense, I believe that both researcher and the participants are meaning-makers in interpretative research. It means the information on dropout causes and consequence is not only given by the participants, but it is created through the two-way interaction between the researcher and the research participants based on the context of the study with the help of semi-structured interviews.

Usually, in a qualitative study, semi-structured interviews are the most frequently adopted options to collect data as this method is based on interaction where during dialogue, the researcher adds questions in a preplanned interview form to extract information from the participants (De Jonckere & Vaughn, 2019). In my research, I interpreted the reality of phenomena in relation to my research question, as my reality is diverse and subjective. The participants in my study are four early dropouts. Information was collected through semi-structured interviews. This method views reality as inter-subjective and based on social and experimental meanings and understandings (relativist ontology). Similar to the previous approach,

there is a direct connection between the researcher and the research subject because people cannot be divorced from their knowledge (transactional or subjectivist epistemology). An interpretivist position related to ontology and epistemology is that interpretivist believe that reality is plural and relative (Hudson & Ozanne, 1988). So it helped me in the process of finding meaning in my research.

My methodological approach was a narrative inquiry, which necessitates the application of an interpretive notion. Interpretation is predicated on the idea that social reality is neither static nor unchanging but is instead molded by individual experiences and societal situations (Bhattacharjee, 2012). Interpretive researchers "interpret" social reality through a "sense-making" process rather than a hypothesis testing procedure because they believe that social reality is anchored in and impossible to isolate from their social environments. The positivism of natural science is opposed by the Interpretivism of social science. The purpose and intent underlying people's activities, such as their behaviors and interactions with others in society and culture, are investigated by interpretivist (Whitley, 1984).

### **Narrative Inquiry as a Research Method in My Study**

Narrative inquiry embodies lived and told tales that people use to express their experiences. It is a method of summarizing unique events by describing them chronologically and explaining their significance (Creswell, 2007). A narrative is a description of an action, an event, or a series of connected events that occur chronologically (Czarniawska, 2004). The chronological expression of participants' shared experiences is accomplished through narrative inquiry. In order to make the research engaging, as a researcher, I presented the participants' experiences and stories verbatim. I chose narrative inquiry because it fits the goal of my study reflecting on the lives of my participants, i.e. young people who had dropped out of public school in my study.

Clandenin and Huber (2010) argue that there is indeed some degree of agreement on the definition of narrative inquiry, and that considering experience through the lens of history is a technique to understand experiences in response to disagreements about history and define practices that some researchers have noticed. The process of narrative investigation requires perspectives on phenomena. Utilizing a narrative inquiry requires taking on a specific perspective of experience as the topic being studied.

Narrative inquiry focuses on how things seem to make it a descriptive (phenomenological) methodology. It maintains that there are no unbroken phenomena, it is an interpretive methodology. The fundamental conflict may be resolved if one acknowledges that the reality of lived experiences is always meaningfully experienced. Additionally, it is necessary to translate the facts of lived experience into language (the human science text), which inherently involves an interpretive process. Based on the characteristics of story already mentioned, applying narrative as a research approach entails examining how people experience the world and how they interpret it. Connelly and Clandinin (1990) clarify that they refer to the phenomenon as "story" and the inquiry as "narrative" when describing the narrative technique. So, we might argue that narrative scholars share stories about them, and write narratives of their experiences.

According to Kim(2016), narrative inquiry is a research strategy that is becoming more popular in qualitative research. Despite narrative inquiry's growing popularity, there are numerous ways that it can be defined (Chase, 2008, Kim, 2010; Riessman, 2002). At the start of the 20th century, anthropologists and sociologists used the life histories technique to develop narrative inquiry (Chase, 2008). Polkinghorne's view of the narrative is unique from others in the context of narrative inquiry.

While conducting a narrative inquiry, three dimensions—temporality, sociality, and place—need to be simultaneously explored (Clandinin & Huber, 2010). They exhort story researchers to accept that the events they are studying are in a state of temporal transition, to take care of their personal and social needs in order to remain connected to the inquiry, and to acknowledge that all events occur in specific locations. The knowledge gained through narrative inquiries is textured by particularity and incompleteness; this knowledge encourages additional speculation and alternatives rather than generalizations and certainties.

According to Polkinghorne (1995), data for narrative studies can be collected from a variety of sources. This includes notebooks, diaries, transcripts of interviews, observations, storytelling episodes, letter writing, autobiographical writing, and documents such as lesson plans and newsletters. The data is chronological, regardless of the data source. The diachronic data that researchers collect distinguishes narrative investigations from other qualitative studies that use synchronic rather than historical and developmental dimensions (Polkinghorne, 1995).

Interviews are one method of "comprehension of the experience of others and the meaning they create of that experience" (Seidman, 2006, p. 9). People can explain their particular circumstances through narrative (Rossman & Rallis, 2003). By addressing dropout stories discovered through interviews, those who are unable or unwilling to finish their education are given a voice. In addition, it provides a forum for developing dialogues to reduce dropout problems using socioeconomic theory.

Moreover, this study employs a psychological strategy and a narrative investigation. As stated by Creswell (1998), this emphasizes personal experiences and employs *epoché*, also known as bracketing, which is the suspension of judgment and bias. The researcher made a major contribution to setting the scene for this investigation. This strategy made it possible for the stories of high school dropouts to reveal their core.

### **Selection of Research Site and Participants**

Participants in this study were four individuals who dropped out of school, are estimated to range in age from 20 to 25, and have not earned a high school diploma or an equivalent. The people were chosen after meeting two main requirements. They belonged to several ethnic groups and spoke various mother tongues as their first language. They were registered in the general education course at a neighboring public school. The school administration has provided a list of kids who suit the characteristics of the study.

I conducted this research on the dropout students from public schools of Madhyapur Thimi Municipality, located in the western part of Bhaktapur district. The municipality is developing into an education hub due to the establishment of most of the important government educational offices there. I selected two key participants who dropped out of their early school years from one of the public high schools at the heart of Madhyapur Thimi and two from one of the lower secondary public schools in the west of the municipality. I also gave pseudonyms to the key participants, i.e. Abhin, Brajesh, Kavin, and Piyush. This research does not require many participants as it is based on an individual's perception of life.

Qualitative research methods are used because of diverse understanding of participants that can be extracted through interaction with them. A targeted sampling technique was used to select participants. According to Patton (2002), this method is frequently used in qualitative research to find and choose information-rich examples to maximize the use of a few resources (Palinkas et al., 2013).

The four students who had been purposively chosen for the study were contacted over the phone and asked to participate. With each student, semi-structured interviews were held. To understand more regarding each pupil's opinion of the extent of their social support and to give data that could be evaluated within a socioeconomic framework, a series of guiding questions for in-depth interviews was developed. The semi-structured interview replies from the participants as well as the narratives that emerged from additional questions were typed up and videotaped. The transcripts have been classified in accordance with the characteristics of the respondents' socioeconomic status and any additional elements that emerged. The main reasons for each student's drop-out and the effects it had on them are summarized in the connected themes that run through all of the stories that have been presented and analyzed.

### **Participants Selection Process**

This primary objective of the study was to investigate the lived experiences of early school dropouts' causes and effects. During the interview time, four students' interviews and observational field notes were taken. The school administrator who produced the data for this study provided the subjects and the necessary data.

For this study, it was explicitly decided that the responding students would be between 18 and 24. Selecting "information-rich instances that vividly (but not harshly) show the phenomenon of interest, according to Patton, is a technique known as intensity sampling (1990, p. 171). The instances considered for this study were those that met the requirements for the study. The names of those people who met the required standards were chosen randomly. After identification, phone calls were placed to the chosen persons to solicit their involvement.

### **Research Participants**

The participants for this study, who ranged in age from 20 to 25, were chosen purposively. This shows that they were picked to look at the phenomenon of dropouts from specific school in a unique situation. This background data came from the first round of semi-structured interview questions. The first phase was used to obtain background information, complete informed consent forms between researchers and participants, build trust, and clarify the goals and methods of the study activity. Understanding of the various contexts was aided by the information gathered. To wrap up the interviews in an orderly way, the participants were invited to create a gallery of their ideal world without obstacles at the end of each session.



## **A Brief Introduction of Participants**

### **Abhin Lama (Pseudo) 20**

Mr. Abhin Lama, 20 years male, was a participant who left school in 7<sup>th</sup> grade at the age of 12, was my first participant. He tried to justify his conditions for the causes of dropping out the school from various angles. His father died when he was at the age of 6. As his elderly sister got married at the early age of 15, he had to look after his sick mother, his younger brother, sister, and himself. His aim was to be a bus driver for a government office or foreign agency. For this, he wanted to complete 10 +2 level education.

