

INFLUENCE OF SCHOOL CULTURE IN STUDENT'S LEARNING: AN
ETHNOGRAPHY STUDY

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A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the Degree of
Master of Philosophy in Educational Leadership

Kathmandu University
Dhulikhel, Nepal

April 2023

AN ABSTRACT

of the dissertation of *Ravi Kiran Karmacharya* for the Master of Philosophy in Education in Educational Leadership was presented on 27 April 2023, entitled *Influence of School Culture in Student's Learning: An Ethnography Study*

ABSTRACT APPROVED

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Each school is deemed to have its own unique cultural identity; as a result, no two schools are alike. Every school differs due to differences in cultural characteristics. Every school creates and promotes a unique cultural environment; therefore, it can vary immensely from school to school. The school culture may comprise school norms, values, discipline' the complete landscape of the school, artifacts, the behavior of teachers and students, the administration system, the language used within the premises of the school, co-curricular and extracurricular activities, celebrations of various feasts and festivals, school day and Parents' Day celebrations (Peterson, 2002). The students' learning activities from the school grade to the university grade largely depend upon the practice of the school culture. As culture is an acquired phenomenon in any institution, school culture is the existing Act of acquired knowledge, norms, values, discipline, and system behavior followed by the teachers and students as the tradition of a school. The students need proper learning support from the principal, teachers, staff, and school friends. They required adequate communication, relation, and connectedness with their teachers and principal for sound learning.

To explore these contexts, I chose the interpretive paradigm. I adopted ethnography as a research method to generate information from the participants about their experiences of school culture in public schools. The students from grade twelve were the research participants. I observed the school culture practices, i.e., teachers' and students' communication, teachers' and students' relation and connectedness, and the role of the principal. In addition, I also interviewed students, teachers, and staff in

the library and canteen and took field notes to generate information. The information recorded during the observation was transcribed and coded to create themes in meaning-making and analysis. The themes were eventually interpreted and discussed in line relating to the invitational and constructivist learning theories.

The students revealed that the traditional method of teaching and evaluating system in the school (evaluating only through written examination) should be revised. The participants also explored that the principal required being more active. They needed to make frequent visits and supervision to improve the quality of education and to fulfil the requirements of the students in education. Teachers are required to adopt modern style teaching techniques, such as using the projector. The students learn more from the practical activities than the learning inside the four walls of the classroom. The students must also be motivated, understood, valued, and trusted. The school must focus on proper discipline to maintain positive school culture. Positive school culture plays a vital role in the student's learning process, which further helps satisfy them.

Students' engagement in the classroom was exciting while using the projector and letting them express their ideas regarding the related subject matters. The students were also found to be regular and disciplined while treated friendly. Students share their feelings and learn better if teachers make good connections and relationships with them. Extracurricular activities, field visits, proper caring and communication, and good relations with the students result in a better outcome.

The study outcomes are expected to contribute to policymaking and reviewing the policies for students in grades eleven and twelve in the school in Nepal. Besides, they may contribute to how teachers, students, and authority collaborate to develop skills in both teaching and learning as positive school culture. Furthermore, the study is expected to make a difference in pedagogical practices in educating students.

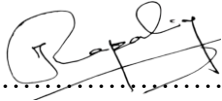
This dissertation entitled *Influence of School Culture in Student's Learning: An Ethnography Study* presented by Ravi Kiran Karmacharya on 27 April 2023

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I understand and agree that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for purposes.

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27 April 2023

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DECLARATION

I hereby declare that this dissertation is my original work and has not been submitted for candidature for any other degree at any other university.

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27 April 2023

DEDICATION

This work is eternally dedicated to my facilitators, family members, friends, and research participants who have been part of my life to whom I am always indebted.

ACKNOWLEDGEMENTS

Preparing a dissertation needs rigorous and continuous work from many perspectives, without which it is almost impossible. Therefore, I sincerely thank those who have stood by my side, supporting, encouraging, motivating, and suggesting to me throughout my dissertation writing.

First, I would like to express my deepest and heartiest gratitude to my dissertation supervisor Asst. Prof. Dr. Shesh Kant Pageni, Acting Head of the Educational Leadership Department, Kathmandu University, School of Education, for his academic excellence in supervision and inspiration for my research journey, from drafting a proposal to accomplishing it. He has always been my source of inspiration. Without his support and scholarly guidance, encouragement, and motivation with his constructive feedback throughout this research study, this dissertation would not have been in its present form. I have my gratitude to you, sir!

Similarly, I would like to express my sincere gratitude to my guru, Assoc. Prof. Dr. Dhanpati Subedi, Associate Dean, Kathmandu University, School of Education, for energizing me with his continuous mentoring support. His inquiry, saying Ravi, how much work have you completed? You can do it! This has always motivated me to continue my research work.

Moreover, I am grateful to the respected research committee member for their insightful criticism throughout my study. I am also thankful to the Dean/Chair of the Research Committee, Prof. Bal Chandra Luitel, Ph.D. I am also grateful to my respected external Tulashi Prasad Thapaliya, Ph.D. for the constructive feedback. I also want to thank my M.Phil. class of 2019 classmates. They were always cheering me up and stood by me with their valuable suggestions throughout the entire process of my research study. I especially want to thank Mrs. Tara Paudel and Mrs. Archana Shaha Lama for their encouragement and support. The library staff also deserve praise for their welcoming and kind behavior throughout my visits.

Furthermore, I am very much thankful to my research participants, the principal, and the teachers of my research site School, who willingly sacrificed their precious time and support to this study, without whom I could not complete this dissertation in this form. Similarly, I would like to express my due respect to the scholars whose works I cited in this dissertation which facilitated me in developing

my insights to write this research and bring it in this form. I also want to thank my family, relatives, and friends. Last, I thank my wife, Shanti Bhuj, for her continuous support and motivation. Love to my father and my kids for supporting me all the time. I am also indebted to my brother Bikash Rana Magar for always standing by my side, and I love him.

Ravi Kiran Karmacharya,

Degree Candidate

ABBREVIATIONS

COVID	Coronavirus Disease
M.Phil.	Master of Philosophy
SLC	School Leaving Certificate
SEE	Secondary School Examination
SSDP	School Sector Development Plan
K.U.	Kathmandu University
T.U.	Tribhuvan University
D.V	Diversified Visa

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CHAPTER I

INTRODUCTION

I commence this chapter with the scene setting of my reflection, which is connected to the background of the study, which defends the desire of the research. The chapter further includes the background of the study, the problem of the statement, the purpose of the study, research questions, rationale, and delimitations of the study.

Setting the Scene

Each school is deemed to have its own unique cultural identity; as a result, no two schools are alike. Every school differs due to differences in cultural characteristics. Every school creates and promotes a unique cultural environment; therefore, it can vary significantly from one school to another. I developed this chapter to give the essence of my research agendas of stories of students on their perception and the practices of school culture in their learning. Working in education for more than decades as a teacher with experience in more than six schools and five colleges, I feel that students shape the overall learning activities within the circumstances of school culture. The school culture may comprise school norms, values, discipline, the complete landscape of the school, artifacts, the behavior of teachers and students, the administration system, the language used within the premises of the school, co-curricular and extracurricular activities, celebrations of various feasts and festivals, school day and parents' day celebrations (Peterson, 2002). Engaging in the field of education for more than a decade, I experienced that the student's learning activities from the school grade to the university grade largely depend on the practice of the school culture. As culture is an acquired phenomenon in any institution, school culture is the prevailing Act of acquired knowledge, norms, values, discipline, and system behavior followed by the teachers and students as the tradition of a school. According to Peterson (2002), "school culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school". The unwritten hopes build over time as teachers and administrators deal with challenges and, at the time, cope with failures (p. 10). Every school fosters core values; nurtures teamwork among teachers, students, and parents, which generates the school's culture. Similarly, Maslowski defines school culture as

“the basic assumptions, norms and values, and cultural artifacts shared by school members, which influence their functioning at school” (Maslowski, 1997, p. 5). It means that the culture of a school encompasses the systems, visions, rules and regulations, strategies, leadership styles, behavioral patterns, physical facilities, etc., which directly influence a school's performance.

Students' performance is the chief priority in school, which is made possible through a conducive atmosphere for teaching-learning. So, in educational institutions, the school culture denotes distinct acts to achieve greater student attainment by providing a friendly teaching-learning atmosphere. School management, parents, and students work jointly to solve problems, followed by the teachers and students as the tradition of a school. It may include school practices like teachers' and students' connections, the principal's role, and the role of communication for students learning, i.e., communication between teachers and students. Cogaltay and Karadag (2016) argue that beliefs, values, and traditions are the factors that help to distinguish one school from another.

I have begun my journey of this study intending to know the students' perception and school cultural practices in the form of stories from the students to understand the effects of such practices in their learning. After being enrolled in the academic journey as a student of M.Phil. in the educational leadership program at Kathmandu University, School of Education, I intended to explore the stories of students on their learning due to the practice of school culture through research. I mainly decided to study the students of grades eleven and twelve as there is a tendency to have been admitted to different schools after passing the grade of SEE or SLC. I believed it was my duty as a practitioner in the education field to promote awareness of school cultural practices in the form of stories from the students to explore what the students think and how they take the culture of the school in their learning through research work. I have presented some stories here as the story of the students and my own experience at the time of eleven and twelve in the form of setting the scene.

I started my career as a primary teacher in 2061 B.S. from one of the private schools in the Kabhre district. I started taking the class for eleven and twelve since 2066 B.S. I have experience working in several private schools and colleges, including a public college in the Kavre district. I have experience working as both a part-time and full-time teacher. The teaching experience in more than six private

schools and more than five colleges, including one public college, have allowed me to experience the different types of school culture, such as norms, values, customs, and traditions, including rules and regulations. I have observed different grades and backgrounds of the students, especially in grades eleven and twelve, who are from other types of school environments created by school culture. I have experienced that the initial days are difficult for students to adjust to a new school, mainly in the case of grades eleven and twelve. They come to contact with different new teachers, different types of physical features, various codes and conduct, and even different kinds of friends. I also experienced that their new school's norms, values, customs, and traditions greatly influence their learning. The very young pupils with immature minds feel so nervous that they join the new school with a bundle of hope for shaping further steps in their career development.

I have seen that the students who used to be poor at the study during school grade have changed their capacity by being able to become a school topper in each terminal examination till the board exams of the final year and vice versa. Colleges or schools prioritize the student's learning environment for appropriate culture to give their best, which helps the students' overall development. I have observed that educational institutions that aim to make learning a more exciting, satisfying, and enriching experience for everyone involved in the educational process foster a supportive culture for learning. The schools use the best approaches for each student to provide a guiding principle, a universal language of improvement, and a valuable strategy to achieve their stated goal. The teachers and the administration support the students to do their best in extracurricular activities. I have realized that the students getting full support from the teachers with good communication make a change in their studies. The connections with the teachers provide guidelines and motivation to the students for learning. Along the same line, Waters et al. (2010) advocate that students who feel linked with their teachers participate in fewer negative behaviors, perform academically above, and are more motivated to stay in school.

While collecting and observing the information from my working areas, I recalled my days at the plus-two grade. As a management student, I joined one of the renowned colleges in the Kavre district. I was a shy and less talkative boy but a good and fast learner in my study area. I was from a public school. I happened to experience the different mediums of class, i.e., complete English medium. While studying in grade ten, my school principal told us about the difficulties of enrolling in

English medium classes. He told us that “*the students from Nepali medium face trouble interacting with the teachers, feel monotony and ignorant and even become the victim of frustration*”. I had complete confidence that the language problem would be nothing in front of my willpower. I noticed that most of my new friends were from English medium schools, and they did not struggle to understand the language. The practice of the English language in the class frustrated me in the beginning as I could not understand a single topic except for the Nepali subject. The suggestions of my school principal clicked me here. As the principal said, I was also unable to connect with my teachers in the beginning days of the journey of my plus two grades. During my time in grades eleven and twelve, I explored that teachers significantly influence students' progress more than any other contributing elements. I believe that it was fortunate that the college chief called me separately and understood my problem. He valued my problems.

He gave the rays of trust, respected my feelings, and understood all the difficulties I faced while learning. He directed all the teachers to provide me with extra attention. He called one of the teachers in the office room and talked with him about me. The chief told him that “*the boy (pointing out at me) is good in the study but facing problems in the class.*” He further requested the teachers to coordinate with the rest of my teachers and requested, “*Sir, the new students should be paid more attention from the teachers*” he further added that “*we should show positive behavior with them.*” I happened to experience that the positive behavior of my teachers and the college chief and the cooperation of all my friends helped me to improve my study. I also felt that the culture of communicating and coordinating with students developed by the teachers and the administration helped me overcome all my fears and frustration. My experience during the beginning days of grade eleven helped me understand that no one can influence students more than a teacher in their education journey. I also learned that the principal is crucial in building an appropriate school culture for the students. The culture developed by the teachers with the guidance and support of the principal is inevitable for the student's learning.

I again recalled a quite different story of a boy named Parbat (pseudo name), who would hold the first position all the time and was the school topper in the SLC examination with eighty- eight percentages of marks. While conversing with him, he told me, “*I am from a poor family, and I wish to join a renowned college for the science stream.*” According to him, he spent a lot of his time searching for a college

or school that would offer him a full scholarship. He said, "*I was hopeless initially that most of the colleges I visited would offer only up to eighty percent of scholarship.*" He told me that, after visiting almost all the colleges in the Banepa area and consulting with the seniors, and keeping his family's economic conditions in mind, he finally decided to join the nearby college in Banepa. He added that as he was always good in his study and his economic condition was not so good, he was searching for a scholarship and a reputed school for his plus two grades of study. He said he contacted one of the teachers holding a major position in the school and soon connected with the principal.

He further explained that the head person and other teachers positively convinced him and his guardian. While talking with him, I noticed his shining face at the moment. He added, "*The school provided me a full scholarship for the plus two programs, showed due respect to my talent, and valued much.*" According to him, such behavior from the school inspired him abundantly, and he immediately enrolled there. He continued his initial days of experience in the school/ college. He said he experienced his initial few weeks very smoothly and effectively for learning. He further explained, "*I experienced the role of administration; my friends, code of conduct, and the whole school culture were suitable for me to cater for my need to obtain academic performance such as learning.*" He said, "*As time passed, I was surprised and even frustrated.*" I, as an interviewer, noticed his facial expression very gently. I could see such tension and something killing him inside while explaining his college days. He further explained that he was confused that either the real part of the school was hidden or something other while convincing him before enrollment in the college.

The boy further said that the administration could not control the students. He added that the teachers' negligence compelled him to think and rethink the school's reputation, which he used to hear frequently in the market until he joined the same school. He was explaining some of his bitter experiences with a guilty face. He told me that he found his friends smoking in the school surrounding, sometimes even in the classroom during leisure periods. "*Frequent use of vulgar words from the friends, quarrelling; misbehaving of students for teachers, the dominated nature of some teachers, frequent change of teachers, and the failure administration made me so sad,*" said the boy. He did not find a good learning environment in the school as expected. The boy's story made me think that school culture is one area that largely

affects students for better learning. I felt the statement of Aldridge and Fraser (2016) would be appropriate here with the story of the boy, Parbat. Aldridge and Fraser (2016) focused on the idea that students require an environment that is calm, secure, and free of danger and one where they feel emotionally safe while learning. *“I was suffering a lot at that moment,”* said Parbat.