### **Brajesh Tamang, 22 (Pseudo)**

My next participant Brajesh Tamang was of 22 years. His story was quite different from the earlier one. He dropped his schooling when he was in class eight at the age of 13. When I asked about his life history, initially, he refused to tell me about it. He showed me his difficulties in managing time for conversation. I felt he was interested in sharing his dropout story, but he was trying to escape from me for different reasons. Finally, I convinced him to be ready. And I assured him that I was ready to meet him time and again.

### **Kavin Shrestha, 25 (Pseudo)**

Another participant was Kavin, a 25-year-old male, the only child of his parents. When he was young, he attended four different schools. His father's incapacity caused each move to perform his official duties. Kavin, therefore frequently changed schools. He switched schools four times while in high school. He had a comfortable relationship with the school teachers and classmates but had to change schools unexpectedly. When he reached grade nine, he promised not to change schools again. Unfortunately, he happened to be in contact with some bad companies who influenced him to bunk the classes. He dropped out the school while studying in class nine.

### **Piyush Prajapati, 21 (Pseudo)**

I interviewed another participant Piyush who was a 21-year-old male from Prajapati family of Newar ethnic group of Madhyapur Thimi Municipality. He dropped out of school in the eighth grade. He exhibited considerable tendencies toward deviation like doing a lot of housework, leaving school without permission, and getting into trouble, making him make bad choices. He woke up too late in the morning due to being overtired and going to bed late. Additionally, Piyush believed

that his employment might have influenced his desire to pursue a degree. He did not have time to finish his studies or get enough sleep because he had to work at his father's traditional pottery-making job.

As his father was strict and not interested in children's education, he could not deny him. His father always forced him to leave school and help him all day. Piyush Prajapati himself wanted to study up to class 12. But, he completed grade 7 with difficulty after he had to leave school at the age of 13. He aimed to be an electrical mechanic. He did not like to do traditional household chores.

### **Meaning Making Process**

Since Glasersfeld (1995) makes it clear that each individual develops meaning, knowledge, and conceptual frameworks differently, teachers should prepare for the possibility that students will design their curriculum, textbooks, and didactic aids in a manner that differs from their own. Additionally, teachers should focus on how students comprehend the process of knowing and how they support their claims rather than trying to convey conceptual material to their students orally. Self-evaluation is necessary for the individual meaning-making process and its justification.

Constructivist education is based on several ideas, claims Richardson (2003). According to these recommendations, teachers should respect and be mindful of the backgrounds of their students, opinions, presumptions, and prior knowledge. It is essential to give students plenty of chances to engage in group discussions so that they can come to a shared understanding of the material they are studying. Additionally, it must design a learning environment that inspires students to engage in meaningful, interesting, and timely classroom activities that push them to reflect on, modify and even challenge their preexisting views and understandings. These concepts also emphasize learner self-assessment and self-evaluation.

In my study, I first collected data from the participants and then transcribed it. Similarly, I coded the meaningful structures several times through the raw data. Then I grouped them under certain themes. Finally, I interpreted the information.

### **Information Generation**

According to Polkinghorne (2005), the interview is the most popular technique for generating information for narrative approach research. This gives the opportunity for researcher to have an interaction with victimized students. Interviewing subjects for this study became favorable. A phenomenological interview's main benefit is that

it allows the interviewees and the researcher to focus explicitly on their personal experiences (Marshall & Rossman, 1999). Similar to this, Creswell (1998) recommended keeping field notes during the interview in the form of reflective and descriptive notes to supplement the transcript.

The main tools for gathering data for this study are field notes as a way to record necessary contextual data (Philippi & Lauderdale, 2018). Besides, guiding questions for in-depth interview, pen and mobile phone, and interviews, observation and document study were used. The importance of the learners' personal self-evaluations is also heavily emphasized by these ideas. Additionally, this study attempts to make use of archived data in the form of details kept by school intervention professionals regarding each participant student. In my research, a semi-structured interview was conducted to generate information from the participants.

### **Data Analysis**

The goal of narrative analysis is to learn more about how individuals' constructed meanings from their experiences can influence their decisions. The fundamental idea behind the narrative analysis, stories and narratives "provide unusually transparent doors into social and cultural meanings" claims Patton (2002). Patton also suggests a few questions that could help the researcher stay on task when thinking about narrative analysis, such as:

- (1) What can be learned about the author and the setting from this narrative or Story? and
- (2) How can this story be read in order to comprehend and shed light on this Person's life and cult?

These kinds of inquiries can uncover created meanings and perceptions of experiences that are as close to the actual experience as possible.

I repeatedly read the interview transcripts several times to get acquainted with the information that participants had discussed throughout their interviews. In order to find evidence of items like events and/or complex acts inside or among experiences and/or connections that seem to be related to the participants' decisions to drop out, here I adopted thematic data analysis (Braun, et al., 2019) applying six steps of data analysis approach to analyze data from interviews.

As many themes can be anticipated to emerge from the shared experiences, I kept an eye out for any tales that might have involved instances in which participants felt uneasy because they lacked the external support or motivation to persevere that

they would have acquired via family, friends, or teachers. This was done because knowing how participants often position themselves in reaction to the complicated action being revealed.

The data analysis method was documented through the code mapping technique, which improved trustworthiness of the study. A summary of the findings was then written. According to Hatch (2002), the summary should be revised numerous times, each time focusing and elaborating on how the data should be interpreted. To facilitate data triangulation, the various data sources were looked at during the data interpretation procedure. This procedure enhanced the research's reliability, dependability, and conformability.

In this study, data extracts were presented in an illustrative manner, giving a high-level summary of what participants stated and placing this interpretation within the context of the relevant literature. The researcher's goal was to write up the analysis in a more illustrative manner; linking the findings to the relevant literature would typically wait until the report's "discussion" section (Braun & Clarke, (2017).

### **Quality Standards**

The quality standard in regard to the research work is to maintain the quality of the research. Quality research and evidence are related ideas that have been the subject of considerable discussion in academic, professional, and public policy circles, according to Shavelson and Towne (2002). The multidisciplinary sectors of health, education, disability, and social welfare are rife with these arguments. The arguments are partially a result of the popular perception that the legitimacy and quality of scientific studies are sometimes unequal, making it challenging to make a sure-footed, specific claim or forecast about the evidence for bettering practice or customer results (Shavelson & Towne, 2002).

I have tried to uphold high standards of quality in my research by examining its reliability, credibility, and transferability. Credibility, according to Holloway and Wheeler (2002) and Macnee and McCabe (2008), is the measure of how confident one can be in the veracity of study findings. According to participants' original data and a legitimate interpretation of their initial perspectives, the research findings are deemed credible to the extent that they represent reliable information (Graneheim & Lundman, 2004; Lincoln & Guba, 1985).

According to Bitsch (2005), dependability is "the constancy of findings over time" (p. 86). To ensure that the study's conclusions, interpretation, and

recommendations are supported by the information gathered from informants, people must assess the dependability of the study (Cohen et al., 2011). Dependability is established through an audit trail, the code-recode procedure, stepwise replication, and peer review (Chilisa & Preece, 2005).

As stated by Bitsch (2005), transferability is the interpretive equivalent of generalizability and refers to how well qualitative research findings may be applied to different contexts or settings with different respondents. Bitsch (2005) states that researchers facilitate the assessment of transferability by potential users through "detailed descriptions" and targeted sampling.

In my study, to ensure trustworthiness, I collected detailed information about the phenomenon (dependability). Likewise, to gain credibility, I had prolonged engagement in the field. Similarly, I recorded the interview and also made field notes to maintain transparency, and replicability for future researchers. Hence, the report of my study reflects the reality of the phenomenon (conformability), and I believe the findings of this research can be generalized in another similar context (transferability).

### **Ethical Considerations**

Clandinin and Murphy (2009, p. 647) state that "narrative researchers adhere to the ethical standards upheld by institutional research boards in terms of both legality and procedurally." However, the ethical issues are crucial throughout the inquiry because of the relational characteristics of narrative inquiries ". To transcend beyond the institutional narrative of "do no harm," Lieblich et al. (1998) advise narrative investigators to develop an attitude of empathic listening, refrain from passing judgment, and suspend their disbelief as they listen to participants' experiences.

In narrative inquiry, ethical issues are commonly considered as duties that participants and story inquirers resolve at all inquiry stages since they are intricately woven by loyalty to connections (Noddings, 1986). These relational commitments are increasingly seen as long-term. That is, it monitors the lives of participants and narrative interrogators as research is conducted, published, and their lives develop into the future (Huber et al., 1995).

Ethics plays an important role in all types of research. Therefore, the research carefully addresses various ethical issues to keep the research project ethical. First, the research was non-discriminatory and non-biased because the goal of the study was explicit. Second, the participants were requested not to include their real names in the

guiding questions to protect their privacy. The data used and collected were used for the research purpose only. Third, it takes care of the intellectual property.