According to him, he was becoming negligent towards his study day by day because of not being able to be connected with teachers and not getting the same support as in the beginning day from the school principal. He was becoming weak emotionally. *“I was in a dilemma about what to do and what not to do about my study and learning conditions in the school”*, explained Parbat. But, it was a bitter fact for him that he neither could leave the school nor transfer to any other college due to economic constraints. He did not see any other options except continuing to the same college. He finally shared all of his problems and troubles with his elder brother. He said, *“My brother suggested to me to self-study and to be more serious, like in lower-grade classes.”* He took the tuition class for board exams and started laboring hard as per the suggestion of his brother. He finally passed grade twelve with distinction marks despite such negative culture in the school. Kalis (2008), found that the teacher’s relationship with students on student behavior and interactions creates negative student-teacher relationships, which results in poor academic results. Students may learn as per their understanding grade if they get good support from their teachers. It is possible only when there is a culture of good relationship and communication between teachers and students and between teachers and the principal and the principal and the students. All the students may not have the brothers or someone else like the brother of Parbat to support and convince them, and all may not recover or be strong in such conditions.

After connecting all those stories, some curiosity frequently blinked in my mind and heart, such as the role of teachers and principals in developing a good atmosphere to enhance student's learning, the role played by a principal in creating sound school culture for students learning, the responsibility of teachers more to create an ethical culture to help students achieve their learning goal. My own experience as a teacher and my experience as a student made me think and rethink about what are school cultures and practices that affect the learning of the students.

As a student of educational leadership at Kathmandu University, I planned to explore the reality of school culture for students' learning through research to

understand the terms that I have frequently been experiencing during my working period in higher secondary school. The main goal of this research is to explore students' perceptions of school culture in their learning process.

Statement of the Problem

As a teacher for over a decade, I have learned that every school has a distinct culture that each student navigates and absorbs. The school exists solely to provide an effective learning environment or educational achievement. It is acceptable to believe that a student's environment and the norms set out within may influence their learning environment. Research suggests an intertwined relationship between school culture and how students perform academically (Roby, 2011). The stories like Parbat (pseudo name), whose main problem in school was the culture, like less attention from the principal and the lack of communication and attention from the teachers, my own experiences and other factors accelerated enthusiasm in me to raise the issue like school culture and its influence in students learning from the eye of the students. There is less debate regarding the appropriate school culture for a proper learning environment, especially in grades eleven (11) and twelve (12). The students, just after the SEE examination, are attracted to several eye-catching offers by the schools. But the matter is of concern to either parents or the body of the Government or any other organ paying attention or invigilating whether the students are getting proper environment for learning or not. Are the students having appropriate culture for learning or not? Are they becoming victims of discrimination in the learning process? My experience teaching in various private schools reveals that, except few private schools, most ignore the different matters of school culture. They are just focused on bookish knowledge and a tight schedule of routine. Their focus is mainly on school uniforms and higher pass percentages. The students lag in quality due to the absence of positive school culture. The lack of positive school culture has given birth to many malpractices in the school, like gang fighting, poor quality of students, degrading of morality, etc., which are hindering the learning environment for the students. Research has been conducted on the same topics focusing on the point of view of school leaders or administration and teachers. There is a gap in the voice of the students as to how they perceive all the school practices and cultures for proper learning. Are they really satisfied with them? If not, are their dissatisfactions or any arguments addressed?

All students' fundamental right is to get an education and learning culture to be competent citizens. It is possible only when a student receives sound culture, like the principal's and teachers' positive roles in their learning. The Constitution of Nepal 2015, part III, section 31, has made a provision that the right to education is the fundamental right of the citizens (The Constitution of Nepal, 2015). My concern is that all the students get an appropriate culture per their school expectations. Does the school culture right for future resources to excel further? Which body of the Government invigilates to ensure the school culture? Likewise, School Sector Development Plan (SSDP) has a vision for Nepal's school education to produce human resources to elevate Nepal's status from a least developed country by 2022 and to reach the grade of a middle-income country by 2030 (SSDP, 2016 to 2022). Can the targeted goal be met if the school culture does not support the students? The current National Education Policy (2076) also focuses on producing qualitative human resources with the skills required for a skillful workforce. The question is, if the students are not provided positive culture for learning, is it possible to produce the required skilled human resources?

A good relationship between teachers and the students in the classroom plays a vital role in effective student learning. As a responsible teacher in the educational sector, I have realized that it is my responsibility to uncover the practices and their consequences for the student's learning of school culture through this research work. School culture is considered the influence of the whole teaching and learning activities. I, as a teacher, have been in different types of training and seminars, but I found a lack of discussion on the issues about school culture, especially for grades eleven and twelve. Hence, I feel that the issue of my study is not adequately addressed in the previous research.

Purpose of the Study

The purpose of the study was to explore the influence of school culture on students' learning.

Research Question

The following research questions guided my study:

1. How do students experience school culture?
2. How do students draw an influence of school culture on their learning experiences?

The Rationale of the Study

With the questions revolving in my mind regarding the school practice and students learning from my experiences as a teacher and student and from the story of a boy named Parbat (Pseudonym), I conducted this study to explore the multiple realities regarding school culture from the eye of the students.

In my view, the study could be an eye-opener for addressing the opinion of students on school cultural practices for learning. Hence this study would support the policy advocacy as Nepal is in a federal structure now, and improvising quality school education is the prime concern of the Local Government. This study has brought multiple realities which could be a unique contribution to leadership literature in adding brick to the educational leaders.

Many researchers have studied school culture (practice) as a construct concerning the school leader's role. Similarly, few other studies examined the teacher's role and the parents' view in promoting school culture. Therefore, with this research work, I aimed to bring about new knowledge on school practice from the students analyzing their experiences and stories. I thought that this study was a necessity in the sense that it explored the practices of school from the student's perspective.

Delimitations of the Study

This study was delimited to the perception and practice of school culture defined only by teacher/student relation and connectedness, communication between students and teachers, and the role of the principal among them from the students' perception.

CHAPTER II

LITERATURE REVIEW

This chapter consists of a review of some literature related to this research. This chapter also covers major themes like Teacher/student relations and connectedness and the role of communication in students' academic achievement and school culture defined. The related theories guided the research with a policy review, identifying the research gap, and preparing a conceptual framework.

School Culture

According to Cogaltay and Karadag (2016), school culture can be a complicated circumstance that enormously impacts educational institutions' effectiveness regarding teacher performance and student achievement. As per my experiences as a teacher, I have noticed that the performance or overall teaching and learning activities in educational institutions largely depends upon the practice developed in the school. In the view of Muhammad (2009), a school's culture can be viewed as "the way we do things around here" (Muhammad, 2009). Many other factors contribute to school culture, which can be comprehensively defined as the "underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems and confront challenges" (Peterson & Deal, 1998). I strongly agree that such norms and values, including beliefs, traditions, and rituals, are created over time by the interlinkage between and among several stakeholders throughout the public where the school is established and operated. The overall school culture is greatly influenced by the contributions of administrators, teachers, staff, parents, students, school boards, and other community members. I strongly believe that every school has a unique culture and has several facets (Cogaltay & Karadag, 2016). According to Kohl et al. (2013), there are four grades to a person's experience, including how they perceive their environment, the settings they participate in (such as home, school, and the community), how they interact with others in those settings, and the culture that is produced as a result of those interactions. Alternatively, school culture can be understood as the reflection of experiences. The experience encompasses the classroom experience and experiences outside the classroom's walls. The experience of teachers includes relationships with students, as well as with colleagues and administrators, connection or lack thereof

with coworkers, the climate of faculty meetings, school initiatives, and parent and public interactions (Kohl et al., 2013).

Kohl et al., (2013) state that students' experience regarding school includes a relationship with their peers and the relationships with parents, faculties, and administrators. A student's experience reflects time spent by them in the classroom as well in open spaces of the school, such as the cafeteria and the library, and at school programs as well as their home life and public activities. Such experiences influence how stakeholders perceive school culture in general.

Kaplan (2013) stated a trust is central to school improvement. There must be trusted to build relationships to make a school successful. The positionality and lived experiences of the staff, professors, and administration play a crucial part in the school culture, which may further aid in highlighting the value of trust. Kalpan (2013), further states that the school must be cooperative, cohesive, efficient, and well-managed to be effective and produce high grades of student learning. Furthermore, Kaplan (2013), advocates that administrators must trust the teachers they invite to implement shared decision-making. The students' learning depends on their trust in the teachers that inspire and bind them to attend school for learning. According to Bryk & Schneider (2004), school professionals are more likely to trust & talk honestly among themselves, exposing vulnerability to grow professionally, make decisions jointly to generate school-wide resources, reduce the sense of risk associated with the change to take on reform initiatives, and build public relations with administrators and parents to "do what's best for students," fostering community. The growth of the students depends upon each decision of the teachers. The use of resources in the school and reduction of any risk that may appear in the school are in the hand of the teachers and administrations.

Teacher/Student Relation and Connectedness

School connectedness is simply a sense of belonging or participation that a student feels within the school setting (Waters et al., 2010). A good teacher always looks after the satisfaction of the students by being connected positively so that a teacher could be capable of dragging the attention of any student on them. Students abundantly learn and feel comfortable when there is a close relationship between students and teachers. McCollum and Yoder (2011), in their research on School culture, teacher regard, and academic aspirations among middle school students,

found an interpersonal relationship between students and teachers as an element of the culture that permits connectedness and morale.

The teachers make frequent contact with their students, which makes them able to create a prime position and significantly influence their achievements and sense of well-being (Beutel, 2009). As a teacher, I also try to get feedback from the students about the lessons through social media. I ask some questions to the students making them feel so friendly. I ask them the questions like; how was today's class? Did you enjoy the lesson? Did you feel any difficulties during my periods? Did you enjoy it as per your expectation? According to Fowler et al. (2010), teachers base their interactions with students on their behavior and interactions with other students, which results in low academic performance. The negative relationship between teachers and students provides fuels for the students to be involved in several malpractices. I have found that the students enjoy learning when I behave so friendly. I sometimes ask them to be assured that they are suffering from problems besides educational matters because the students in grades 11 and 12 suffer a lot or may have problems with family or problems with friends, or in other areas. Meador (2012) said that spending time with teachers and students helps develop a mutual relationship which may be a vital part of accelerating a culture of success for a building. I have seen in my working areas that the students feel valued and respected for their feelings, pay more attention and enthusiastically engage in learning.

Being involved as a teacher for a long period, I hardly find teachers' connectedness and interpersonal relationship with the students in our context. Teachers in grades eleven and twelve believe that the close relationship with the children destroys the school's chain of command and code of conduct. Why do teachers hesitate to be close to the students, and why do students feel uncomfortable to come close with the teachers have become very important in this twenty-first-century education in Nepal. I learned that educational ecosystems in which people exist could be created by schools that prioritize the people, locations (places), policies, programs, and procedures (processes) that make up educational ecosystems. In my study, I explored the multiple realities of whether the schools are doing so or not from the eye of the students.

Role of Communication for Learning

Communication can be defined as a process that consists of creating and exchanging messages between or among people (Koprovwsa, 2014). Communication

may have a greater influencing role in building decent school culture. Effective communication between teachers and students is crucial for creating a good culture within the school, which may help to make the students feel easy and the learning process more exciting and satisfying. Regarding the teacher-student relationship in the classroom, both must play reciprocal roles as agents and receivers of information and how communication is effective in real life (Soares, 2015). In my class, I try to communicate with my students by being so friendly that they can express their views freely. In the teaching path, I deliver the message to inform, influence, or change students' attitudes and opinions toward their learning. I focus on making students a comfortable environment for better learning. I believe that effective communication is a way of understanding each other and helps build trust and respect towards the teachers and vice versa and may make the students optimistic towards learning. I would like to align with (Russo et al., 2013). Russo et al. (2013) advocated that one of the crucial elements of effective communication is knowing and understanding the message being delivered and using precise words. He further states that incorrect (wrong) words might lead to a misunderstanding. In the journey of my career as a teacher, I have felt and experienced that the communication of a teacher is equally important to offer a concrete, practical, and successful way of learning to the students, which helps to accomplish the purpose of providing a culture for achieving the academic goal through learning. I have realized that effective verbal communication with clear information in the classroom or outside the classroom with the students influences a lot in building a healthy relationship. Aligning with my experience, Russo et al. (2013) pointed out that teachers must be competent in communicating with students, just as teachers must be able to be good role models in communicating with students. Khan et al. (2017) said that teachers having excellent verbal skills could convey ideas to their students more efficiently.

I have seen in my workplace that teachers usually follow one-way communication in the classroom. They explain the related topics and provide notes to the students, which might hamper and degrade their learning skills. Besides textual content learning, the students might hesitate to put their views towards the practice of school culture. The way of communication in the practice of my surrounding schools may not be appropriate enough to build a healthy relationship between teachers and students. From this research, I explored the multiple realities that if the teacher's

communication with the students is really good enough to create a good school culture for learning well from the eye of the students.

Principal's Role in School Culture

The principal in the school is regarded as a head person. He has an influential role in molding a culture in the school. Teachers and administrators who are committed to and embrace the same vision and mission for academic success within a building are said to have a positive school culture (Ohlson, 2009; Shulkind & Foote, 2009). It is layered with various elements, such as values and ideas, assumptions, teacher-student relationships, expectations, and connectedness (McCollum & Yoder, 2011; Shulkind & Foote, 2009; Turan & Bektas, 2013). Wilcox and Angelis (2012) focus on a culture of respect and trust and a shared vision. They further emphasize structures and systems that are reinforced and support collaboration that further helps improve a better environment for students' success. During my grades 11 and 12 as a student, I found that the culture developed by my principal, the teachers, and my friends helped me a lot to get an appropriate learning atmosphere. The same culture accelerates the feeling of due respect for the effort made by my principal and the teachers. My friends and I also developed the same sentiment toward the entire school team. Berzin (2010) states that the students feel what they are doing is meaningful and experience success. Further, Berzin (2010) explains that students who have support from their teachers early in their academic careers believe that they could continue their studies to be successful and suggest to others the importance of positive school culture. If I had not received support from my teachers, reaching today's destination would be impossible.

The story of my students insisted to me to think about the principal's lacking role. He was lucky to have such a supportive brother who encouraged and motivated him to complete his grades 11 and 12. But not all get the same supportive family members. Many students depend on the principal and the entire school team. The story of my student Parbat reveals that not all school leaders as a principal play a role in creating an appropriate school culture. Sebastian et al. (2016) advocated that the role played by the principal has existed as one of the most important influences on establishing a positive school culture. McKinney et al. (2015) conducted a study with approximately 500 teachers and counselors, including about 20 National Blue Ribbon Schools principals. They used the Leadership Practices Inventory (LPI) to identify effective strategies implemented by the principals of schools. Their study found that

the principal must be embodied with a concrete school vision and goals to enhance positive school culture and lead effectively. They also found that it requires organizational and instructional leadership and support to establish a culture of trust and collaboration. They also found that such instructional and administrative leadership and support might enable others to lead and communicate effectively, creating a safe environment in which learning is the focus. Additionally, Sebastian et al. (2016) found that an essential task of the principal is to create a safer and positive learning environment; by promoting a positive school culture, school management has the most direct impact on student performance. In addition, the support of the principal can influence the culture of the school's trust in personal and organizational grades (Cogaltay & Karadag, 2016; Erdogan, 2016; Huguet, 2017).

In the context of Nepal, most schools' principals only make arrangements for subject teachers and a classroom for the students of grades 11 and 12. However, the principals of renowned schools seem to pay attention to respecting students' values as well. They seem to focus on the student's overall development by conducting various programs like refreshment programs. I have felt that the principal plays a vital role in creating a good school culture and vice versa during my teaching experience in different schools. I believe that the principal is a prime person to cultivate the appropriate school culture for providing an environment for the students.

Empirical Review

I studied some earlier research carried out on school culture. I reviewed the purpose, methodology, and findings of the works and concluded that most of the studies are guided by a post-positivist approach, and few qualitative types of research were different in the method of inquiry.

I studied research conducted by (McCollum & Yoder, 2011). McCollum and Yoder (2011) researched the relationship between perceptions of academic culture within a school, teacher regard, and academic aspirations among middle school students (N = 1,376). The results showed a significant mediation of teacher consideration on the relationship between academic culture and academic aspirations. Both perceptions of school culture and perception of student-teacher relationships were appropriate factors while considering the students in middle academic aspirations. The study discussed the implications for teacher education and teacher development programs. McCollum and Yoder (2011) also found that school culture influences the school's overall performance and expectations, including the overall

satisfaction of students and staff. Being involved in educational sectors for over a decade, I have noticed that students become more connected to school and engage in learning. I have also noticed that they become highly motivated and invested; as a result, there is an improvement in academic achievement. The study of McCollun & Yoder (2011) has also found that teachers are aware of the importance of the connection between the academic culture created and the academic aspirations of middle school students. School culture and student-teacher relationships are influential factors in the school environment that influence academic expectations, school satisfaction, and academic performance (McCollum and Yoder, 2011).

Acharya (2015), in his qualitative research *School Culture: Perception and Practice*, found that students with good relationships and communication in one of the schools of Lalitpur District of Nepal are good at studying. Similarly, he also found that the students having the opportunity for extra activities are more active and motivated in their studies. Such practice of school culture is essential for the student's overall development.

I also studied the research of Daniati, (2019). The research aimed to discover the form of natural school culture in building the character value of the students of Muhammadiyah Alam Surya Menti Elementary School, Surakarata, Indonesia. This research was conducted in the form of a case study by using qualitative methods. The data was collected by using the technique of interviews, observation, and documentation. The data was further analyzed using a flow analysis model and purposive sampling techniques. The result of the research explored how the students' character could be built by implementing a fun and free natural school setting reflected in the no-book rule, spider-web learning concept, and the characteristics of monthly and yearly routine activities. Danaiti (2019) states, "Nature is the source of students' knowledge; students learn to solve problems independently and work in a group." The students learning orientation plays a direct role in the exciting concepts established in the surrounding nature. Teaching in nature school can develop life skills and motivate students to retain knowledge and activities useful for life outside of school.

Dorfman and Fortus (2019) studied the self-efficacy of science-related students in different school systems. Many studies across all STEM disciplines and in general have established the crucial role that self-efficacy (E.E.) plays in student motivation, engagement, perseverance, and academic performance. The data in the

research was collected through 1979 students from grades 5 to 9 in 19 traditional schools, Waldorf schools, and democratic schools in Israel. Students answered a questionnaire and assessed their scientific self-efficacy (SSE) as well as general and academic self-efficacy (GASE), and their SSE sources such as teachers, parents, and classmates' social beliefs as well indirect experience and dominant experience. The result shows that the grades of SSE and GASE are different, and they vary from one class to another. The school culture and curriculum have an impact on the differences and differences in the roles of these ESSs from many sources. Clear oral examples from interviews with students and teachers accompany the quantitative results.

As I stated above, the exploration of literature provided me with some knowledge on understanding the influence of school culture on academic learning and student performance. Through the literature, I understood that the students' effective learning and achievement are possible when appropriate school culture is maintained. The school plays a vital role in making a school culture favorable to create good culture and atmosphere for students' learning and teachers' satisfaction. From the above literature, I also understood that teachers and students experienced a mindset shift. The teachers and students also experience instructional practices that promote collaboration. The structures provided by the principals built a trusting, cooperative, and innovative culture. From the literature of McCollum and Yoder (2011), I learned that the student-teacher relationship highly influences academic expectations, school satisfaction, and academic performance in school culture.

From the study conducted by Dorfman, & Fortus, (2019), I understood that students could learn more as nature is the source of learning for the student. In the nature-centric school, the students are independently trained in solving problems and working in groups. The life skill is supported by learning in natural school that could invite the student to explore the knowledge and action that is very useful for life outside school.

Berg, (2020) conducted a qualitative case study to explore and explain the particular features that contributed to the school culture and climate in Georgia's first-ranking STEAM-certified elementary school in 2018, showing that their school has increased by two points. Climate Assessment 2014-2018. In the research, the key research questions focus on the influence of STEM education on school culture. The three sub-questions in the study involve current norms, goals, values, teaching practices, and the organizational structure that influence the overall school culture.

Triangulation has been carried out through interviews, observation, and artifact collection. He has conducted two series of one-on-one interviews with the teachers to get insights into how they undergo and perceive the changes they saw during the STEM certification process. Berg, (2020) conducted focus group interviews with the management team to understand the school leadership's experience and views on the observed culture changes. Berg, (2020) also conducted focus group interviews with uncertified staff to gather evidence from different perspectives. Observation in each teacher's classroom provides researchers with information about specific values, teaching methods, and established structures. The collected artifacts offer additional details about the current organizational structure, resulting in positive changes throughout the process. The study found that a strong relationship was established during the implementation of STEM. Teachers and students have seen a change in their way of thinking; classroom practice has encouraged cooperation, and the structure provided by the principal has constructed a culture of trust, collaboration, and motivation.

The qualitative research By Dorfman, and Fortus (2019) regarding the self-efficacy of science-related students in the different school systems has provided me with an understanding of self-efficacy (S.E.) plays a key role in student motivation, participation, perseverance, and academic performance. The important role of Stem has been researched and widely confirmed in research such as general research and STEM subjects. I also found that the results show that SEE and GASE differ in grade and how they vary from class to class.

From the research of Bergh, (2020), I realized that school management must create a culture of trust to establish a keen relationship between teachers and students, change the worldview and promote school cooperation.

Theoretical Referents

The theory is such an essential key component to research which gives a mental picture to the researcher that helps in understanding something that can't be seen or experienced directly. Since theories are established to suggest applications of practical values, I have attempted to ascertain the kind of theories useful in understanding school culture in students learning. Since this research focuses perception of students on the influence of school culture on students' learning of students of grades eleven and twelve, Invitational Education Theory developed by

Purkey & Novak (1984) and the social constructivist theory (Vygotsky, 1968) was found to fit this research best.

The Invitational Theory

The invitational theory I have found as a theory of practice is supposed to create a whole educational environment that purposefully welcomes students to enhance their comparatively limitless potential. The main purpose of invitational theory is to create learning a more exciting, satisfying, and enriching experience for all those involved in the educational process. By doing so, the appropriate school culture for learning can be created. According to this theory, an invitation is a signal requesting companionship or consideration. According to Biggs (2003), the goal of the theory is positive intentionality and the constructive alignment of the messages delivered by and contained within any particular learning environment. It aims to eliminate the drawback that limits the learners.

The four guiding principles on which the invitational theory is constructed are respect for people and their differences; trust expressed through cooperation and a sense of community; optimism regarding the untapped potential that each learner possesses; and intentionality, which refers to taking the necessary steps to create each learning invitation and to address it to each learner (Purkey & Novak, 2008). Burns (2007) conducted a study in Missouri. The study has concluded that the schools performing better result in more invitational qualities. The study also found that teachers who feel respect and trust are essential for creating an effective organization. Burns (2007) has also found that the leaders in the organization emphasized only 'trust.' Steyn (2003) researched in South Africa by using semi-structured interviews where he focused on groups to find out how Invitational Practice might affect renowned and award-winning Afrikaans medium schools. Steyn (2003) discovered that respect, trust, optimism, and intentionality were the important component for the cultural change's success, with building trust through leadership serving as its core element (Covey, 2006). The core concept of the invitational theory is intentionality.

The foundation of the invitational education approach to affective education is the belief that self-confidence and encouragement are essential in fostering more significant learning and that learning is more successful in a nurturing and supportive school culture. Its fundamental idea is the "Learning Invitation." Learning invitation is a well-mannered request to engage in the educational activity. Invitational Education aims to understand what it takes to form and exist in invitational

environments. The study is based on Purkey's (1999) five 'Powerful Ps' of invitational practice: people, places, policies, programs, and processes. The elements must be integrated into the culture of a learning situation or institution. Purkey and Novak (1996) have described the 'P's as five principles. The five principles consist of people are able, valuable, and responsible, and they should be treated as such; the educational process should be a cooperative activity.

Further, it explains that the teacher should play the role of a helper or a guide. By doing so, the teachers can make the learners realize their untapped potential, which can later best be realized through the places and policies along with the programs and processes that are made to invite progresses and peoples who intentionally invite engagement. They advocated that a learner is said to be "invited" when the "P's" arouse positive feelings in them, and vice versa. The fundamental concept of the invitational theory could be the mirror for creating the appropriate school culture for learning to produce a competent human resource for the nation.

Social Constructivism Theory

Lev Vygotsky was a founder of social constructivism as a learning theory in 1968 A.D. The theory has asserted that languages and culture are the structures through which human beings can experience, convey, and acknowledge reality. Vygotsky advocated that language and culture greatly influence both the cognitive development of humans and how human beings recognize the world. It is believed that the concept of learning is communicated through language. Similarly, learning is described and realized by experience and interactions in a cultural setting. Language plays a vital role in constructing knowledge. Knowledge is constructed through the language within the group of people in a practiced culture, so it is socially constructed and co-constructed. The students learn and get knowledge in a collaborative environment from other students, teachers, and mates. The Social constructivism study of learning focuses more on the collaborative nature of learning where there is the guidance of a facilitator or in a collaborative culture with other students (Vigostky, 1968). Social interaction has a significant influence on life long process of development of any individual. We can't deny learning process of an individual is a social learning process where psychological growth is guided or directed by people in our lives who play mentor-type roles, such as teachers and parents. I believe such people greatly influence every sphere of the learning process. Renowned personalities such as doctors, professors, engineers, etc., are guided by mentor-type people; hence,

they succeed in their careers. This approach supports increasing student opportunities to build knowledge and understanding with teachers and peers. The social construction of knowledge differs from place to place in several ways (Kapur, 2018). Hence, learning is a social learning process; the students can learn not only through group discussion but they can also learn through teamwork. The students can also learn with any instructional interaction, such as in educational or training institutions, social media forums, and religious and marketplaces. Besides, the students could also gain understanding and the experience required to live successful and practical lives.

Social constructivism learning is also regarded as collaborative or collective learning as it focuses on interaction, discussion, and sharing the knowledge and ideas between and among learners. The theory emphasizes forming groups in interactive strategy methods as the teaching-learning strategy. The educator may use learning theory by including whole class discussions or small group discussions or letting the students work in pairs on given projects or assignments. The most remarkable point of the theory is that learners work in groups sharing their ideas and try brainstorm to find cause and effect. The students get answers to any problems or may create something new to add to existing knowledge that helps the learners improve.

Teaching methods may be regarded as the fundamental art and science that guide proper management. The teachers use suitable teaching strategies for lessons to deliver effectively in the classroom to create an effective learning culture. Teachers can use the teaching strategy to supply their subject matter to the learner based on predetermined instructional objectives to promote student learning (Dorgu, 2015). Similarly, the teaching method can be viewed as a method including the principles and methods used by teachers to enable student learning (Westwood, 2008). Focusing on the above statements reveals that teaching has principles and methods constructed to gear up students' learning. Social constructivism believes that knowledge can be generated only through social interaction rather than individual attempts, which are obtained through shared knowledge. Case studies, research projects, problem-based learning, brainstorming, collaborative learning, group work, guided discovery learning, simulations, and other activities are just a few of the methods that teachers in the classroom may implement constructivism (Kelly, 2017). The theory suggests that the teacher sometimes divides the students into groups or may pair the students. The teachers may also guide the students by prompting, questioning, and directing them to

discover the concepts or collect learning experiences according to the determined objectives.

As I planned to explore students' perception of how they learn in existing school culture, I found the above theories as a big theory itself. I used the above theories as a part of my research, which helped me to generate meanings from my participants' stories and experiences and to legitimize my insights.

Policy Review

Policy and proper implementation are vital for any area of the nation, and it is more vital in such a sensitive area of education. The Government of Nepal promulgated the new constitution in 2015, just, right after the end of the monarchy system, with several provisions of policies and rights for the citizens.

The Constitution of Nepal 2015, part III, section 31, has made a provision that the right to education is the fundamental right of the citizens (constitution of Nepal, 2015). As mentioned in the constitution, it is a fundamental right for all the students in grades eleven and twelve to get an education in a sound school culture where they can get the education and develop their skills in a convenient environment without any disturbances or hazards. It seems pretty not in practice to provide such a sound culture for the students of grades eleven and twelve. The students in private schools are insisted on having education and learning as per the wishes or codes of conduct or rules or regulations of school founders or heads. The students in the community schools also seem to be deprived of getting an education according to the policy of the Government due to various reasons, such as ineffective use of the policy. Such a system has to be controlled by the respective authorities or the department of the Government. Likewise, School Sector Development Plan (SSDP) has a vision for Nepal's school education to produce human resources to elevate Nepal's status from a least developed country by 2022 and to reach the status of a middle-income country by 2030 (SSDP, 2016 to 2022). The targeted goal can't be achieved if the students of grades eleven and twelve do not get proper school culture for a sound learning environment. If the school culture does not support the students, it is impossible to meet the target.

Likewise, the recently enacted Local Governance Act (2017) stated more than twenty local government powers regarding education (Government of Nepal, 2017). But, as mentioned in the Act and policies, the implementation seems very weak in most schools. Being involved as a teacher for a long period, I never experienced the

local Government supervising the teaching methodology of the schools. The local Governance act has the provision of creating a suitable environment for learning and providing training to the teachers and conducting extracurricular activities. But I have never experienced it. I think the policies like national education policy and local governance policy can be a key to creating a positive school culture, and there is a lack in the implementation part. Hence, the policies must supervise and ensure the acts and policies to improve the culture of schools, especially in grades eleven and twelve.