In the data collection process took the consent and maintained the confidentiality of the responses. Likewise, I informed them about the objectives of the study and gave them respect. I followed the guidelines of the supervisor.

### **Chapter Summary**

I discussed the research approach used in this chapter. It commenced with the chapter overview followed by philosophical overview. I then discussed various approaches in my research, such as exploring philosophical approaches: ontological and epistemological approaches. I presented the axiology of my study before Interpretivism as a paradigm in my research.

In the chapter, I talked about the selection criteria for the participants, participants' selection process, research method, meaning- making process, information generation, data analysis, quality standards and ethical consideration.

## CHAPTER IV

### NARRATING PARTICIPANTS' LIVED EXPERIENCES OF DROPOUT AND CONSEQUENCES

I describe the participants' first-hand accounts of the reasons and effects of dropout in this chapter. I start with the experiences that the interviewees recounted to illustrate this. I gather their experiences into coherent stories. I also incorporate the field notes and research participants' voices at their convenience. To formulate their experience coherently, I have transcribed the narratives based on the emerging themes of the study.

#### **Stories of Participants**

##### **Abhin's Story**

I first spoke with Basin on the phone to introduce myself. I got his phone number from his school administration. I talked to Abhin to set up a meeting. I explained to him about the purpose of meeting during our talk and I requested him to manage time to meet. He was seeking assurance from me that I would do so at his convenience. Immediately after telling me this, he became ready to meet me for an interview. We made a plan to meet the next day. He called me to his home. The next day, I met him at the scheduled time. I was fond of his smiling face at our first meeting. I asked him for the permission to make short notes and record the voices. I got positive responses from him and went through my questionnaire form. In response to my first question he shared:

*I couldn't attend my classes regularly to support the lives of my mother and small kids. I had to earn money to help them survive. Due to poverty, it was not easy to manage necessary stationeries for me. Since being a single male in the family, it was my responsibility to fulfill family requirements such as food and clothes, etc. (A. Lama, personal communication, June 25, 2020).*

It showed his feelings over responsibilities towards the family since his childhood. I interestingly noted down his stories. Gradually, he shared his dropout causes. According to him, he also had to face huge personal challenges. He narrated his unfavorable living circumstances, which caused problems and caused him to miss school. He said;

*Sir, I didn't want to discuss this with anyone. I never shared with others about our sorrowful livelihood. You are the first person to hear it. I'm not sure why I wasn't able to decline your request. Sir, we lived in a house for rent because we had no house in this town. But the house was not good enough to live in. There were no windows. The inner part of the room was not plastered well. Because of the cold and lack of proper blankets, my mother suffered from Pneumonia, and I was attacked by Tuberculosis (TB) due to the scarcity of sufficient food to eat(A. Lama, personal communication, June 25, 2020).*

Father's role in the family is considered prominent in the Nepali society.

Abhin had a problem continuing his study because of his father's untimely demise.

Abhin stated during the interview:

*"I was an orphan boy from childhood. I was six years old when my father passed away. My mother raised all of us."*

During an interview, he told me that there were mainly two causes of his dropout. One was his low-income family background, and another was the punishment among friends in school for not doing homework and being absent.

*Due to our poverty, I could not pay minimal fees at school and even put on the necessary clothes. My mother became ill, and my elderly sister got married at the age of 15 years. I had to bear the responsibility of family members as I was the only male member(A. Lama, personal communication, June 25, 2020).*

As we had a conversation for an hour at the first meeting, Abhin got an emergency phone call. He had to go out immediately. He asked me to let him go and promised to meet me soon. I had no way to refuse him. He promised me to contact him very soon with plenty of time to discuss this. I was impressed with his practicable behavior.

After returning home, I transcribed all the information collected from him. I showed it to my thesis supervisor the next day. He suggested going in-depth as far as possible to explore the dropout causes and consequences. The day after tomorrow of our first meeting, Abhin called me to meet him. I rushed towards the given location. It was a peaceful environment, a few minutes apart from the busy town. We had a conversation without any disturbance. Before the discussion began, he switched off his mobile and requested me to do so. It seemed that he was fully prepared to share his dropout stories.



He began to tell his family about the difficulties that he had experienced. Abhin, whose father had died. He had to face many troublesome junctures due to his low socio-economic status. Abhin himself bitterly faced these conditions a lot. He remarked;

*Yes, sir, circumstances in the home were very painful; scarcity of basic needs, my mother became old and sick, and my sisters were younger. There were no sources of income. I saw no way to continue my studies. If I dropped out of school, I could earn for household expenses. Thus, I decided to drop out of school(A. Lama, personal communication, June 27, 2020).*

In Abhin's household, since his father died in his childhood, his mother took care of three children. But his elderly sister got married at 15, and his mother became sick. Their economic condition was seriously in crisis. He revealed that he had frequently thought about dropping out of school to support his family financially:

*I didn't even eat in the mornings. Nothing was available to eat. I only used to have one cup of tea. I was famished when I was in school. Sometimes my friends shared their Tiffin with me; then, I just used to wait to kill my hunger. But, it was not a long-lasting solution. It was a very difficult time to manage required materials such as books, stationeries, and school uniforms. I was disappointed in my study. Sometimes, I thought of leaving school and going to earn money. Then, one day, I decided to quit school. I dropped school. And, I became a [Bhariya], a porter, when I was in grade 7 at 12(A. Lama, personal communication, June 27, 2020).*

In response to the school's relationship between students and teachers, the participants indicated the positive and negative aspects. While some of them found positive support from teachers who urged them to keep studying, others faced negative effects due to their behavior. The interviews make apparent that two of the participants found teachers to be supportive, while others complained of occasionally being treated unfairly:

*As far as teachers' behavior is concerned, some of them were helpful and careful, but some were not. A madam who taught us social studies was strict with me. She usually punished me for my small mistakes inside the classroom in front of all the students. It made me ashamed among friends (A. Lama, personal communication, June 27, 2020).*

Moreover, peer pressure is one of the barriers to learning in school during adolescence that may cause the possibility of leaving school. Abhin also stated in this regard:

*Some of my friends who usually bunked the class were there in the classroom. They also used to force me to bunk when teachers punished me for not doing homework and being absent due to household tasks (A. Lama, personal communication, June 27, 2020).*

As far as the consequences of dropping out are concerned, Abhin reviewed his dropout decisions. He wanted to study up to grade 12. And he aimed to join the Nepal police force. He wanted to be a police inspector. When he studied in early primary classes, he used to share his ambition of being a police inspector in the future. Because of his being a school dropout, his willingness went in vain. He stated;

*Oh! It isn't very meaningful to share what I wanted to be! Yes, I used to say that being a police inspector was the future aim of my childhood. But I lost my dream after being a school dropout. The situation created was not favorable for me (A. Lama, personal communication, June 27, 2020).*

In fact, one should exist in society. For this, everyone has to follow social norms and values. It urges to bear responsibility towards the family. Abhin followed the norms. He felt his responsibility to the family, giving up his interests and future aim. He shared:

*Since I had been an orphan and my mother took all difficulties over to take care of us, I knew all the sorrows of my family. I also wanted to support my younger sister too. My aim was to uplift my family overall after developing my career through education. But, it became just a dream due to my dropout. (A. Lama, personal communication, June 27, 2020).*

### **Brajesh's Story**

Brajesh was the second participant whom I interviewed for my study. He is one of the public school dropouts. I got his number from school records. Initially, he refused a meeting. By giving different examples of its importance, I convinced him to meet me. He invited me to his cottage café so we could talk. He routinely carried out his household duties and valued his conscience over his obligations at home:

*We had to stay hungry for many days due to the lack of food items at home. Nobody was there to help us. In such a condition, as the only growing male member of the family, how could I tolerate the situation for many days? One*

*day, I decided to leave school. I started to carry loads to earn money and had been 'Bharia' the porter at the beginning to survive.(B. Tamang, personal communication, June 27, 2020).*

Two of the four participants had clear personal goals and aspirations connected to sports and potential future careers, according to the interviews. These principles seemed to motivate them to finish their education. Brajesh wanted to become a doctor in the future. He studied well in the early grades. He stated:

*I studied hard. I also used to participate in various extracurricular activities. My performance became very well. Due to my hard work in my study and good performance in extra activities, the school teachers cared for me. Especially my class teacher in grade eight remarked on me positively. He sometimes suggested me for my well beings. He was my favorite teacher at that time. I secured 3rd position among 70 students in my class in the district-level examinations of grade eight. Since then, all the teachers and administration have awarded me for my excellent performance (B. Tamang, personal communication, June 27, 2020).*

The bad days for Brajesh began after his father's demise in Qatar, who went there to earn money for them as a foreign employee just eight months ago. His life appeared to be financially and emotionally burdened by the circumstances, making it challenging to focus on his academics. He stated ahead:

*Unfortunately, one day, after eight months of my father's departure abroad, a piece of very bad news had to be heard. My father passed away in Qatar in a road accident. We cried a lot. The dead body arrived after two weeks. My father's dead body was burnt in the fire at Aryaghat in Pashupati with which our future, especially my aim, got burnt away in the air(B. Tamang, personal communication, June 29, 2020).*

Furthermore, his mother changed her behavior after his father's death. She did not care for her children. Brajesh could not go to school then. Ultimately, he had to leave the school. He stated:

*My mother's behavior also changed after a few months. She gradually mistreated us. She left to care for us. She left the job at the brick factory too. One day, I came about her activities. She married another man and left us(my*

*two sisters, one studying in grade four and smaller in grade two, and me). Since then, we did not go to school. We stayed in our room all day. She left some food materials in the kitchen and some money on her bed. Using that, we managed for some days. I used to look after my two sisters.(B. Tamang, personal communication, June 29, 2020).*

Brajesh talked about a highly encouraging instructor in class who constantly pushed him to do well in his studies and tried to keep him from dropping out. He made special notice of the teacher's continued communication with him even after he left school. He went on to say:

*Due to my hardworking study and good performance in extra activities, all the School teachers cared me. Especially my class teacher in grade eight remarked on me positively. He taught me well and was fond of me. He used to tell me regularly: do not do that, that's fine, go to your class, make your hand writing tidy, and so on(B. Tamang, personal communication, June 29, 2020).*

### **Kavin's Story**

My third participant, Kavin's story, differed quite from the earlier two participants. He also shared his stories about being a school dropout. Since he had never used drugs before, it had no effect on his early attendance or performance at school. He continued by saying that it led to his being either suspended or absent, caused him to lose interest in his homework, and boosted students' chances of dropping from school. He stated:

*I deviated from the good tracks. I, knowingly or unknowingly, suffered from various wrong characters such as heavy drug use, class bunk, depression, and desire to be with my gang of friends. I did not get well cared from my parents. I used to feel that nobody was there to care for me. I felt alone (K. Shrestha, personal communication, July 6, 2020).*

Kavin was full of open-minded during the interview. He was telling all his stories that he experienced as bad days. He further stated:

*So, unknowingly and unwillingly, I gradually got closer to those friends who taught me to use drugs. I began to use drugs while I was in class nine. My so-called best friends dragged me towards that 'dark part' of life. Within six months of drug abuse, I was completely changed as a severe drug user. I was fully addicted. I left eating a meal and a solid diet. I could leave eating meal*

*for long days but could not leave using the drug for an hour. I used the drug from early in the morning to night. I forgot to go to school. At last, I dropped my study (K. Shrestha, personal communication, July 6, 2020).*

Kavin was deprived of parental care.

*My parents were always busy. They left me with a household worker since my childhood. I know they spent a lot of money on me. But they never tried to understand me. They earned money well, but they were unaware of their single child's feelings and emotions. I used to feel that nobody was there to care for me. I felt alone. So, unknowingly and unwillingly, I gradually got closer to those friends who taught me to use drugs (K. Shrestha, personal communication, July 6, 2020).*

On the other hand, Kavin had his attendance at school suspended for a while due to his misbehavior. He went on to explain that he had been misbehaving at the time and had been regularly taking heroin, sax, and cigarettes for about two years when he was suspended for about 15 days. He struggled to pay for the drugs, which had an impact on both his health and his academic performance. He added:

*Initially, I frequently bunked the school. I stayed at home using drugs with some friends since there was no one to control and suggest. My parents have been busy so far. We got full of relaxation. I dropped school when I was in grade eight. After some days, I decided to return to school, but the school administration did not permit me to rejoin the school due to my misbehavior, even toward teachers and I was suspended. Then, I decided to drop school (K. Shrestha, personal communication, July 6, 2020).*

One of the participants appeared to experience emotional difficulties due to his family members' embarrassing behavior, which made it challenging for him to concentrate on his academics. Kavin described how he had often been embarrassed by his parental carelessness toward him. He shared:

*I was not well cared from my parents. My father was always busy with his official work, while my mother worked at a bank. They earned money well, but they were unknown of their single child's emotional condition. I used to feel that nobody was there to care for me. I felt alone. So, unknowingly and unwillingly, I gradually got closer to those friends who taught me to use drugs. I began to use drugs while I was in class nine (K. Shrestha, personal communication, July 12, 2020).*

Kavin explained the emotional support he received at the initial stage of his drug abuse. He said a teacher made a difference in his work ethic, school experience, and presence at school:

*The school administration wanted to expel me at the beginning of my drug abuse. I was absent from school for a week without any information, and they warned me sternly. But one of the teachers protected me from being expelled at the first attempt. He convinced the administration in my favor and tried to counsel me emotionally and affectionately for my well-being. He tried to drag me out of a dark part of my life. Unfortunately, it was too late for me. I tried to control myself for a few days, but I couldn't come out of it (K. Shrestha, personal communication, July 12, 2020).*

As mentioned above, the participants reportedly repeated their difficulties in studies for different reasons. The study participants seemed to be in danger of dropping out of school due to various learning hurdles that appeared to be the cause of school switching and grade retention at the school. Fortunately, this had not been the key factor in their decision to permanently stop attending school.

Nearly all four individuals perceived family and home environments as contributing to academic pressure. All four individuals mentioned how difficult it was for them to learn in their homes. Kavin further stated:

*There was no scarce of money to me. My parents were capable of spending money. A group of students was there who always forced me to bunk the school and taught me to abuse substances to relax in my household conditions, i.e., lack of love and affection from my parents. I was unknown of their vested interests in misusing my money. I just trusted them to damage my future myself. All these conditions led met drop out of school ingrate nine. I was 15 years old at that time (K. Shrestha, personal communication, July 12, 2020).*

When I asked him about his current life and the state of his family, he felt ashamed and spoke without hiding any:

*Sir, I'm trying to exit life anyway. I got married two years ago. I left all those bad Habits. I have a daughter. I work in a rehabilitation center, where I was kept during my bad days due to drug addiction (K. Shrestha, personal communication, July 12, 2020).*

### **Piyush's Story**

Piyush gave reasons for finding his father's actions undesirable and challenging to deal with. He described his father's actions as follows:

*My father was very strict, and money minded. He did not want to spend money on things other than his livelihood. Even for the education of children, he didn't want to spend money. He wants to earn money. He always used to force me not to go to school. Instead, he just wanted to help in his traditional work of pottery making, i.e. clay pots and others (P. Prajapati, personal communication, July 14, 2020).*

The interviews consistently mention the prevalence of substance misuse and its effects. Obviously, this played a significant role to decline students' willingness to learn in school. The participants' use of drugs exemplified some personal struggles with quitting and some personal strength in breaking such habits. Notably, Kavin clarified that young people primarily used narcotics like *chares*, heroin, and smacks; some did so while attending school and others just on the weekends.

He made it clear that he opposed it because he was focused on his sport and had seen its detrimental effects on other people's lives. Piyush took pride in the fact that he was able to quit smoking, using tobacco, and using ganja before he developed a serious drug use disorder. He discussed how smoking had a detrimental effect on her behavior, his schooling, and his life in general. He also indicated a wish to give up smoking in the future.

*I have smoked and used tobacco and ganja for almost two years, but I did not use any heavy drugs. I have experienced the effects of such things in life. I vowed never to do it again after experiencing a terrible chest illness from my smoking habit. I only smoke cigarettes now. I also want to put a stop to this (P. Prajapati, personal communication, July 14, 2020).*

Since smokers and drinkers surrounded him at the time, Piyush said that chemical he used made him no longer attend school. He used to go to nearby parks and forests to get relaxed using tobacco and alcohol, bunking the school with a friend. Once his father found them and took them directly to school and even punished him at home bitterly. Since then, his father did not send him to school and taught him to make clay goods, pottery products, as his family's traditional work. Thus, he dropped out the school. Many young people, like himself, were devastated by smoking and using marijuana because kids don't care about these things. They are somewhat

combative. According to the parents, their youngster stole money from their purse and used it to buy drugs.

Families of children have been found to present them with actual difficulties, to be a potential contributing element to their tendency to leave school early. Almost all four people talked about problems that might have impacted their attendance at school. However, two of them successfully overcame the importance of family support, which they received financially and emotionally. This help was essential in preventing school dropouts among children. Only Piyush, one participant, mentioned any significant familial strife. His father's actions had not pleased him. His father was quite strict in his family. Nobody can deny his father's decision in the family. According to Piyush, his father is an autocratic leader of his family. Once, this happened to his drop-out case too.