The present National Education Policy, 2075, aims to make all grades of education competitive, techno-friendly, productive, and employment generation oriented to generate human resources as per the nation's requirement. Secondary-grade education aims to produce a competitive, skillful, and productive workforce for the country by making education accessible. The policy targets developing such a workforce with the quality of creativity and positive behavior. Being involved as an educator in the institution, I feel there is a lack of supervision by the concerned authority to ensure education as per the goal and objective of the policy. The policy has a strategy to reconstruct the existing law regarding establishing, regulating, and managing higher education-providing institutions (National Education Policy, 2076). The policy has a strategy to improve the education system to uplift the quality of education in the school. The policy also has a strategy to ensure the availability of related subject teachers. The story of a boy named Parbat reveals that there is still a lack of implementation of the policy and supervision by the Government. Students still do not get the teachers available in the school permanently. It shows the bitter truth of the Nepalese education system. In this connection, I, as a researcher, argue that policies and plans developed so far in education are silent for sound school culture for student learning. Therefore, my focus is to explore this issue with my participants.

Research Gap

Most of the above studies I reviewed regarding school culture and student learning are carried out either quantitatively or focus on the views of principals, teachers, and parents. But none of them touched upon the issue of school culture and students learning from the eyes of the students through a qualitative lens. The present education policy and constitutions are almost silent about school culture and students' learning. This is where I found the gap. To address this gap, I would like to conduct

this study to explore multiple realities in students' perceptions and practices of school culture and learning through ethnographic design and the Interpretivism paradigm.

Theoretical Framework

I believe that just as the support of the teachers helps students create the best foundation to make a better career, a theoretical framework also act as the foundation for research study because it is a 'blueprint' or 'guide' for the research (Grant & Osanloo, 2015). The researcher can get the proper guidance for his/her research work to move toward the right path to confirm the theory in practice (Khadka, 2017). Taking insight from the entire literature review, I have developed the procedures and succeeded in constructing an understanding to explore the perception of the students on the influence of school culture in public schools, particularly at 12. I have developed different themes created after prolonged observation and in-depth interviews with my research participants and non-participants. Based on my thematic, empirical, and policy review, I have constructed the knowledge for my research. My participants' stories through the prolonged observation helped me to explore the influence of school culture on students learning in terms of teachers' and students' connectedness, the principal's role, communication between students and the teachers, the behavior of the teachers, and the relation with the friends. Invitational theory and constructivism learning theory provided me a clear lens for exploring why it is essential to give love and care to the students, why they require to be emphasized, and overall why they require to be invited for learning. I realized social constructivism learning theory was used paralleled with my research work, enabling me to think logically and encouraging me to act reflectively throughout my research work. The qualitative method was employed under ethnography with an interpretive paradigm to reveal students' stories, experiences, and perceptions of school culture and its influence on higher secondary education.

CHAPTER III

RESEARCH METHODOLOGY

My research was based on the interpretive paradigm because without excavating the practice of school culture and views of students regarding the influence of school culture in the learning of the students, I would not be able to explain the practice of school culture and influence of school culture in the learning of the students. The previous chapters explored theories and practices, whereas this chapter explored the different methodological assumptions such as philosophical foundations, ontology and epistemology, theoretical assumption, research paradigm, research design: narrative inquiry, study field, and participants, approaches of information collection, information generation method, information analysis and interpretation, quality standard, and ethical consideration. My research methodology provided me an insight into the overall connection between and among my research design, paradigm approaches, and method that were grounded within the philosophical construct concerning my research issue.

Philosophical Foundation

Here I discussed the philosophical foundation. A research paradigm encompasses three elements, namely ontology (the nature of reality), epistemology (the nature of knowledge), and axiology (the nature of values) (Denzin & Lincoln, 2008). The philosophical foundation is a must to accomplish any research work. For my topic, there were various components of school culture for the students learning at the public college (school) basically in grades 11 and 12. Regarding these, as per the opinion of Creswell (2009), My belief system to attach and understand a specific worldview here I applied as my research paradigm (Denzin & Lincoln, 2018). The interpretive research paradigm and ethnography applied here in my research largely shaped my philosophical dimension of the worldview. These philosophical considerations embodied my mind to see the view of students on the practice of school culture and the influence that the students draw in their learning. These philosophical considerations are briefly presented below,

Ontological Stance

Mack (2010) states ontology is one's view of reality or way of being. In this study, my ontology was exploring and accepted multiple realities from the

participants of one of the public school students. As per my research, I desired to know the student's perception and practice of school culture on their learning based on their relationship with teachers, communication with teachers, and their principal's role in school culture for their learning. In addition, reality is multidimensional. The method of crystallization also recognizes that reality is multidimensional, deep, and complex and that understanding is necessarily partial (Denzin & Lincoln, 2008). As Wills (2007), claimed that ontology is all about collecting the realities of societies in multiple ways with various truths. In this way, after rigorous observation, and face-to-face conversations with participants such as students, teachers, and staff based on ontological premises, I have tried to interpret my study and gave due emphasis to mind multiple realities regarding the perception and practice of school culture from the eye of students.

Epistemological Stance

Epistemology is the theory of knowledge that deals with the questions concerning the nature, scope, and sources of knowledge (Flick, 2018). My epistemology for my study was dialectic interaction between the students that helped me to perceive things and construct new knowledge. As per the issue, I explored the participants having a different understanding of their perception and practice of school culture in their learning. My priority was generating new knowledge based on their experiences. Similarly, my epistemology dealt with various ways of knowing, like probing, constructing, and interpreting the knowledge without taking it for granted since my participants' conceptions of school culture and learning differed in their perception. I envisioned how and in what ways my participants performed differently. The dialectic interaction between my research participants helped me seek new knowledge and information from participants. My research used qualitative methods and techniques to explore these epistemological facts.

Axiological Stance

Axiology means the study of values. Axiology is concerned with the overall role of value and bias in research. Axiology explains what, why, and how values are constructed and followed in human life. Human values are constructed and followed based on the socio-cultural environment's norms, ethics, and values. As a researcher, I explored my values and beliefs regarding participants' while conducting this research. This study concerns how the school culture is practiced and how the students value their social setting and surroundings in learning. I, as an ethnographic

researcher, am a part of this research. Hence research is a valued bond; the researcher is part of what is researched and cannot be separated from it (Wahyuni, 2012).

Furthermore, the fact was that participants faced various problems; they were ignored, treated negatively, not listened to, and dominated in the college. Similarly, they had a good experience as well. Therefore, the axiology of my research was to find and understand the same emotions, feelings, and ideas of the participants in school culture practice while learning.

Research Paradigm: Interpretivism

Every researcher uses the research paradigm. It shows the position of a researcher, where they stand concerning the world around them. It also makes clear their views and thought. My research was based on an interpretive research paradigm. So, I focused on participants' subjective experiences, as it talks about human behavior and understands how people vary from natural phenomena. According to Interpretivism, reality is constructed by social actors and people's perceptions of it (Wahyuni, 2012). In this study, as a researcher, I tried to find subjective knowledge based on the participant's experiences and perceptions through their interaction with them in their particular setting. This paradigm consisted of meaning-oriented methodologies, such as interviewing with open-ended questions or participant stories that rely on a subjective relationship between the researcher and subjects.

Research Design

My research applied ethnography as a design. Ethnography is meant contextually because of its several senses. Ethnography is a methodology that studies a practice through participant observation as a primary source of information with the support of interviews and the study of artifacts. As an ethnography researcher, I observed participants' interaction in their natural social settings and activities (Bruke & Krik, 2001). I emphasized the importance of studying first-hand information students explore in particular contexts (Hammersley, 2006). My research was conducted with fairly extensive contact through observation and open-ended interviews to understand participants' perspectives. My research applied a participant observation strategy that I observed and interacted with the class 12 students considering Mr. Jigyashu, Mr. Chakchake, and Miss.Gyani as my key participant in their everyday practices and activities in one of the public schools. I also observed and had a face-to-face conversation with the staff (librarian and canteen staff), teachers, and students from other classes and employed open-ended questions. I

established a direct relationship with my research participants in their natural environment for fair observation and a detailed description of their perception and practice of school culture in learning. I had conversations with the teachers having class in my participant's class. But the main focus of my study was to bring the perception of the students. As a researcher, I was aware of maintaining sufficient cognitive distance from the observed participants (Gobo et al. 2008, p.7).

Moreover, the natural attitude that kept me safe from seeing pacts, deeds, or social structures as activities were constructed constantly, socially, and situational, was disregarded by using distancing techniques (Gobo et al. 2008, p.10). With the help of the literature review, I focused on exploratory data analysis in this research.

Research Site and Study Participants

A study site is a place where the researcher performs their research and gathers the required information. I used a purposeful sampling technique to select both the research site and participants. Purposeful sampling means selecting a sample for a specific purpose (Cohen et al., 2018). A study site is where the researcher performs their research and gathers the required information. For this, I visited different private and public schools (colleges) in the Kavre district to get the information needed for my study. The principal in some schools denied letting me conduct the study in their school, and some of the schools asked me to prepare and submit the proposal first to conduct my research work there. They did not talk appropriately with me or say they were neither friendly nor supportive.

I was ignored at that moment. I had to find out such a school or college where I could get sufficient data and a school with cooperative people and participants to meet the objective of my study. I purposively selected one public school (college) after frequently visiting and talking with several school principals. The first meeting with the principal was memorable as he was immediately ready to permit me to conduct my research work in his school (college). Hence, I got permission from the school administration. I had consent from the school administration and my research participants. The principal immediately called the vice principal to manage anything that I required. She called all the teachers teaching in grades 11 and 12 and requested them to cooperate with me. With the help of such cooperative teachers, I started observing the classes, i.e., grades 11 and 12, for a few days. I could make good connections with the students from grade 12, and as they had already spent more than a year in the college (they were more familiar with the school culture practiced in

their college), I could collect the data required for my research from them. The students and I made good connections after a few days of observation.

Hence, I confined three students as my key participants: Mr. Jigyashu, Mr. Chakchake, and Miss. GyaniI (as pseudo names) depending on the data after having observation and interview. The metaphorical names were given as per their unique character I observed during my observation. Mr. Chachake could not stay quiet in the classroom. He always has something to do with anything else he finds in front of him, either stationery materials or friends. He even has something to do with windows in the classroom if he finds out any chance to do so. Mr. Jigyashu, I observed that he was timid in the beginning days of the class. He used to sit alone on the last benches and would order other friends if he had something to ask the teacher. I found him paying full attention to each action and word of the teachers in the classroom. I observed him helping his friends understand the lessons taught by teachers and found him so sharp. I found Ms.Gyani was so calm or say less talkative to her friends that she could hardly talk to her friends in my observation. I also saw her completing tasks more quickly than other friends and started studying the books again. I also observed her helping other friends if they had difficulties solving the tasks. If she noticed anyone producing noise and doing nothing during class, she would encourage others to pay attention or complain to the teachers about them. I found her so enthusiastic about her studies that she also inspired her other friends.

For participant selection, I did not delimit in terms of gender and castes, religion, and stream and their family background. However, I only interviewed participants from the present students of grade twelve (three students as key participants) from one public school. I tried to differentiate their stories on perception and perception of school culture in their academic learning, which helped me maintain my participants' diversity. I also interviewed and observed other students from the same and other classes, including teachers and staff from the library, canteen, or cafeteria. This further helped me to get more information about my participants' educational experiences.

Strategies of Information Collection

Strategy plays a vital role in accomplishing any work. For my research, I adopted the ethnography approach to the information collection, namely in-depth - interviews with observation with the public school students to collect the information (field-text) concerning the research purpose and literature/document analysis to study

the overall practice. In addition, I managed field notes and some photographs. I observed their body language, such as their facial expression (such as the reddish face, sweating while answering, etc.) during the interview, and that was helpful for me to collect the 'field text' of my study.

Interview

An interview is a discovery-oriented method that is well suited for describing the situation, program processes, and outcomes from the perspective of my participants. Their ways of knowing and their real practices were explored, the embodiment of my research. According to Boyce and Neale (2006), open interviews are helpful when the researcher requires detailed information about a person's thoughts and behaviors or wants to explore new issues in depth. Therefore, for my study, I employed open in-depth interviews to elicit information from my research participants.

Observation

Observation is another tool for my research. It is an important and frequently used tool by researchers. Observing only does not mean just 'watching' by the researchers. It is more than just 'watching,' and different observation techniques can be used to gather the information Kawulich (2012) assumes that participant observation, a common methodological approach of ethnography, has been the approach of much of the research undertaken in anthropological and sociological studies. The vantage points of each research underlie how a researcher generates the information. In this regard, I observed the overall activities of participants; mainly, I focused on Mr. Jigyashu, Mr. Chakchake, and Miss Gyani within the school premises. During the observation period, I was involved in students' activities as a teacher and one of the learners there. I observed the participants' every action, either in a group or individually, and the activities of the participants were jotted down in my notebook. My concerns in the observation were communication and connectedness with the teachers and the students and the role of the principal in building up school culture. I had permission from the authority to have some photos of artifacts of my observation. I transcribed the observed notes into English and used them in my writing.

Field Notes

I wrote field notes along with the interview and observation to collect information from the field. I often used a notebook and pen to record the immediate actions, behaviors, and other casual conversations, and I put my reflections on them

during the field study. I clicked photos (with permission) to collect the information when it was not possible for me to write the information in the notebook. I neither recorded the videos nor the interviews, as the participants did not give permission. I noted the things in my book and papers while taking the interview that helped me to save time for further observation. Then, I elaborated on the field note and developed a narrative portrayal of participants along with my refined reflection.

Meaning Making Through the Lens of Theories

The words, sounds, feelings, emotions, colors, and other elements are closely associated with qualitative research, which is non-quantifiable. Qualitative research accumulates enormous amounts of data; therefore, it is essential to maintain the data organized and timely (Denzin & Lincoln, 2005). Being an ethnographic researcher, I engaged myself in the participant observation, transcripts of the interviews, documents, etc., to explore major themes that describe the perception of the students in the practice of school cultures in their learning through building rapport with my research participants. My data collection largely depended on participant observations, in-depth interviews, the study of artifacts, and more or less on non-participant observation. I was engaged in the fieldwork as an interviewer and participatory observer to collect the life stories of my research participants. Then, I transcribed the participant's stories into text. I repeatedly read the text for preliminary exploratory analysis (Creswell, 2020). I thematized the stories in line with my research questions. Recognizing themes gives a story's complexity and helps add depth to the insight about understanding individual experiences. While interpreting the meaning of the themes, I took support from theory and other relevant literature, making my discussion thick and rich. Finally, I concluded.