*My father always put pressure on me to help him with his work whenever I returned from school. Studying was meaningless to him. He did not let me even do homework, and he always refused to give me money to buy stationery needed for me (P. Prajapati, personal communication, July 17, 2020).*

Lack of money to meet basic requirements, unemployment, and poverty emerged as significant difficulties entwined with this theme. These problems seemed to confront students with unique challenges that made it difficult for them to attend class regularly, which ultimately seemed to result in dropping out of school.

Even though they described a variety of situations, poverty and unemployment caused substantial problems in the lives of the majority of the participants. Despite some participants' claims that they had access to all necessities, it became apparent that difficult living conditions brought on by poverty frequently required kids to drop out of school early to assist their families.

Additionally, Piyush mentioned two of his acquaintances who were out of work, but he would not experience this since his position was already secured. Traditional family work was transferred from generation to generation within their caste group. He just had to help his father with his pottery work.

*I have two friends who dropped school. They just stayed at home. They have not started working yet. But I never had to face this problem. I just had to help my father for making pottery products, our traditional familial work. Since my father was money- minded and cunning, he just wanted to earn and save money. He was not positive about the education of the children. As I started to*



*help with his work leaving the school, he became very happy.* (P. Prajapati, personal communication, July 17, 2020).

Different studies revealed that some individuals relied on financial assistance from other family members to meet their regular and irregular demands. For instance, when his mother fell ill, Abhin's family had to rely on her Mama, a guard who worked at a private corporation, for financial support. Abhin's family got frequent financial support from him during difficulties. But, Abhin was aware of his Mama's difficulties as he maintained his family. Piyush got the occasional support from his cousin, i.e., his mother's brother, to buy educational materials for him up to grade eight. Brajesh used to live with his grandparents in the village following the passing of his father and the second marriage of his mother.

Themes about student-teacher interaction, student punishment, and a lack of learning motivational factors emerged from the data as school factors influencing the dropout of children. Piyush evaluated the teachers as

*“All the teachers were very good, competent, and treated friendly besides Math teacher and the head teacher. The head teacher was quite strict. I was afraid of him”*(P. Prajapati, personal communication, July 17, 2020).

According to reports, this made it impossible for them to handle the responsibilities, which caused some of them to drop out of school early. Three of the four individuals admitted that using drugs or alcohol occasionally affected their capacity to complete their academic duties. The participants discussed their difficulties with this. It became clear that substance use offered unique challenges that could result in kids quitting school. The several subheadings above go into greater depth about this. Piyush experienced quite differently due to his illiterate and traditional parents, on the one hand, and his immature friends, on the other hand, who were there to urge him to bunk the classes. He stated frankly:

*Once I was trapped by my father while smoking, using ganja, and bunking school with friends. Two of my friends forced me to bunk the class at that time. Then my father took me to school directly, and I was suspended for a week. Then he never sent me to school. He let me drop out the school forever. It was the time when I was studying in grade 8 at the age of 13*(P. Prajapati, personal communication, July 17, 2020).

Piyush observed that his school dropout case was really linked to the traditions of education. He had no big ambition. He just wanted school leaving certificate(SLC) for

studying up to grade 10. His wish was to get electric training for a house wiring job.

He just wanted to skip his traditional pottery-making job. He said;

*Sir, I had no high ambition for the future at that time. The family environment was not favorable for that too. I just wanted to complete SLC. And I aimed to join house wiring training from CTEVT to survive. I wanted to skip this traditional job. But there was no way to skip. I was really trapped with this job with traditional vibe (P. Prajapati, personal communication, July 17, 2020).*

**Table 1**

*Participants' Dropout Experience in Tabulation Form*

Experience	Abhin	Brajesh	Kavin	Piyush
Current Age	20	22	25	21
Age at Dropout	12	13	15	13
Dropped out Class Status in Class before dropout	Good	Excellent	V. Good	Fair
Main Cause of Dropout	Family responsibility	Poverty and family responsibility	Parental carelessness/emotional factor	Economic/family pressure for earning
Present View on Dropout	Reality of life	Unfortunate	Regretful	No Comment

### Chapter Summary

In this chapter, I introduced all four participants of my study in the initial phase. I presented dropout experiences and the consequences of those participants who left their early schooling. I narrated their lived experiences of the causes of

dropouts and the consequences they shared during the interview. I transcribed their stories by coding and decoding them to accommodate them in a suitable format.

## CHAPTER V

### UNDERSTANDING CAUSES AND CONSEQUENCES OF DROPOUT

This chapter summarizes the information shared by four participants on the consequences of their dropout phenomenon. All the participants narrated their conditional dropout cases throughout their lived experiences during the interview setup. Similarly, the consequences that they experienced are analyzed herewith under different themes.

#### **Analyzing: Causes and Consequences of Dropout**

Qualitative analysis is an inductive approach that aids in understanding and investigating situations rather than verifying theoretical hypotheses. The researcher in this study applied thematic content analysis, as Seale et al. (2004) described. The ability to compare different data units enabled the inductive recognition of recurring patterns or themes. Data gathering and coding was the first step. The next step involved grouping the numerous codes into potential themes under different categories.

The themes generated were then used to group all the pertinent coded data. Care was made to ensure that the key themes found in all sources adequately reflected the insights drawn from the data. The chosen likely categories and themes were then shown in a table. This lengthy list of potential themes and categories needed to be scrutinized and reduced to a handful of noteworthy issues. The themes were organized into more comprehensive, overarching categories using the research questions, the literature, the data, and the theoretical framework. The researcher was conscious of the need for meaningful coherence among the data within the themes and significant and recognizable differences between them throughout the procedure.

#### **Individual Characteristics Contributing to Dropout**

It was found that some individual characteristics, such as personal beliefs and responsibilities, personal attributes, and personal difficulties, played a vital role in taking action to dropout.

#### **Personal Beliefs and Responsibilities**

Personal belief and responsibility were significant factors in participants who were individually questioned and said that their personal belief and responsibility significantly impacted whether they chose to continue their education or considered

quitting. The participants' ability to reflect on who they were, what they believed, what they were excellent at, and how certain important things were to them indicates a certain degree of abstract thinking, according to the research. Self-concept growth and self-perceptions of competence would influence participants' decisions to stay in school or leave, which are crucial factors to consider when determining one's chances of succeeding. Two aspects of the teaching-learning transaction in which the student exhibits proactive personal responsibility were reflected in Stockdale's (2003) test items.

A person's thinking and interacting factors in society tend to make strange decisions in life. Abhin and Brajesh were found aware of their responsibility towards the family. No matter how much their age, they were fond of struggling to achieve their goal for the future. The situation so created was not favorable for them. Unexpected incidents happened, and the situation began to get out of control.

### **Personal Attributes**

The two participants, Abhin and Brajesh, showed indications of personal traits like self-awareness, self-assurance, and an internal locus of control that would aid students in making important decisions like whether to stay in school or drop out or to keep their distance from damaging peer pressures.

Both attended public high schools in the area of study. In their early years, they studied diligently. They were good students in the early classes. They also told their future aims to the teacher, friends and family members. One wanted to be a police inspector, while the other wanted to be an engineer. Abhin stated that he would be perceived well when his aim was fulfilled. It was not easy to change the people's existing perception, but it could be easily changed as per the situation.

Reeler (2007) makes a strong case that learning from experience is the cornerstone of self-determination, that development is a complex process, that power exists and is transformed in relationships and that not all crises are failures. One could not stay in the earlier interests when an unexpected situation occurred. In childhood, a person's interests and aims change frequently.

### **Personal Difficulties**

They also found it difficult to survive the lives of a family due to their father's untimely demise in the case of Abhin and Brajesh. They became hopeless in continuing their studies. They only thought about the survival of their family at that troublesome time. It can be regarded as a sense of belief and responsibility towards

the family. Considering social interaction as an axiom of modern psychology, Vygotsky (1986) stated that social interaction on rational thinking required a system of means that was an intentional transmission of experience.

According to Glasersfeld (1995), every person generates meaning, knowledge, and conceptual structures uniquely. This is how Abhin and Brajesh created their positions in the family. They preferred to focus more on keeping the family alive than on their academics.

Teachers should not try to impart conceptual information to students. Furthermore, teachers should focus on how students comprehend the learning process and how they support their claims rather than trying to teach pupils conceptual knowledge orally (2003). Self-evaluation is necessary for the individual meaning-making process and its justification.

In the same way, in my study, Abhin and Brajesh evaluated their economic condition, family members, health conditions, income sources, and expenditure to survive. They did not find a favorable situation to continue their studies. And they decided to drop out of school. While leaving school, Abhin was in grade 7 at the age of 12, and Rajesh was in grade 9 at the age of 14.

Their family conditions were quite different from each other. Even if they do not know each other. The stories I collected were from different situations and different time frames. But their conviction over livelihood became quite similar. Both had a common sense of humor regarding responsibility toward family. It can be taken as a coincidence.

### **Socio-Economic Factors Contributing to Dropout**

The socioeconomic factors of school dropout are still severe (Boateng, 2015) that the youths who were leaving school without completion had negatively affected their economic lives. Poverty and social status play a vital role in one's learning continuity. All my four participants were assimilated in these aspects to some extent.

#### **Poverty**

One of my participants, Abhin had no father since his childhood. One can easily guess what his socio-economic condition was. Although he was a genuine student in early grades, his economic condition was continuously degraded due to his father's untimely demise in his childhood.

A similar case happened in Brajesh's life as well. He was a brilliant student up to lower secondary level. His ambition was to be a doctor. He got the third position in

the district-level examination of grade eight. He was an intelligent student in the class. Besides studying, he participated in all the sports activities and secured the first position in most events. The school administration and teachers were too much hopeful about his progress. But his socio-economic background was not sound so far. His parents were daily laborers. They could hardly maintain their educational requirements due to their poverty. Living in poverty during elementary, middle, or high school significantly increases the risk of dropping out of school. (Hammond et al., 2007)

They also dreamt of his future. They were aware of the necessity of income to fulfill their only son's will in the future. Thinking so, his father decided to go abroad to earn for his future after a family consultation. It was unfortunate to hear about his untimely death after a few months of departing from home. Not only this, a few weeks after his father's death, his mother left them, i.e., Rajesh and his two younger sisters, having a second marriage. This was a huge setback in his life. Brajesh, at 14 years of age, had to bear an entire family responsibility. Such a sorrowful incident led to the situation of his school dropout decision.

By presenting explanations in this manner, dropping out of school before graduating is viewed as a poor choice made by specific individuals, frequently based on a history of a lack of dedication to learning and actions that result in academic failure. Many of these characteristics are associated with students who are thought to be at high risk of dropping out (Lee & Burkam, 2000). Eventually, there was no option to choose with Brajesh except to drop out of school. He was in a high-risk zone of life at that time. Of course, if his academic career was concerned, the school might support him. But there were two young sisters too.

### **Poor Social Status**

Three categories of persons have generally been proposed as probable predictors of non-graduation: first, the families of particular students; second, schools, instructors, and classmates; and then, at a tertiary stage, the broader situation or surroundings (Rumberger, 2004). Furthermore, it was discovered that early school dropout created the appearance that it was a normal process when the initial focus was on unchangeable variables (demographic and other persistent risk factors including gender, ethnicity, race, family socioeconomic position, native language, etc.).

There was no doubt that Brajesh's non-graduation was the first cause i.e., individual student and their families. It is coined to the socio-economic aspects. In

this study, Piyush was also a victim of a poor social status condition. His father, the illiterate old man, was disappointed with his study. He did not want to send his son to school instead of doing income-generating work at home. They have a pottery-making trade at home. Piyush's father wanted his son's involvement in that job at home instead of going to school.

The results also indicate that support for household and family structures must be crucial to why kids quit school. The environment, which broadly refers to a student's socioeconomic class, could provide a wealth of information about potential school dropout behavior due to its cultural capital, human capital, labor division, and anomalies (Karacabey & Boyaci, 2018). In addition, secondary school charges a monthly fee for each grade, often making it difficult for poor students to continue their studies (Ministry of Education, Science and Technology, 2016, SSDP, Nepal, 2016–2023).

According to the theory of poor family socialization, parents' low expectations for their children and/or their propensity to leave school is primarily caused by a lack of knowledge (Battin-Pearson et al., 2000). Similar conditions had been undertaken in the lives of Abhin, Brajesh, and Kavin as well. They had to attempt dropout due to their poor family structure.

### **Family System Factors Contribute to Dropout**

Families were shown to create significant challenges for children and to be a potential risk factor for dropping out of school. All four of my participants, who took part in four different semi-structured interviews, indicated that they had lived in different kinds of families. It is assimilated with mainly two troublesome conditions, such as family difficulties and parental carelessness, in this study's case of four participants. In 1988, James Coleman conducted the first research project to integrate the fields of dropout research and social capital theory. According to Coleman (1988), a student's social capital level and the likelihood of leaving school are related.

#### **Family Difficulties**

According to the participants in the one-on-one semi-structured interviews, they were raised by a single parent and rarely spoke to their absent fathers. This seemed to contribute to greater family strife, a lack of academic encouragement, and a lack of parental involvement. Monitoring and correction frequently resulted in problematic behaviors that could eventually drop out. According to Lev Vygotsky's constructivist perspective, learners can learn better through social interaction, which



social relationships can establish. Earning money is essential in his society rather than getting an education due to traditional thinking. Learners can construct meaning from the social reality they are taught. So, social constructivism deals with learning involved in constructing, inventing, and developing knowledge and its meaning (Liu & Chen, 2010).

Parental participation was clarified by McNeal (1999) as social capital built on parent-parent networks, children, and schools; obligations and standards generated by innate family composition and regulations; and other types of capital that provide resources for families. According to Israel and Beaulieu (2004), the first component, among three components, family social capital, included social capital elements pertaining to parent-child connections that influence educational attainment.

For example, Abhin, whose father died during his childhood i.e., at 6. Brajesh, whose parents cared for them well before his father's untimely and unexpected demise in Qatar at a road accident, but the family scene was completely changed after his father's death. And Piyush's father was quite traditional and refused to send him to school. Increased family strife and a shortage of intellectual, financial, and emotional support appeared to be the result of this. Additionally, a lack of parental supervision and control frequently resulted in problematic behavior inside the family, which could cause unintended school dropouts in kids.

### **Parental Carelessness**

One of the participants included pictures of the homeless environment in the family. In the case of Kavin, the parents were fully careless toward him. They were always busy with their work. The picture clarifies how much parental carelessness spoils the life of the single child of a family. Kavin, one of my participants, is a sole example of this. He is a single child in his family. But parents had no time for their only child. They tried to buy happiness through their money. They were ready to invest money in their son, but they did not have time to spend with the growing-up child. They have forgotten about the emotional pattern of growing child what they wish and seek. According to dropouts, there are several reasons why they left school, including ones relating to their studies, families, and jobs (Bridgeland et al., 2005)

Comparatively, Kavin's family was sound in economic condition, but his parent neglected child psychology. Happiness cannot be bought with money. Rather than the other three participants, Kavin never felt scarce in life for his necessities, but emotionally, he always remained deprived of love and care. He always sought

parental love and affection, which he lacked in his life. He was found demotivated by his parental behavior. Kavin explained that he never got a good environment in the family. His parents were always busy earning money. They never gave time to care for him. Due to this, he became depressed and slowly fell into drug abuse from early grades.

Regarding social interaction, Vygotsky (1986) stated that social interaction was based on a reasonable understanding that requires some system of means and is an intentional transmission of experience. Likewise, about the teaching-learning environment, Vygotsky (1978) argued that learning not only changes the overall ability of attention but also develops different abilities to focus on a variety of things.

According to this view, parents' treatment of children affects their physical, social, and emotional development. These things were lacking in all four participants of this study. Likewise, some aspects and dropout stories are similar among them. All of them had to face family difficulties to some extent.

The students normally construct knowledge through social interaction with external objects, and from teaching-learning activities, they are involved in their practical life.

### **School System Factors Contribute to Dropout**

The relationship between students and teachers, peer pressure, learning obstacles, etc. were some of the subjects that came up in the data for this area.

#### **Teacher-Student Relationships**

In response to the school's teachers and students' relationship, the participants indicated the positive and negative aspects. Some of them received positive support from teachers as they encouraged them to continue their studies, while some experienced negative behavior. According to the interviews, two of the participants experienced teachers as being encouraging. In contrast, others complained about occasionally being treated unfairly.

According to Vygotsky's constructivism, teachers conduct practical works to provide real work experience through social interaction and knowledge creation. During the study period, they continuously motivated students for effective teaching-learning in the classroom; students and teachers can learn different aspects of learning. Kavin revealed that his bad behavior resulted in a temporary suspension from school. He went on to explain that he had been misbehaving at the time and that he had been regularly taking cigarettes, heroin, and cocaine for about two years when

he was suspended for about 15 days. He used those things due to his parental behavior. Furthermore, he was also disappointed by the school, which led him to drop out.

School social capital, the second dimension categorized (Israel & Beaulieu et al., 2004) included social capital elements connected to the structure and tools the school provides for its students. The demographics of the student body, the size of the school, the allocation of funds, the expectations, the rules, standards, student-teacher relationships, and family involvement in the school were some of the factors. Constructivism believes learning is a process of knowledge construction rather than only acquiring it.