Quality Standards

It is always required to establish quality standards while conducting educational research by the researchers. Hence, any research study should mention quality standards in its research study. In addition to conceptualizing the research writing, the researchers must anticipate the ethical issues that may arise during their studies (Creswell, 2009). In addition, maintaining quality standards means letting others for judging the quality of my research study based on it. The quality standard of the research was tested on behalf of credibility, authenticity, and trustworthiness. During my study, the participants were motivated to share their views or experiences on different situations with me, and extra explanations were provided whenever they

felt the confusion. This research was conducted in natural settings that facilitated on-the-spot analysis of causes and processes and prevented precise control of so-called superfluous factors (LeCompte & Goetz, 1982). I was involved in prolonged engagement and persistent observation, clarification of researcher interest, member checks for the trustworthiness of data and interpretations with the members of the fields, and triangulation of different methods such as participant observation, in-depth interview, personal history or documents (artifacts, texts, photographs) (Chian & Green, 2018). I also maintained the data to strengthen credibility (Flick, 2018). Regarding credibility in ethnography research, I believe it is the process of assessing the accuracy of the findings (Creswell et al., 2013). The accuracy or value of my study was tested through prolonged observation in the field, thick description, and intimacy created with the participants in the study.

Ethical Consideration

For the research, key ethical issues are informed consent, protection from harm - issues of risk, harm, and benefit, privacy – anonymity and confidentiality, payment, and gifts (Rainbow, 2002). This is a fundamental component while conducting any research. Looking at the nature of my study, I had to deal with many participants, so I was required to be aware of ethical considerations on my part. To do so, I was so careful that I did not harm them; physically, emotionally, and/or mentally, etc. As a researcher, I paid full respect to their values and decision by avoiding biases. During my observation, the participants were treated equally. I did not force the participants in the class or outside the class to express their experiences or stories; instead, I made them clear that for any reason, I paid due respect to their decisions. The personal identification and information of my participants were made confidential. For that, the pseudo names were created and given.

I understand that any researcher should anticipate ethical issues during their research as it helps the researcher to shape the research. Ethics refers to the moral principles that influence and control a person's behavior. Similarly, I understand ethics as the already determined norms of people, places, and works that provide a separate identity for them. Given (2008) states that ethics is part of human philosophy concerned with proper conduct and various living. According to Cohen, Manion, and Morrison (2007), the three perspectives, such as the sensitivity of the information being given, the setting being observed, and the dissemination of information, can be viewed as privacy. As a researcher, I am closer to the view of Cohen, Manion, and

Morrison (2007), because I had fully respected the sensitivity of the context, realities, and phenomena. Since my research participants were the students and the main theme was their school culture, I sensibly presented their views.

Being a qualitative ethnography inquirer, I had assured my research participants that my study would be purely academic and there would be no other purpose besides this in carrying out this research study. Here, at this point, I honestly clarified my research participants about my research objectives and requested the proper information, i.e., their stories. I developed a good rapport with them and made them feel that they were not getting any harm or hurt by this.

In addition, as one of the fundamental aspects and duties of a researcher is to safeguard the right and welfare of the research participants involved in my research, I was as fair and ethical as possible. I did not reveal their secrecy and privacy, not letting my participants feel any aspect of biasness throughout the study; instead, I respected their stories or shared experiences. I assured that the verisimilitude of the research findings would be the stepping-stone for those who are solely devoted to their professional development. Again, an essential aspect is that I abided by Kathmandu University's Ethical Review Committee's ethical considerations while conducting my study.

CHAPTER IV

SCHOOL CULTURE PRACTICE

In this chapter, I have presented the overall practice of school culture of the students, teachers, and myself (as a researcher) that occurred within the school environment. Besides these, I have mentioned how I shaped my field study; the circumstances and research site locality; who my participants were; and how I chose my key participants. I tried to show only my research participants' observed and noticed activities. Further analysis of those activities has been presented in another chapter.

My curiosity and enthusiasm did not discourage me to find out the destination institution to study as a researcher. The obstacles I faced while searching the field initially made me a little nervous. Nevertheless, the excitement within me dragged me to search for such an institution from where I could get sufficient data for my study. In the process of finding the field to conduct the prolonged observation, I finally visited one of the public colleges of the district where the class from grade eleven to Master's degree are running. The observation for my study was carried out at one of the public colleges in a district near Kathmandu Valley which is situated in the core part of the district, during January and February 2022. The college has four buildings having a small parking area for two-wheelers. The cafeteria is located near the parking area.

From the cafeteria, the four college buildings can be easily observed. On the very front side, two small buildings are erected that separate from the ground of the college. On the right-hand side two-storied building, the red-colored building, having 12 rooms altogether is erected for teaching activities purposes. The yellow-colored two-storied building with six rooms on the left has been constructed. The building is used for the accounting department, the office of the Student's Union, the classroom and IT department office, a small hall, and one room is used for teaching purposes. The main building, which is red colored building (main building), can be observed. Each building is given the name of the distinguished people who have contributed to the development of the college. The main building is located in the center of the college premises while the newly constructed building is on the back side of the college. The new building is still under construction. The ground is beautifully

decorated with different colors of flowers where the statue of goddess Saraswati has been erected. The very first floor of the main building is occupied by eight rooms for running the classes of grades eleven and twelve for management streams. The second floor has a staff room, computer lab, research management cell room, and classroom. The third floor is decorated with a hall for conducting programs, a well-managed library, a principal's room, and administration rooms. Behind the main building, the newly constructed (still construction activities are being carried out) building is erected.

The college runs the class from eleven to master's degrees in management, humanities, and education streams. The college divides Science, Management, Education, and Humanities streams for eleven and twelve grade though these are not stream now, and we have a single-track system. As my focus of the study is to get the answer to my research questions how do students experience school culture? And, how do students draw an influence of school culture on their learning experiences? And fulfil the purpose of my study is to explore the school culture practice and its influence on students' learning experiences I choose grade twelve to enhance my research agenda. I select the students from management streams as there are fewer students in other classes. To get suitable enough data for fulfilling my research purpose, I had to take some classes as well and took classes in the Management stream.

The class was well furnished, where the male and the female sat separately in two rows. The classroom lies on the first floor of the college's main building. The classroom also has good lighting and a good flow of air. The whiteboard was hung on the very front side of the classroom's wall. The ceiling is accompanied by a fan and light bulbs. The ceiling and walls are coloured white, and the door and windows with brown. The room is bright enough to observe every glance of teacher and student activities. A projector is also hung for multimedia class.

School culture is at the core of everything that goes on inside a school. School culture is not only the base but also the end result of all activities in an educational facility. Keeping the fact in mind, I decided to conduct research from the student's perspective. The main purpose of my study was to explore school culture and its influence on students' learning experiences. The students in grades eleven and twelve usually get less attention than those until grade ten. Most students, just after passing

the grade of grade ten join a new school or college to fulfill their dreams where they may or may not get such a culture as they expected for quality education.

Besides, the previous research works have not addressed issues regarding school culture from the eye of the students. There is not the such body of government that supervises the schools or colleges running the grade of eleven and twelve all over the nation. Hence, I felt the necessity to observe school culture to explore reality from the eye of the students regarding school culture. The things I observed and experienced during my field visits are presented in different scenes below.

The Characters

As this work draws on the student's experience of school culture and the influence of school culture on their learning experiences in grades eleven and twelve, the students from grade twelve were the participants of my research. Apart from this, I took three students as my key participants, their teachers, and students from other classes, and the peons were supportive research participants. Based on the nature I noticed during my observation, I have given metaphorical names to those key participants. Mr. Chakchake, Mr. Jigyashu, and Ms. Gyani, for their anonymity.

As a researcher, I developed deep eagerness and enthusiasm to find and meet the participants to gather the data for my research work. Hence, I observed the participants and their activities to erase my thirst for eagerness and enthusiasm. Through my prolonged observation and connectedness with the participants, I found the students were exceptionally well in the study compared to other students in their class. I learned that the students were also famous for their unique characters. Mr. Chachake could not stay quiet in the classroom. He always has something to do with anything else he finds in front of him, either stationery materials or friends. He even has something to do with windows in the classroom if he finds out any chance to do so. He was observed teasing his friends whenever he would get the opportunity.

Similarly, according to his teachers, Mr. Jigyashu was very shy in the beginning days of the class. He used to sit alone on the last benches and would order other friends if he had something to ask the teacher. During my observation, I witnessed his inquiry with the teachers about his confusion or queries. I found him paying full attention to each action and word of the teachers in the classroom. I observed him helping his friends to make understand the lessons taught by teachers. I found him so sharp mind.

On the other hand, Ms. Gyani was so calm or say less talkative to her friends that she hardly talk to her friends. During my observation, I saw her completing tasks more quickly than other friends and started studying the books again. I also observed that despite not talking more in the classroom, she would help other friends if they had difficulty solving tasks. If she noticed anyone producing noise and doing nothing during class, she would encourage others to pay attention or complain to the teachers about them. She was so enthusiastic about her studies that she inspired her other friends.

The Culture of Understanding!

The first day of my school visit was quite interesting. It was January 17, 2022 that I reached my study field with great excitement and a bit of tension as well. It was 6.10 am; I rushed directly to the vice principal and greeted them with Namaste. She looked so calm and replied Namaste with a smiling face. After conversing for a few minutes, she took me to class twelve to introduce me to the students. I noticed that the students were talking with each other. I also observed the students staring at me as if they had several enthusiastic questions in their minds. Some of them were even using mobile phones, and some of the students were chewing something. The students became attentive and hurriedly took their position in their respective seats when they saw the Vice-principal. When we entered the classroom, all the students stood up and greeted us with the melodious voices of Good morning! The vice-principal ordered them to sit down and introduced me as their new teacher for about a month " *He is your new teacher for about one month*" (all the students nodded their heads looked at me at once, and turned to the Vice Principal). One of the students (later I knew his name was Mr. Chakchake) asked with a surprised voice making a reddish face, " *Which of our subject teachers is on leave for a month?!!* With her smiley face, the vice principal told them that no teacher was on leave. As it was my first day there, I was standing in the right corner, observing each activity of the students and the management of the classroom. Further, the vice principal told them the purpose of my visit to them and requested to collaborate with me in my study. She further instructed them:

He has come here to see how you all study in the classroom, your every activity and how other teachers teach you, how you behave with each other, how is our school culture etc. So, help him.

The students were listening to her so carefully. Some students were looking outside the classroom, while others were writing something in the notebook. As a researcher, I was observing each activity so carefully. Further, the vice principal added that, "*He is also an experienced teacher who teaches different management subjects, so you can ask and learn from him if you have any difficulties*".

The above statement said by her made me realize how cooperative she is. Meanwhile, the students of the class were gazing at me with innocent and smiling faces. During this time, I observed a kind of curiosity in their eyes, as if they had a bundle of queries about me. Without having any conversation with them, I was just studying their faces, expression, and each of their activities regarding their response. The vice-principal added, "*He will regularly come from tomorrow; I know you are all gentle and honest students. You all study well and help him, are you clear?*" all the students quickly responded with the answer, "*Yes.*" The Vice-principal left the class saying, "*He will be here today till the bell rings; he will further make you clear about the purpose to come here.*" They replied, "*Okay,*" and sat in their respective places.

It was a good chance for me to enquire further about my purpose. Before doing anything, I introduced myself, and I made them clear about my visit there. One of the students (Later, I knew his name was Jigyashu) asked me, "*Are you really a teacher?*" I replied so gently, "*Yes, I am also a teacher with more than decades of experience; I teach accountancy, economics, and business studies in grades eleven and twelve and take some classes at the bachelor's grade as well*". Having a conversation with Jigyashu for a few minutes, I learned that some students bunk the class, and most use mobile phones. To erase my doubt, they all immediately took out their mobile phones. During that period, I also came to know that students are not regular in the class either. The bell rang, and I left the class, telling them, "*I will be regular from tomorrow,*" I bid goodbye, waving my hands.

From my introductory class, I observed that the students might have joined the school with a concrete objective to fulfill their aim in life. I also observed the culture of bunking the classroom, using mobile phones, and most students are irregular in their homework. I could say that because on the first day, I observed them using a mobile phone and further conversing with the different subject teachers, I came to know that they are not regular in homework. Few students regularly attempted their tasks and found they were also really serious about their studies. I further enquired

about the reasons with the students. One of the students (later I knew her name was Gyani) replied:

The school administrative do not pay any attention towards those students who do not do homework, who bunk the class and become absent for several days. Most of the students are from the remote areas of different neighboring districts. They were good till the middle of grade eleven". She further added with a serious face, "They come to contact with some people having such habits of bunking class and consuming cigarettes as well". I could feel her pain here while she was narrating all to me. She further narrated that "here, they stay alone or with their elderly brother or sister in the room, and they do not obey them. The school administration is also silent about all such student activities.

According to her assumption, the teachers and the school administration should take some steps to bring them on the right track. As a researcher and involved in teaching for many years, I believe that students can be on the right track and will be making a promising future if their parents are informed on time about all these things.

The school administrations better emphasize creating a positive school culture so that the students come to school with positive thinking and can bring them on the right track. I am so close to Sebastian et al. (2016), as Sebastian advocated that the role played by the principal in the school has emerged as one of the most significant influences on establishing a positive school culture. I also think that the principal usually has a great influence on creating positive school culture. For such purposes, the principal requires to focus on students' activities in the school. The theory I have used for my study also focuses on forming a much more exciting, satisfying, and enriching experience for those involved in the educational process. Hence, to satisfy the students and make their school life a more exciting and enriching experience, they and their behavior needed to be given more attention by the administration or principal.

The students, with the teacher's guidance, can change their behavior. As a researcher, I observed the lack of collaboration between students and teachers there. When the students make interaction with people and with the environment, such as material and non-material environments, they earn understanding and collect the experience required to live successful and practical lives (Kanpur, 2018). Students

with the proper communication and collaboration with the teachers and peers could learn better and feel the school's positive culture.

The Culture of Misbehavior

It was a fine morning on 19 January 2022 AD. I entered the school premises early than the previous days. Every ethnographer enters the field to gather some information for their research work. Hence, I also entered the field for some useful information (data) for my study. Doing so, I observed that some students were outside of the class even though the class was going on or it was neither their break nor tiffin time. They were playing with mobile phones and were not in school uniforms. The student's behavior insisted me think about techno-friendly education. I believe that today's students are fond of using technology, and they can be in the classroom if the educational sectors think seriously about today's generation's requirements in technology.

On the other hand, I observed the students were in such a mood if they were in a picnic program or elsewhere where they were so free to do whatever they wished to do or however they wanted to talk. It is such a matter for discussion that students may be regular in the class if given an environment where they can freely share everything. The question why do the students stay outside the class all time? Do they lack proper connection with the teachers? Don't the teachers support them? Questions made me think and rethink to get the answer from my observation.

Meanwhile, I also heard some students use vulgar words while communicating. As an educator, it was a bitter experience to listen to such inside the school premises. I entered class twelve with enthusiasm, where a teacher welcomed me with a pretty smiling face. As the students were pre-informed about me, they also stood and greeted me. I observed that the class was going interestingly on the topic "Importance of friendship in our life." I could say so as all the students were paying attention with great interest (some of the students were putting their hands on their chin, cheek, and forehead, which indicated they were paying great interest). Students should give their opinion turn by turn. Mr. Bikash, who was shy, gave his opinion in one sentence like, *"Friends are above than any relation in the world, and they are the reason for joys"*.