According to the constructivist theory, schools have to accommodate modular spaces as sometimes students need places for individual practice and sometimes for social interaction (Guney & Al, 2012). As per the condition of students, it can be used for counseling and motivating them. Kavin shared that the school administration wanted to expel him at the first attempt of punishment for his behavior. According to him, one of the teachers protected him from being expelled.

### **Peer Pressure**

The statistics showed that the participants' reactions to their friendships were diverse. Mostly, they did not identify strong peer connections as a justification for going to school, and their friendships seemed intermittent rather than long-lasting. The theory of deviant affiliation explains the propensity to leave school because of friendships with unsociable peers (Battin-Pearson et al., 2000).

From the individual interviews, a summary of the participants' attitudes toward their own willingness and capacity to decide whether to use and abuse illegal substances was also made. Peer pressure in the classroom also contributed to the impending dropout. According to research, disruptive classroom habits are associated with dropping out (Rumberger & Palardy, 2005). Some attempted drug use under the request of a friend, which tends to become a habit at last, causing dropout.

### **Barrier to Learning**

The data showed many problems that can obstruct kids' ability to learn and cause them to leave school. Participants came up with various potential learning barriers that can increase students' chances of quitting school. The participants talked about a number of issues in their personal lives that would place them at a high risk of quitting school. Students who engage in disruptive classroom behavior struggle

academically and psychologically and may strain already-scarce school resources and services (Bidell & Deacon, 2010). Kavin and Piyush narrated their poor living circumstances, making them necessary to miss school.

For instance, both parents worked, and Brajesh and Piyush were involved in household duties. Except for Brajesh's conditional situation, they never raised their voices about not having enough money to cover their essential expenses. Abhin experienced such difficulties during childhood, and Brajesh experienced them after his father's untimely demise. Kavin never experienced such difficulties. He just felt the scarcity of parental love and affection.

### **Participants' Perception of Consequences of Dropout**

The participants evaluated the consequences of dropout in various aspects of perceptions. They pursued perceptions as their conditional aspects of experiences. The definition of experience given by Dewey and Vygotsky differs from the popular understanding that it refers to engaging in activities or events and experiencing specific emotions as a result. Contrarily, experience is one kind of thought, the smallest analytical unit, and it consists of individuals (their mental, emotional, and practical attributes), the physical and social surroundings, the exchange of goods and services (mutual influences), and other factors (Roth & Jornet, (2014). Regarding the consequences of dropout, each participant of the study experienced differently according to their narration. It is discussed below with their keywords.

#### **Life Played Game, Erased the Aim**

Regarding the consequences of dropout, Abhin himself reviewed his dropout decisions. He had clear ambitions for the future during his childhood. Initially, in early classes, he wanted to study up to grade 12. And his ambition was to join the Nepal police force. He aimed to be a police inspector in the police force. He used to share with friends about his aim of being a police inspector in the future. Because of an untimely school dropout, his willingness remained in vain. He thought his life played the game upon him, erasing the aim. According to Bluck & Glück (2005), we found that different age groups reported different kinds of lesson and that most people showed signs of having grown up and learned from their experiences.

#### **Lost the Dream, Life Left Dim**

Similar conditions occurred in Brajash's life. In childhood, he wanted to be a doctor in the future. Thinking so, he used to study hard till grade 8, which resulted in the third position in district-level examination then. But, time was not favorable for

him. His life became dim when his father's untimely demise occurred in Qatar as his father's dead body burnt in the fire at *Aryaghat*; his dream flew away into the air that he felt. Therefore, as a result of his dropout, Brajesh came to the conclusion that his dream had been lost and his life had become dim. Experience is the smallest analytical unit that keeps all the properties of the whole, according to Dewey and Vygotsky, who defined experience as a category for comprehending learning and growth (Dewey, 1938/2008b; Vygotski, 1935/2001).

He accepted the challenge of time and handled the situation without any regret, showing pragmatic behavior, which is the key informant of Dewey's pragmatic theory. Dewey (1938) focused on the pragmatism educational and philosophical approach, which contends that practical or experiential learning, is the best way for people to learn.

### **Ruin the Life, Difficult to Survive**

Kavin, one of the four participants, was emotionally deprived in school due to parental carelessness, had a distinct observation of life. He was expelled from school and was charged with drug abuse and deviation from the study for a long time. This made him dropout of school then. Consequently, he had a strong feeling of ruining his life due to dropout having difficulty surviving. As he was not well paid for his job, causing a lack of good education, he concluded that dropping out of school ruined his life. And, life moved to a difficult situation.

Numerous studies demonstrate that dropouts are more likely than non-dropouts to experience unemployment, low income, and health issues (Belfield & Levin, 2007). Children having a single parent or a step-parent, according to Astone and McLanahan (1991), compared to kids who live with both of their biological parents, are more likely to display signs of school disengagement. Kavin's parents behaved as step-parent rather than a biological parent.

### **Unchanged Life, Traditional Vibe**

Another participant among four named Piyush had a bitter experience of his dropout. He could not progress in life as he wished due to the dropout. He wanted to have a new or modern life after completing his study up to grade twelve. He wanted to be an electrician in life. But, because of his early school dropout, he could not get such a new life. He had to assimilate his life with the old familial job of pottery making. According to him, he adjusted unchanged life with a traditional vibe. As Dewey emphasized, students at traditional schools get experiences. But he pointed out

that not every experience leads to development or has other long-lasting repercussions (Roth & Jornet, 2014).

Moreover, McNeal (1999) noted as definitional variances and inconsistencies in investigations of the influence of race and socioeconomic background have an impact on academic success and the likelihood of dropping out. According to McNeal, social capital is linked to better performance and less aberrant conduct.

### **Chapter Summary**

I reviewed the findings in this chapter in light of the participants' common experiences during the interview. I began talking about four distinct problems contributing to early dropouts: Individual characteristics caused early exit, socioeconomic factors that cause early exit, family-related institutions and school-related institutions that caused early exit. Each covers a different sub-topic. I tried to coin each theme and sub-themes with various supporting theories during the discussion. Then, I explored the consequences of dropout, comprising four sub-themes under the theme of participants' perception of the consequences of dropout.

## CHAPTER VI

### FINDINGS, DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

This chapter presents the discussion, research findings, conclusions, and implications of the study. Links to the previously mentioned literature are then shown together with the results. The findings of the investigation are then discussed.

#### **Findings and Discussion**

The primary causes of dropouts are the surrounding area, the family environment, and the school environment. Therefore, some of the limiting elements that need to be addressed include the school community, the school administration committee, parent awareness, etc. In order to fulfill the demands of the country, there are still gaps and room for growth in attaining free schooling. Disadvantaged groups' general education must be improved. There are still many areas where they fall behind.

The first step in eliminating social and economic inequality is a strong commitment to the equitable and universal provision of schooling. Remedial measures are required to address and include all levels of education system stakeholders if the issue of dropout in school education is to be resolved. The conclusions of the study regarding the causes and effects of dropouts are stated as follows based on the data analysis:

#### **Findings Related to Causes of Dropouts**

It is found that children who are from poor families, those with low incomes, those who are socially disadvantaged, those whose families have moved away, etc. frequently attempt to dropout. Families who are economically disadvantaged, marginalized, and socially excluded find it difficult to finance their children's education when the parent's income is even insufficient to meet the most basic requirements, such as food and clothing. Likewise, the participants' family ignorance is the next cause of dropping out of children.

It seemed that children became emotionally deprived in the absence of proper care from their parents. Physical facilities are not good enough for their welfare. They seek love and affection from their parents as well. Moreover, the lack of child-a friendly environment in the school is another one to be the student's dropouts of public schools. Despite the availability of scholarships, assistance from the

government, and support from many I/NGOs, the dropout problem is still a challenge that stakeholders must deal with.

### **Findings Related to Consequences of Dropouts**

It is known from the participants that from their dropouts, they are experiencing a low social status in employment and their community. At the same time, they could not feel their high prestige compared to those with higher education qualifications. Likewise, in the study, the participants were found with some sort of regret that they could contribute more if they had higher education degrees and their family status would be better than they have now.

### **Discussion on Causes and Consequences of Dropouts**

This study explored the premature dropout phenomenon during compulsory education in public schools. The study was recognized as relating the reported number of students who graduated from each school without a high school diploma. Those participating in the educational process would benefit from a more thorough grasp of why these phenomena might happen in particular circumstances, as this would aid in understanding and addressing the issue. Research questions guided this process. The study was based on narrative inquiry through lived experiences.