Altogether, 22 students were presented on that day, and they happily and interestingly put up their answers. Now, Ms. Gyani's turn came and she suddenly starts crying (covering her face with her hands). We could hardly stop her. Everyone

in the classroom was amazed to see her crying. According to the teacher and her friends she is not a girl having such a nature. Ms. Kanchan loudly, *Oye K vo timilai kina runche bhako aachanak, timi ta yewsto runche hainau!!* (What happened to you? Why did you cry suddenly? You are not of such nature!!)? Everyone eagerly wanted to listen to her answer, so I did. According to Ms. Gyani, It was the beginning days in the path of plus two grades. As she was shy, she could not get attached to any new friends in the school, making her so tense. After a few days before the start of class, she finally came in a friend's contact. They had the same types of nature and had joined the new school with the same objectives. They wanted to pass with good marks and have a quality education within a caring environment. As they were from the nearing district, they had occupied a rented room near their school. Her statement put me back to my plus two grades, where I, too, had the same shy nature and was unable to make the connection with the rest of my friends for many days. According to Ms. Gyani, her friend was regular and was studying well for a few months. She was narrating these all with the full of tears in her eyes. We all eagerly listened to her, and we could feel her pain. She further narrated that one of their teachers just punished her friend so badly as if she was repeatedly committing the same mistakes. I enquired further in detail, and she replied:

She would regularly do her homework, never bunk the class, and was honest and smart. She could not do her homework on that day because she had a headache. But the teacher did not hear a single word". She looked panicky while expressing all those statements. She further added, "She did not understand that there could be some reasons for not doing homework as a regular student in the assignment. She was demotivated and frustrated and finally left the school.

According to her, it can be explored the importance of the teacher's skill to understand the student's psychology, show trust in the students, and have an idea for motivation. In this regard, I like to connect with Burns (2007). Burns (2007), in his study, has found that teachers feel respect and trust are essential qualities for making an effective organization. I strongly believe that teachers have the ability to recognize the real mistakes of the students to build a culture of love and affection and a culture of caring. Miss Gyani adds that there should be a close connection between students and the teachers in the school so that students can learn without fear and will satisfactorily complete their academic years. According to Waters et al., (2010),

students stay longer in school when they feel connected with their teacher. They further described that the students who engage in a fewer negative behavior with above-average academic achievement and greater motivation also stay longer in school.

Culture of friendliness (You Are so Friendly!!)

Though I was thinking of going to the field quite earlier than before, 23rd January 2022 was a very rush day for me. The phone rang very early in the morning and insisted I wake up an hour earlier. It was just 5 am when my mobile rang. I was in a deep sleep, so I could not hear the ring at least seven times. I had awakened thinking as if it was an alarm to stop it. I was amazed to see the phone calls from the Vice-principal several times. Luckily on the 9th calls from her, I was able to receive her call. Before I could speak, she apologized for the disturbance early in the morning. As per her information, I should reach the school by 6.10 am sharp as the teacher was on sick leave that day. As a researcher, it was a good opportunity for me to have more details from the students for my research. I put my eyes on the watch, and it was already 5.25 am. So, I hurriedly became ready, had a cup of tea, and hardly reached the school sharp at 6.10 am, as said by the vice principal. I hurriedly entered grade 12. The students were surprised to see me in the first period because they had not expected me there in the first period (they stood making confusing faces).

I should take the business studies subject in that period. As it was my first class with them, I was in a dilemma about starting the class though I had a decade of experience in the teaching sector. Forgetting everything, I now made a picture for conducting the class for 45 minutes. This time I needed to take a class related to topic coordination. So, at first, I let them study and note down whatever they understood in their notebook. According to Ms. Gyani, they learned the leadership chapter on the last day. I was silently observing their activities standing on the front side of the classroom. Mr. Chakchake was teasing their friends in the name of their girlfriend, Mr. Jigyasu was helping their friends understand the topic, and Ms. Gyani was writing something in her notebook. Mr. Saroj, Mr. Bharat, Mr. Sagun, Ms. Sunits, Ms. Anita, Ms. Bibika, and the rest of the students were studying and having a group discussion.

I could observe there the collaborative learning process. As a teacher, I strongly believe that the discussion method is better to make the students more involved and interactive and help students facilitate highlighting a particular subject matter (Omwirhiren, 2015). Meanwhile, four students were seeking permission to

enter the classroom. They were 15 minutes late. I enquired about the reasons for being late, and one of the students making so innocent face (later I knew him as Mr. Anup) said they missed the bus. I was talking with them suddenly, and the students from inside further clarified that they are always late and it's their everyday problem; hence their business teacher never let them enter the class. I tried to convince them to reach the class on time every day, and they were convinced somehow. I told them to study the related topic, and they started doing the same as their friends were doing. As they had never taken the class, I observed them facing problems with the subject matter. I asked Ms. Gyani to help them to understand the lesson. She calmly tried to make them understand, but they could not catch the gist of the subject matter. I observed the rest of the students studying and discussing in their way. I thought that it would be better to understand them and their problems. As soon as I reached their bench, they looked as if they were so nervous and feeling uncomfortable. As requested several times, one of the students, named Gaurav, was finally ready to narrate. According to him:

My group and I are regular in college except for this period. We all reside in the same house in different rooms. We belong to the same village from the neighboring district, Ramechhap. We used to come regularly on time, one day, one of my friends, Ayush was feeling unhealthy, and we all were so worried". (Narrated with a sad face).

I could feel his emotions and pain. It looked like he was feeling a little nervous and found it difficult to share (he was sweating). I requested him to have a break. Considering my request, he took a deep breath, swallowed spit, and drank some water. Here I remembered my days at plus two and the friendly nature of teachers who would easily understand us and were always ready to solve our problems. They were so cooperative that they helped us learn with cooperation and inspired us to be involved in the learning process (Westwood, 2008). We would have love and care from our teachers during those days, which motivated and inspired us to complete our studies in proper school culture. Despite his difficulties in narrating, he again narrated;

We had not slept for the whole night though we decided to stay one of us in the room to look after him and the rest of us coming to the class (his eyes were wet). We were 10 minutes late for that day; the teacher did not open the door. We requested the teacher to listen to our problem, but he was not ready at all.

Now the boy again stopped for a while. It wasn't easy for him to express all his stories. He again took a break for a little time (about 2 minutes). After a short time of break, he again narrated,

He is strict in nature, so we stayed outside of the class. After the class was over, the teacher insulted me a lot. We were so disappointed. What could we do except tolerate those? The next day also, he was not feeling well; we could not sleep for the whole night as we should take of him. We were pretty late on that day too. So, we were treated as he treated the last day.

The above statement made me think about how students can learn as they join any educational institution to quench the thirst for knowledge from the teachers lacking the skill to understand them. The students looked so severely, and their eyes were full of tears. Gaurav could not continue his words. I humbly requested him to take his seat. I wanted to know more about it, so I politely requested them to tell me more so that I could help them solve the problem. Seeing my face and listening to my request, one of their friends, Narayan, was convinced to share his ideas. He narrated:

As Gaurav said, we were already late. We knocked on the door, but the teacher just closed it without listening to us". He further narrated that, "Wohale hamlai manpari bhannu bhayo, lanthu haru sadhai dhilo aaune, aafno ghar thaneko chhas ki k, aaru sabai jana time mai aauna sakne timi haru nasakne? mero class ma basnai pardaina. bahirai basaho.... " (sir scolded us so rudely; you dumb are always late for the class. Do you regard the class as your own home? Everyone can come on time, you cannot? You should stay in my class. Stay outside...). We were so disappointed and frustrated by such rude behavior that we started ignoring his class and coming to school for the rest of the other subjects.

It is necessary to be strict sometimes to maintain discipline in the school if students are violating it. The teachers have the capacity to understand the students are successful in their careers. I strongly believe that the behavior of the teachers with the students constitutes creating a practice of good school culture for creating an environment of learning. The negative relationship between teachers and students causes negative school culture and results in poor academic achievement (Fowler et al., 2010). Here, I recalled my days of plus two, where I experienced the positive behavior of my teachers with me that helped me to overcome all of my discomforts and helped me to have a learning culture as per my expectation. A teacher spending

time with the students and being capable enough to know the students' problems help promote interpersonal relationships, which may be an integral part of developing a culture of success for creating the culture of learning (Meador, 2012). I just patted them with a smile and counseled them positively to make them ready to attend the class from the first period by the next time. Their faces looked relatively fresh than before. They took my suggestions positively and aimed to come regularly from the next day. Meanwhile, A boy named Bikram (from the same group) stood up and said:

"Tapain nikai friendly hunuhudo raixa, bidhyarathi ko bhawana lai bujhnu hudo raixa, hami bholi bata tapaila bhannu bhayeko kura lai yaad gari regular aauchhau, hamilai kasaile pani yesari samjhaunu bhayeko thiyena ra bujhnu bhayeko thiyena." (You are so friendly, you understand the students well, and we will follow your instruction and will be regular from tomorrow. No one convinced us as you did).

The sentences they said made me think that positive behavior and connectedness with the students help teachers to understand students, and it allows teachers to encourage them as well. Teachers sometimes, being so informal with students, better understand the students and are able to involve them in the learning process, applying the various methods that would help the students learn more and would feel they are getting the proper guidance (Dorgu, 2015). The teachers must be friends to show the students a good direction. Purkey and Novak (1996) have expressed the 'P's as five principles in their theory. According to the five principles, people are presented as able, valuable, and responsible and should be treated as such. The theory also focused on educating should be a cooperative activity. I believe that the role of the teacher is to help learners to make them realize their untapped potential. I also believe that the role of the teacher can best be realized by places, policies, programs, and processes designed to invite development and people who intentionally invite engagement. Here I exposed the teachers' ignorance towards understanding students' problems. In my observation, I found that the teacher's behavior towards the students did not match the theory that should be practically practiced in educational institutions to make the students truly better and best for developing their careers. I also envisioned the teachers lacking the practice of collaboration to create the students more initiative through a positive school culture.

The Culture of Supervision (Does Principal Visit?!!)

The 26th of January 2022 morning was a good day for me. I took blessings from my mother and rushed to the field after having a cup of tasty tea prepared by my loving mother. I was so happy to have a cup of tea from my mother's hand after many days. With a happy face and blossoming happiness of flowers in my heart, I finally reached the field at 6.35 am. My eyes witnessed the smooth movement of students to reach their destination. I also envisioned everyone in a hurry to get to their destination as they were already late.

Meanwhile, one of the students named Dipesh from grade 12 met near the school gate. As a researcher, I felt glad to have such an excellent chance to gather information for my research work. It was a good chance to observe him alone and have some information for my research work. As he was already late for his class, his teacher would not let him enter the class, and he offered me a cup of tea at the cafeteria. I quickly accepted his offer as it was the right opportunity to observe him. He seemed happy and thanked me for taking his offer. He thanked me for saying, "*mero aahobhagya hajur sanga chiya piune aabasar paye*" (*It's my goodness to have such an opportunity to have tea with you*). The statement is a key note to prove how a close connectedness with the students makes them feel valued. The cafeteria was well furnished and seemed well managed. Without wasting any single time, I started talking with him. I noticed him a little nervous in the beginning to speak with me. I tried to make him more comfortable behaving in a friendly manner. I asked him about his family and knew he was the only child of their parents. According to him, he was good at his study until grade ten.

His teachers and principal or the whole school team would pay him special attention as he was the top in his class. I observed his happy face with a sparkle of glow while narrating all these things to me. During the conversation, he put on his experience like, "*malai aafnai santaan jastai gari maya garnuhunthyo. Maile kahile kehi kura ko aabhab nai mahahus garne mauka milena, malai lagthyo naya school ma pani yesti maya pauchu ramero padhai ramrai hune chha. Ma yaha pani topper nai banchhu*". (I would be loved like their own kid. I never got a chance to feel if I lacked anything. I used to think I would get the same love and care in the new school, and my study would also go well. I would be a topper here as well)

The above statement states the thirst of students to have love and care from the school, .e., from the principal and the whole school members. His statement explored

that the students having care, love, and trust from the school perform well and learns well to reach their destination. Here, I recalled the story of Parbat. I found their story the same. Parbat was also a good student and topper until grade ten. He had also joined the college hoping to get love and care and have proper learning culture in his plus two grades.

I could feel his grade of satisfaction while sharing his experience of his educational journey. I asked him if he was getting the same type of care as he had expected before joining the institution. He was pretty serious at this moment. He looked at my face and behaved like he was uncomfortable sharing it with me. I politely requested him to share me without hesitation and feel comfortable to share. Taking deep breathe, he started:

yo college hamro jilla kai jetho college ho, teachers pani experinced hunuhnxa bhanne suneko thiye, ek jana sathi ko dai le bhanera yaha join huna aako, suru ma ta aali thikai thiyo tara paxi hudai jaada raajniti le chune raichha bhanne kura thaha paye, bela bela ma rajnaitik sangathan bata pani class ma aaune jasle garda padhai ma isturb huni, sathi sathi bichma pani bhanabhan, ani jhagada hune samashya dekhe.

From the above statement, I could smell the dissatisfaction about politics in his facial expression. I believe politics can be the best ladder for any positive change in any area if practiced in a well-manner. I could not hear or either he narrate his experience about the politics of the students for the betterment of the students in his college (school). Hence, it seemed. They feel more disturbed and experience only political activity more than activities for the student's benefit. I strongly believe that every activity conducted for the betterment of the students has a positive influence on their learning. He further narrated,

“College prasahan bata pani khasai kehi gareko dekhina.... private college ma ta principal le yo garnuhunchha tyo garnu hunchha bhanne suneko thiye tara ma 12 samma aaipugda principal ko mukh samma pani yaad chhaina. Vice principal ta chinchhu tara principal chindina.”

During the conversation, I could see and feel his pain. The students are the raw material or, say, immature in nature, and the nation's future depends on those students. They always seek to be provided with enough care from the school administration. I believe that the principal plays a pivotal role in building up the school culture to

assure the students that they are loved and cared for or invited (Sebastian et al., 2016). Sometimes the role played by the teachers only may not be sufficient to motivate and satisfy them or provide an appropriate atmosphere as a school culture. He further added that he is now so frustrated of all these things, "*malai ta dikka lagi sakyō, anata jaau ni 1 barsa matra baaki xa, kahile 12 sakayera aantai jaau jasto lagi sakyō*". *Kaamse kaam principal le ta bidhyarhi ko marka bujhnu aaunune garnu parchha*. (I feel so frustrated; it is useless to think about getting a transfer because there is just one year left; I wish that class twelve were completed on time and I could go to other colleges. At least the principal should visit the students to know their problems).