### **Discussion Related to Causes of Dropouts**

This study reveals that a poor economy is the main cause of dropouts. While in an interview, most of the participants shared that their economic status was very poor, and their families did not have any regular income. We see the relationship between high dropouts and their family economy. The family social capital hypothesis concurs with this. According to the theory, factors like as family income and the state of the economy as a whole affect how well children do in school and whether they finish their education (Hofferth et al., 1998)

Similarly, the study found that students dropped out because they could not manage time to attend school to complete their family responsibility. The majority of the participants admitted that they had to take care of their parents and their younger sisters and brothers. Here the social capital theory has also suggested that there remains interdependence between the participants and their families.

Likewise, some participants revealed in an interview that parental ignorance made them emotionally deprived of attending school, so they moved to follow bad habits. It made them bunk the class and got involved in drug abuse. It finally resulted in school dropout. Thus, relationships between parents and kids are important and



parents need to care for their children during their schooling. The literature has also backed this. According to the social constructivist theory, children look to their parents and instructors for guidance in understanding the world through serving as role models.

Furthermore, some participants have dropped out of school due to punishment and a lack of good relationships with the teacher. They shared their views during the interview. It seemed that the circumstances of the family might cause the dropping out of the students. According to social constructivism, if contextual variables like single-parent households or unsupportive learner/teacher relationships make it impossible for pupils to function in school, they may drop out before completing their studies.

Moreover, some of my participants claimed that teacher punishment played a vital role in their dropout. When the teachers punished them inside the classroom in front of the students, they used to be ashamed, so they attempted to drop out of school. The social constructivism theory supports this in this regard too. It is argued that children gain understanding and acquire skills primarily through interaction with knowledgeable others.

Students always seek the help of expert and skilled people to continue their studies. In schools, such skilled and expert persons are none other than teachers for the students. The instructor should serve as an example for the students in the classroom. Social constructivism holds that children develop their problem-solving abilities by benefiting from the knowledge of others in this area (Wait et al., 2005).

Similarly, Donald et al. (2002) stated that teachers must comprehend this challenging time in students' lives as they are searching for their own identities and require a lot of compassion, tolerance, and empathy. During this stage, teachers are frequently viewed as role models and are expected to have responses to many queries (Donald et al., 2002).

### **Discussion Related to Consequences of Dropouts**

It is known from the participants about the consequences of their dropouts that they were experiencing a low social status. They shared that they did not have good jobs and the people did not give them respect. As per the literature, poverty is the main cause that results in a low life status for the disadvantaged groups in society, which creates a widespread adverse effect and is also the cause of various social and interpersonal problems (Donald et al., 2005).

Similarly, as the participants, they were greatly affected in getting better employment. In addition, they battled to meet societal and parental expectations, which caused them to form an oppositional or negative identity. This was backed by Marcia's writings (1966). In comparison with the people having higher educational qualifications, the participants were found with some sort of regret that they could not contribute more to society as their interests to the lack of their academic skills. Furthermore, they were incapable of being independent, morally upright, intellectually superior, and academically superior to their counterparts with higher degrees and better employment prospects.

### **Conclusion**

The findings of the study reveal that different participants have different motivations for leaving school and their experiences with diverse on sequences. The participants were satisfied with their interactions with teachers and the assistance they received, although half of them expressed a desire for more respect among students. It turns out that the lack of parental role models increases the overall obligations placed on school teachers.

Peer pressure, substance addiction, a challenging family environment, and peer pressure have all been identified as significant contributors to emotional discomfort, lack of enthusiasm for learning and, finally, dropping out. Systematically, some participants were not receiving the emotional support they required at home, which added more stress to their already difficult lives. However, the results of this research imply that teachers create a welcoming and encouraging environment, partially shield study subjects from the psychological impacts of a setting like this, and have a lower likelihood of leaving out.

It will be important to implement focused programs for dropout prevention. As a general preventative strategy, improving current schools is excellent. Even with the significant modifications in schools that have been recommended above, some of the students will probably still decide to leave the traditional school early or will be driven out owing to some substantial difficulties.

Each of the strategies mentioned above fills a need by providing a variety of services and programs ranging from early involvement to preventing school dropout and continuing education. High standards, a demanding academic curriculum, and nurturing learning environments are all requirements for alternative schools and

programs. Some former students who have stopped attending class need chance to finish their education.

The wise course of action is for every parent, educator, head teacher, SMCs, and government official to work together. Children and the neighborhood should also be made aware of the issues that families and the neighborhood face as a result of primary school dropouts.

Parents, SMCs, school administrators, educators, education officers, and the government must work together on the dropout issue. The problems that school dropouts generate for families and the community should also be made known to the children and the locals. The community leaders as well as social workers should also be made aware of the issues that community and the society face as a result of school dropouts.

### **Implications of the Study**

The purpose of this study was to determine the reasons and consequences of school dropout in Nepali public schools. Those who are interested in the dropout issue may find the study informative. Similarly, the government can use the study to create policies for the education of marginalized and disadvantaged students.

The current study explored the causes and consequences of dropouts in Nepali public schools. This narrative analysis is brief. To gather the stories of the four study participants, interviews were performed. The participants' information was analyzed and reviewed.

Dropout situations in public schools in Nepal are at a high rate and this is a big challenge in our education system. In this context, the coming scholars may carry out their research on a larger scale to know the opinion of stakeholders with a bigger population and their solution.

This study provides the school head teachers and other stakeholders with knowledge about the challenges of school dropout and its attributes. For example, head teachers and stakeholders might be well aware of the conditional cases of different students, which may affect the decision-making process, the need of diversification of their status portfolio, need for further processes, and planning to control dropouts of children.

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## APPENDICES

**Appendix 1: Themes and Sub-themes Generated****For Causes of Dropout**

Themes	Sub-themes
Individual Characteristics Contributing to dropout	<ul style="list-style-type: none"> <li>• Personal Beliefs and Responsibilities</li> <li>• Personal Attributes</li> <li>• Personal Difficulties</li> </ul>
Socio-Economic Factors Contributing to Dropout	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Poor Social Status</li> </ul>
Family System Factors Contribute to Dropout	<ul style="list-style-type: none"> <li>• Family Difficulties</li> <li>• Parental Carelessness</li> </ul>
School System Factors Contribute to Dropout	<ul style="list-style-type: none"> <li>• Relationship between Students and Teachers</li> <li>• Peer Pressure</li> <li>• Barrier to Learning</li> </ul>

**Themes for Consequences of Dropout**

1. Life Played Game, Erased the Aim
2. Lost the Dream, Life Left Dim
3. Ruin the Life, Difficult to Survive
4. Unchanged Life, Traditional Vibe

## Appendix 2

### Interview Checklist

1. Would you please tell me your detail?
  - i. Name : .....
  - ii. Address: a) Temporary :.....  
b) Permanent:.....
  - iii. Age : .....
  - iv. Age at dropping out from School:.....
  - v. Class from dropping out:.....
  - vi. Name of School from dropping out.....
2. Interview Questions Regarding Causes of dropout:
  - i. When you got dropout, what was your family structure?
  - ii. What else do you do after dropping from school?
  - iii. Would you please describe your family environment during your childhood?
  - iv. What was the educational status of your parents?
  - v. Would you please describe to me your family's economic status?
  - vi. What is the educational status of the people from your community?
  - vii. What was the main profession of your family?
  - viii. What do you think of your schoolmates' behavior on the reasons behind your dropout?
  - ix. What do you think of your teachers' behavior on the reasons behind your dropout?
  - x. What do you think of parental behavior as reason behind your dropout?
  - xi. Would you please share about your school environment regarding behaviors of the administration?
  - xii. What is the main factor for your dropout?
  - xiii. Who is responsible for your present life?
  - xiv. What do you do nowadays?
  - xv. Have you got married?
  - xvi. What sorts of problems are you facing?
  - xvii. What is the trend of the dropout rate?
  - xviii. Why do you think of the dropout problem?

- xix. How do you motivate such students to keep in class who have low grades?
- xx. How do you perceive the conditions of dropout in your case?
- xxi. What was the situation of your family before dropout?
- xxii. What kinds of difficulties are you facing to survive after dropping out?
- xxiii. What did motivate you to do hard for your family?
- xxiv. How much are you satisfied with, and what have you felt lacking?
- xxv. What kind of motivational activities; what things can motivate you?
- xxvi. What do you want to suggest to those students in trouble?

3. Interview Questions Regarding Consequences:

- i. What was the aim of your life during your study?
- ii. What is the life of your schoolmate who their education, and how does it differ from you?
- iii. What do you think of your school dropout decision?
- iv. What could you do if you did not get a dropout?
- v. What do you think of your family's living status after dropping out?
- vi. How do people look at you now for your status and living nowadays?
- vii. After you got dropout, how did your family take it?
- viii. How do your peers, teachers, and neighbors take your dropout?
- ix. How did you pass your days after dropout of school classes?
- x. What are your future plans now?