The observation reveals that there is a lack of the principal's role in creating a good school culture to make the students feel safeguard about their careers in the learning journey. I thought it is better to align with Wilcox and Angelis (2012), who emphasize that there should be a culture of respect and trust along with a shared vision, structures, and systems that are reinforced and support alliances that is required and helpful to develop a suitable environment for the success of students. I also think that the students can get more knowledge and atmosphere of positive learning school culture if the school would focus on structure and system along with the culture of respect and trust and love and care to assure them if they have really joined the best destiny for their education and learning.

Culture of Regular Participation in the Examination

31st of January 2022 was a foggy morning, and I was feeling a little challenged to ride the Scotty. The day was relatively colder than the previous days. I reached the class sharp at 6.05 am as the students were informed about taking the class test. The question was already printed. Students were strictly ordered to reach the class on accurate time, i.e., sharp at 6.10 am. I had taken loose papers with me. Ms. Gyani was already in the class, and Mr. Chachake, Mr. Jigyashu, and the rest of the students were coming hurriedly. I was standing at the door. They felt hesitation as they were nearly late. I just smiled and let them enter to the class, and ordered them to have their respective seats. I ordered them not to copy from the teachers and not to see books and notebooks. All of them nodded their head as they understood my command. As soon as they received the question paper, they immediately started writing on the paper. Ms. Shanti seemed to be having some trouble in understanding the question, so she was moving her head here and there to get help from her friends. I

inquired if she was suffering, and she immediately stood up and requested me to clarify the question. After being clear about the question, she continued writing the answer without making any noise. I was eagerly observing their activities and found the students were very gentle and honest. Mr. Jigyashu standing with a proud face, submitted his paper first. I asked him how they were the question, and as he attempted all the questions (during the conversation, I quickly turned his answer sheet and found his answer quite good). Without wasting time, he answered, "*I found the questions easy and attempted all.*" One by one, the students submitted the papers before the time was finished. It was one of the teaching methods that I applied for better learning of the students as a teacher in the classroom (Westwood, 2008).

I thoroughly had a glance at all their papers and found them quite satisfactory. The students were enthusiastically staring at me to hear something from me. Mr. Jigyashu suddenly stood and asked, "*hajar lai hamro lekhai man parena ra?*" (did not you like our way of writing?). I was standing just in the right corner of the classroom. Ms. Gyani now asked the same question if I did not like their way of writing. Actually, I was reading the answer of Mr. Chachake about supervision. His example caught my attention. He had given the example of their principal. The question was, what is the supervision? Why is it necessary? Give your answer with suitable examples.

Supervision is done by either the head of the organization or the person who is recruited as supervisor in the organization. In our college, the principal should do the same duty". He further writes that "the principal never comes to supervise the classroom to enquire from the students because some students are going out of control and the rest of the students feel disturbance many times. If he had visited frequently the problem would have been solved earlier, and there would be better learning culture.

With the permission of Mr. Chachake I read out it loudly in the classroom. Ms. Gyani in a loud voice, " yesle aaja chahi sahi example diye chha, Principal ko mukh 2 barsa ma 2 palta pani ramrri dekhyia chhaina" (he gave the good example today, had not seen the face of principal two times within two years). I was observing and listening carefully to their answer; all of them had the same voice that their principal rarely visited them. The principal has a key role in developing school culture and should somehow understand the problem of the students. Campbell (2018) argues

leaders developing strong and loyal terms in the organization have higher productivity. Students should be understood by the principal for quality outcomes.

Extracurricular Activities: As a School Culture

It was Friday morning, the 4th of February; I reached the college premises around 7.30 am. The ground was full of students. I observed everyone in their own way. Some were playing with their mobile phones and making TikTok. On the other hand, some were laughing at jokes, and other was playing the aantakshari game. On the left corner, where the statue of goddess Saraswati was erected and the statue of one of the founders of the college was also erected, I observed Mr. Chakchake, Mr. Jigyashu, and Miss Gyani and their team were busy in capturing photos on their mobile phones. I observed the activities of the students seem so entertaining and exciting as they were enjoying each moment so enthusiastically. One of the students (later, I knew him as Mr. Shambhu) greeted me with a gentle smile and requested to join them. Meanwhile, Ms. Gyani approached me and requested one group photograph. The collective request insisted me to take a photo with them. I observed everyone in a happy mood. After the photo was taken, I started some queries with them. I called Mr. Chachake, who was still busy taking photos and making videos with the group, and asked if they liked extracurricular activities or not? He just smiled and replied that.

Sir kun chahi bidhyarathi lai man pardaina hola ra? Hamro class ko ta sabailai man parchha, dance garna, geet gauna, joke bhanna kati champion chhan iiniharu hajur lai k thaha?!" (Sir, which students may not like? Everyone in our class is fond of doing extra-curricular activities; you do not know how they are champion, some like dancing, some like singing, and some like telling jokes).

The answer triggered my mind to know if their college conducts any such programs or not. I was observing all of their activities and facial expressions while Mr. Chakchake was narrating all. Their facial expression was just enough to understand that they really liked. To know more, I added my own experience at my school grade. I told them that dancing was my hobby and I had participated in different school programs. I had danced in the welcome and farewell program of my college as well. After listening to me, Ms. Gyani in surprising faces "Are you sure, sir? Let's have an entertaining class today, and we will also show how we are as good as you in an extracurricular activities. I assured them that I would surely have such a

class today. The bell for next period rang and we together entered to the class. In my observation, I heard them talking about their last time Dashain and Tihar program. According to them, the college invited one of the national and other local singers. Ms. Gyani had taken part as one of the dancers while Mr. Chakchake had performed a song and a joke. Mis. Kanchan, Mis. Suhana and Ms. Sweta had also performed the dances. Mr. Rajat, Mr. Jiban performed a dance. Their faces were full of joy while explaining about the program.

kya dami lagyo aafulai man parne singer lai pratakshya bhetna pauda hamle ta kati photo liyeka thiyou. Sannani timilai bhanne geet TV ma hereko ani radio ma suneko matrta thiyou tyo bela ta live sunna payou, hamile kati dance garya thiyou" (we felt so privileged to meet our favorite singer live, we had taken so many photos. We had watched the song sannani timilai On TV and listened on the radio, but we listened live on that day, we had danced with him as well)

Narrated, Mr. Chakchake.

Mr Jigyashu was just listening to the friends and I inquired if he had done anything or not. He looked little disappointed as he was not presented on that day. He said in a faint voice "*Malai kasto dikka lagchha tyo din samjhada pani, maile kasto tayari gareko thiye, last ma aafai birami bhayera aaunai payena maile ta sabai miss gare" (I feel so bore while thinking about that day as was unable to attend the program due to my sickness)* After his turn other three students also expressed their experience about the program.

Miss. Kanchan:- *I was nervous at the beginning of my performance but when I saw my teachers and friends cheering me I performed without fear. The main focus of our program, our favorite singer, also appreciated and took a photo with him. It was one of the best moments of my life. I hope the college will conduct the same program next year as well.*

Miss. Suhana:- *I was about to be faint. Oh my god! I had never performed in front of the such a big mass. I always used to be the audience and would tease the performer. I got to know that it is such a difficult task to be a performer. I swear I will never tease others while they perform. I gained a self- confidence grade.*

Mr. Rajat:- *I had always a dreamed of performing in a mass that was possible only in this college. My teachers encouraged me a lot here in the college which helped me to develop a confidence grade. I had practiced by watching the*

YouTube. One of my friends had also guided me. I think such programs must be conducted frequently for better learning.

My observation was just going on. The students were also sharing their experiences so excitedly that the knock on the door suddenly dragged our attention. It was pale dai (a Peon) who came to inform me about taking the next class if I do not have to go earlier. According to him, the teacher for the next period is absent. The students were so happy to hear it and requested me to be there in the next period as well. I could not reject their proposal, so I requested them to be calm and be in their respective place. Now, I told them to play *aantakshari*. I should be a judge and should look after them singing. To my surprise Miss. Gyani, Mr. Chakchake, and Mr. Jigyashu sang so gracefully. The rest of the students also sang gracefully.

I stopped the program 5 minutes earlier so that I could gather some information for my study. I enquired them if such extracurricular activities are essential in student's life and if their college conducts such programs regularly or not. To cure my curiosity, Miss. Gyani added

Obviously, such a program is required for students to strengthen their confidence grade and to learn something new. Our college conducts cultural programs as well as sport meet once a year. It also conducts essay competitions, quiz contexts and other programs like talks with local entrepreneurs, blood donation programs, eye-checking camps, and conferences. We are taken out for sanitizing the locality as well.

Interrupting Miss. Gyani, Mr. Chakchake added,

the picnic program is conducted once a year regularly. Our college (school) also conducts programs on different national and international days where different distinguish personalities are invited, and students are also given a chance to deliver their insights.

According to him, such programs create an opportunity to enhance the capacity of exploring to the outer world besides education. Extra-curricular activities have a positive impact on students' learning. Educational institutions pay attention to conducting different extra-curricular activities to make the students more competitive, exciting, and social. Extracurricular activities provide little impact on students' learning that, helps to enhance efficiency (Chi-Hung and Chan, 2011). I believe that extra-curricular activities help to develop the confidence grade of the students where teachers play the role of supporter and motivator. I again remembered my days of plus

two here. I used to be so shy, and I would not have developed confidence if I had not developed the habit of participating in various activities. My college helped us be more social and confident; the teachers guided us very carefully. Teachers encouraged us every time, enabling us to develop skills and use our initiative (Kanno, 2018).

Library: Culture of Visiting a Peaceful Place

I reached the college premises at around 8 am. As an ethnographer researcher, I frequently visited the library as a part of my research to gather the required and useful information. It was 14th of February that I decided to observe only the library to get more information about the school culture. Hence, I went directly to the library. In my previous observation, I did not see any students from eleven and twelve visiting the library. According to the library staff, they rarely visit the library but spend full time there whenever they visit. I was talking with the librarians about the library visiting culture of the students. Meanwhile, the students from the grade of twelve entered the library. They greeted me and asked why I could not attend today's class. I was observing their activities in the library. Ms. Gyani, with her friends, directly went to the literature section of the library and took the book of Bisheswor Prasad Koirala titled 'Nasho.' Other students were scattered in different sections. Most of them departed quickly from the library without spending more than 15 minutes time there. Miss. Gyani had started studying the novel.

I observed her studying so interestingly. While studying, she was also writing in her copy as well. I thought to use this time as a fruitful time to get information. So, I went near her and asked permission to talk with her. As she was already informed about my purpose to visit their college and them, she permitted it without hesitation. I enquired her why don't they visit the library regularly. She just smiled and answered that they actually do not get time to come there. They should leave their class while they spend their time in the library for study. Her eyes were still on the book while talking with me. I found her so dedicated to the study of such novels. According to her other friends, they also like to visit the library and love to spend time here but can't do so because of time limitations. Meanwhile, one of the librarians came near to us and said pointing to Miss. Gyani,

"She is a regular visitor from her class; she mostly reads literature and novels but sometimes reads reference books as well." She added, "She comes to the library even when they have holidays."

Miss. Gyani was listening to the librarian so quietly. During our conversation, one of her friends, Mr. Chachake came and informed Miss. Gyani about their class test in the last period. Miss Gyani nodded her head as she had understood clearly. Mr. Chachake had already gone after informing her about their class test. Now, Miss. Gyani added that the Library is the most peaceful place in the entire college where she could collect bundle of knowledge. She added that

"It is the only college with such a bigger library as int the Universities of Nepal. The library is one of the things that attracted me to get admitted here. Library helps students to be updated and help to enhance whatever knowledge is needed as per the interested area of the students."

During my library observation, I heard one of the students asking about the system for getting and returning books. The Librarian clarified that one can withdraw about two books at once and can renew two times the same book in 15 days. The college charges a late fee or penalty if anyone breaks the library rules. The five rupees is charged for each day as a late fee. The facility of the library plays a key role in enhancing academic performance. The educational institution can satisfy the students by providing adequate facility for books and reference books in the library. Dent (2006) found a positive influence of school libraries in students' reading habits, including the use of materials for non-school-related activities, resulting in progress on the students' academic performance.

The Culture of Communication (The Sanitary Pad)

18th February 2022 was quite a memorable day for me as a researcher. The students were scattered in the classroom and paid attention after they saw me. They greeted me and took their place after my permission. Most of the boys were absent today as the boys had gone out in the ground. I actually entered in the class room without prior information in the third period. The teacher of that period was absent so the boys had gone out according to the girls. I first became sure that if they had not any problem if I spend my time for the period. They were ready to have me there for a period. Miss Gyani and some of her friends entered the class about ten minutes late as they were also not informed about my today's class there. "*Sorry sir we did not have any idea that you would join in this period,*" said Miss Gyani. Miss Gyani was feeling quite uncomfortable in the class. I tried to know the reasons behind but was unable to know the reason untill my third attempt. Suddenly I heard a faint sound that the reason behind. Miss. Gyani was in her menstruation period. I went

near her and made her comfortable to share her problem without hesitation.

Eventually, she was convinced and shared like:

Today was not the exact date for my menstruation. It is five days earlier than the regular period (her face has become as red as chilly). She further narrated that, " I was not mentally prepared for it I had not brought any materials, and my bad luck that I felt while class was going on. It was so hard to tell the teacher about my problem, so I stayed until the bell rang). I had never faced such panic and shameful situation (with a painful facial expression).

I could feel the pain of a girl in such a situation. It is a really difficult time for a girl to face such situation. She further added that;

My dress was totally wet and was unable to go out. One of my friends gave me her scarf to cover and put it on the desk. My face totally turned like red tomato and was feeling so humiliation at that moment. Because of my so helpful friends I went to library and got a pad.

The positive relationship between friends helps to develop positive school culture (Bilgin, 2019). There is the hand of friends to overcome from any kinds of obstacles in the life. She was so thankful o her helpful friend. According to her they were just informed about the provision of sanitary pad in library just few weeks ago. I could feel her pain while describing her bitter experience during her period. She further added that,

Actually, we came to know about the provision of keeping the pad and first aid box and the room for rest while one fall sick has made since a few years ago. It was our fault or say lack of communication that we came to know just few weeks ago. We faced so many troubles during menstruation days.

As a teacher, I have seen many female students being absent during menstruation as they do not get such provision of sanitary pad or are not informed, or due to hesitation. I was little happy to hear the provision of the college about pad, medicine and the room for resting. It is a good practice and a culture in educational institutions that helps students remain tension free. Miss. Gyani further added,

We use to be absent some days because of such trouble we face during menstruation days while we did not have idea about the availability of pad in the college, it had become such a culture to become absent. We appreciate for such management of college that helps us for effective learning.

One of the students (later I knew her as Padma) said that they have to pay a certain amount of money cheaper than in the market. She added, "*We used to think that our college charges extra money for pad but we were wrong*". The college has helped us eradicate our fear and has created a good atmosphere for regular learning".

The female students were making cheerful face while Padma was sharing her opinion. The provision of such things may create a positive school culture which helps students develop positive thinking about their school. They can fearlessly come for learning in their school or college. The observation explored that the friendly culture developed by the college has made positive thinking among the students, and they felt fearless to come to school even in their menstruation period. The student of this generation wish to have certain facilities in the school to have proper culture for learning. The present National Education Policy, 2075 and secondary grade education aim to make education competitive, techno-friendly, productive, and employment generation oriented to generate the workforce as per the requirement of the nation, which is possible if the school in the nation builds up the positive culture. From the narration of my participants, it is explored that the culture they enjoy in their school may be helpful to achieve the goal as they experienced the positive school in the learning process.

Language as a School Culture (The Difficult Language)

The students were informed about their presentation last day. On the 23rd of February, Wednesday, when I entered to the classroom almost all of them were preparing for it. Three groups should present entirely in the English language. As it was completely new for them, they were not ready initially. It took many days to convince them of it. Finally, I was able to convince Miss Gyani, Mr. Chakchake and Mr. Jigyashu for their presentation. I had taken permission to take the next class as well from the next period teacher. 10 minutes time was allocated for each student and five minutes for the question answer round. The first presenter was Miss Gyani. She effectively gave the presentation without using Nepali language. I observed that her presentation was making a kind of tension to Mr. Jigyashu and Mr. Chakchake. I was trying to find out behind the reason. Other students were listening so interestingly and curiously to Miss Jigyashu. I observed that Miss Gyani maintained good body language and eye contact with their friends. I did not have a such idea that she would be performing in such a well manner. She was able to handle the question from her friends as well.

Now, it was the turn of Mr. Chkchake as a second presenter. I observed him a little nervous while standing in front of his friends. He started sweating and shaking while delivering his presentation. He could hardly speak in English. Later I made him comfortable by letting him to present in the Nepali language. Now, he was more confident and delivered so effectively. It was a language barrier that he could not explain properly. I observed him feeling disappointing and ashamed for his incapability. He tackled the questions so well.

As the last presenter, Mr. Jigyashu came in front. At the very beginning of his presentation, he took permission to present in both English and Nepali. He was also able to deliver effectively. He also tackled the entire question easily, as Miss Gyani and Mr. Chakchake did.

According to them, none of the teachers uses multimedia while teaching. So they were little nervous about presenting. As Miss Jigyashu was from an English medium school, language did not create any difficulties presenting in English. As Mr. Chakchake was from the Nepali medium it was so difficult to him to deliver the presentation in the English language. Mr. Chachake was also from an English medium school, but they used to study using mixed method so he felt it difficult to deliver totally in English medium.

According to them, it was so difficult to those who were from Nepali medium school to understand the lesson in the beginning. The college did not segregate the section into the English medium and Nepali medium. Some students shifted to other colleges as they were not admitted. But those who were admitted could not do so. They talked with the teachers and teachers started teaching using both languages. The students from Nepali medium make notes in Nepali medium and attend the exams in Nepali medium and the students from English in English medium. I enquired them whether they get notes from their teacher or not? To reduce my curiosity, Mr. Jigyashu said that they only get hands notes in English, which is useless for them. Mr. Jigyashu further added that;

hamle kati request garyou section chhutyai dinus bhanera tara students nai pugdaina bhanera chhutyaidinu bhayena. Hamilai ta suru suru ma runa na hasnu bhako thiyo, padhna pani aau ki naa aauu jasto lagisakya thiyo" (a kind of frustration cold be observed). He additionally narrated that, " Hamro sir mam harle dubai bhassa ma padhaidinchhau bhane pachhi mtra aali

sancho bhayo". Hamro padhai pani sochya jasto bhayena suru suru ma ta bhasa nai nabhujera.

I think language should not be a barrier to learning in educational institutions. It is the fundamental right of the students to learn in the national language as well (Constitution of Nepal, 2072). I still wanted to explore more experiences from him. He was about to stop his sharing. I politely requested, and he again narrated like,

Aahile aali thick chha. Suru suru ma ta sabai teachers dekhera ris matra uththyo pani. Hamlai Nepali medium ko bhanera hepeko jastai lagthyo. Hajur lai thaha chha hamlai ta kaslai bhanu bhanu jasto lagthyo.ek jana hamali pahile ko school ma 10 samma padhaune sir yetai aaunuhudo raichha bachelor ma padhauna woha lai bhanyou. Hamle ni request garyou ani balla dubai bhasa ma padhai bhayo....." (...We requested many times to divide our class in two sections as Nepali and English medium but refused saying there is not enough number of students. We were in a dilemma in the beginning days and felt whether to leave or continue our studies. After the promise from the teachers to teach in both languages made us relieved. Due to difficulties in understanding the language we could not understand what was taught by the teachers in the beginning days. It's pretty good now.

Smoking as a Culture??

It was a very sunny morning on 27th of February 2022. I was observing the similar activities of the students on the ground. I talked with a few students to get the information for my study. Finally, I talked with one of the students from the bachelor grade and could have some useful information. I was standing on the ground after talking with him. The student I spoke to was not ready to talk with me initially but was convinced after hearing my purpose to speak with him. Fortunately, he passed his eleven and twelve grades from the same college. One of his brothers also studies in the same college in grade twelve (my sample class for observation). His brother was the same key participant named Mr. Jigyashu. Once, his brother had shared with him about some boys who were smokers and very addicted. The boys were not regular for the class. They used to spend most of their time in hotels where they could manage cigarettes easily.

Meanwhile, Mr. Jigyashu, with his friends, came near to us. I let them join us in our conversation. Mr. Jigyashu felt a little uneasy after knowing we were talking

about him. According to his brother Mr. Jigyashu, he once became addicted because of contact with their addicted friends in the school. Mr. Jigyashu accepted it and started sharing about himself. According to him, he was an innocent and gentle boy and was really serious for his study before he met his friends having such a habit. With a little serious face, he again narrated that he gradually came into contact with his friends having the habit of smoking and started following them. He further narrated that,

One of our teachers knew about it and called my brother my guardian as he studies in the same college. The following day, the teacher visited our house and told everything to our father and mother (he was explaining, looking at the ground).

Now with a little happy face, he looked confident to express his experience. According to him, his guardians did not scold him. They calmly listened to his teacher. He further narrated as,

It was our father and mother, without shouting and making any punishment, took me to the rehabilitation center to admit me there. They counseled me so positively that I decided to leave the habit, and I did so. I do not have such a habit and I am also improving my study.

As a teacher, I have seen many students giving up their studies due to not having supportive families and teachers. The students in their teenage usually come to contact with such people having negative behavior so quickly. Teenagers usually wish to try new things and look different, and the same thing leads them to come into contact with such people. The teenagers or the students can overcome this with cooperative support from the elderly or family members or teachers. They continue their studies, are ready to learn, and have new knowledge creating new information in their environment (Kanno, 2018). It is essential to elderly people, i.e., teachers or parents, to understand their children to make them competitive and able citizens by creating the atmosphere or culture to change their habits if they have developed as negative habits. He added, "*The boys were restricted from the college as they did not obey teachers and could not leave their habits.*"

The restriction to the students having negative habits influencing the students to develop the same habit explored the seriousness of the school for creating an appropriate school culture. It also revealed the rules and policy of the school against any such negative activities causing wrong cultures on the school premises. It shows how it is important to be informed about the each activity that takes place in the

school premises to a school leader or administration. Mr. Jigyashu was so guilty of all the things he had done as a mistake. It was he to be so lucky person who got such a caring nature of family. Because of his family, he improved his study. Daily smoking results in low academic performance in schools (Robert et. al, 2019). The school needed to take some initiative for knowing such activities of the students in prior time, making regular investigations and good contact with them to make the appropriate school culture for better learning. I believe that culture is created and developed by the people involved in any organization. The information from my study site explored the negative culture of smoking gradually developed by the students due to the negligence of the school. Each school has a written or unwritten code of conduct and the rules and regulations to control such malpractices. In my research field, too, I observed hanging the code of conduct for the students on the wall of the first floor. The school administration seems attentive to the students' good management and seems a little serious about the student's career. But the story of the participants explored that the school management is not quite serious in such regards. Hence, the study site or field should pay attention to reducing such malpractices and making learning more effective to create an appropriate school culture.

Theoretical Discussion

The overall school culture is shaped by the contributions of many involved, such as administrators, teachers and staff, parents, students, school boards of directors, and others who live in the community. As a teacher involved in teaching for many years, I strongly believe that school culture has many layers and differs from one school to another (Cogaltay & Karadag, 2016). During my observation, I explored the different experiences of the students about the practice of school culture. It was explored that the students develop negative habits such as consuming cigarettes and bunking the class as a school culture due to the ignorance of the teachers and the school administration. I found there is a gap in theory and implementation in the researched field. The invitational theory advocates that the students should be provided good enough love and care, valued and motivated for learning, and aims to wipe out the negatives that restrict learners (Biggs, 2003). The students have developed such negative habits and feelings. The observation also explored the students developing feelings of dissatisfaction and frustration because of the school culture in their school (college). My study explored the problems of dropping out and the teachers' unfriendly behavior toward the students. Additionally, it also explored

the students' perception of their principal as a passive person, who failed to control the overall negative culture in the college. The study also explored the principal's inability to supervise or visit the students to know about their problems, to make them feel valued and trusted. The students were also not listened to, which indicated the culture of not paying attention to the students. I believe that such culture later becomes a big problem in the school or college to provide a good space for the students in the learning process.

Despite such culture I also explored some culture that encourages students to develop positive feelings towards their college. The facility of the library and sanitary are two examples of the excellent school culture practiced in the researched field. Despite I explored the cooperative nature of the students. They are helpful to their friends, which I observed while taking the class. I observed the students helping each other solve the problems and playing them being united. As the main purpose of invitational theory is to form schooling a more exciting, satisfying, and enriching experience for everyone involved in the educational process, making the appropriate school culture for learning, the constructivism learning theory suggests the collaborative learning process. The practice of positive school culture I found here is applicable and practically implemented in the researched field.

The Action

I observed class twelve in one of the colleges where the total number of students was 35, and the regular students were 22. Among them, two boys and a girl were the key participants. I continuously followed their activities for two months in the morning and interviewed them and other participants from different classes, including the library staff and teachers.

Regarding the class observation, in the first week, I quietly observed the classes taken by the teachers, especially by the Business Studies teacher. I only noted down the things that I observed. The college administration i.e. Principal sir let me to teach the students with the coordination of the Business Studies teacher. I taught the students of grade 12 and observed other students from other classes, which helped me to understand the school culture and how students take it in their learning process. Initially, I felt a little challenged to connect with the students. After a few days, I could bond well with the students, which helped me to easy and deep observation of their activities.

I did not only observe the class, but also involved with their activities being one of them. That helped me understand their culture, culture of learning and studying, playing, and participating in extracurricular activities. As I have been teaching for decades of years for same grade, I started talking with them from the beginning day of my observation though they showed some hesitation. I remained engaged with these students for the whole observation period. During college hours, I was with the students and every break time I would be in the canteen or the ground with them. I also conducted some extra activities during my observation like conducting aantakshari game or making them ready for presentation. I tried to make some irregular students regular by treating them as friendly as possible. They enjoyed my company, and so did I.

From the second week, I started discussing with all most all the students who would be present in the class. I also discussed with the librarian and with the students from other classes regarding their school culture. My sole interest was the learning improvement and understanding key participants; however, I was interested with other students. I requested teachers to use multimedia and be so friendly for good connection and to understand the problem of students rather than teaching using traditional methods, i.e., just focusing on the lecturer method.

I noticed some changes in students learning after using the multimedia method. I also noticed that students were so happy to see me in their class after my friendly behavior to them. I had focused to be connected with them and I was able to do so. My connectedness with them helped me understand their learning process problems. My behavior with them made some changes in the behavior of the students. The passive students started becoming a little more active in their studies and started doing homework regularly. Previously, most of them did it frequently, and the rest of the students would never do the homework.

The Climax

While observing the students, I also took 14 to 17 classes using multimedia and creating a friendly environment. I tried to make the class so effective, sometimes involving them in other activities apart from teaching and learning, which made them so motivated and regular in the class. The students wanted me to take more classes, but due to undeniable circumstances, I could not continue it. However, I promised them to visit frequently. They took my contact number, and I promised to receive their phone calls as far as possible.

Chapter Recapitulation

In this chapter, I presented my participants' School Culture experiences within the college premises. I tried to depict the information in drama form, so I started this chapter with exposition and conducted in the climax, i.e., what happened at the end of the field study experienced by the participants. Every activity the participants performed and experienced in the classroom and college (school) setting was shown without any change. I also discussed the conversation of all these participants during the observation. I narrated the actions or activities of the participants during my observations. To sum up, this chapter represented the overall activities and behavior of the participants within the school premises.

CHAPTER V

STUDENT'S OPINIONS ABOUT THE INFLUENCE OF SCHOOL CULTURE ON LEARNING

This chapter discusses the perception of the students toward the school culture. It shows the overall views of the students while learning different subjects in the classroom. Apart from this, I have tried to portray the student's opinions about school culture as per their understanding. It especially focuses on the opinion of overall school culture, i.e., school rules and regulations.

School Uniforms as a Culture of Discipline

As we know, school uniform is essential for students and helps maintain a kind of discipline in school or college, especially for students studying there. Discipline is a foundation for a positive school culture that enables students to learn cooperatively to achieve academic excellence.

On the 24th of January 2022, I reached my field around 7.30 a.m. I also noticed some students coming to the college without uniforms. Some of the students had expressed their dissatisfaction in the last conversations on my observation. As a researcher, I wanted to have more stories from the students in detail. This day, I reached the field visit to observe and know the students' perception of the school uniform and discipline. It was just after break time. I was going to the canteen for tea and snacks. I had planned to visit the canteen with my key participants. I requested them to join me, and I would sponsor today's tea and snacks. They came with me without hesitation as I was familiar with them. Perhaps my friendly behavior helps them to remove the grade of hesitation. We sat in a round shape so that we could talk effectively and could have proper eye contact. Mr. Chakchake seemed to feel odd to be there for a long time though he did not refuse my proposal to join me at the canteen. As I had made some questions regarding the school uniform, Mr. Chakache and his other friends answered that they could come without a school uniform though no one checks for it. I made him comfortable and assured him it was just a query for my research and requested him not to feel hesitation.

We were having our conversation meantime one of the teachers joined our group. I observed the students puzzled and observed them quite uncomfortable. I felt

the lack of connectedness of teachers with students. I enquired the teachers about the checking uniform in the college. He said that;

The college used to have the provision of a security guard before lockdown, and the uniform would be checked out tightly. The security guard would not let students to enter to the college if they were late. The discipline was maintained well in the area of school uniform and time. The guard would not let the students enter the college if they forget to bring identity cards and would not fulfill the requirement as prescribed by the college.

As a teacher, I think there should be proper discipline management in the school. It is said that discipline is the key to success, and it is applied in every area of our life. Disciplined students create a positive environment for better learning. I think school uniform helps maintain discipline in the school and should be maintained in a good manner, but it does not mean that students coming without school uniforms lack discipline. School uniform helps to maintain uniformity in educational instruction, especially in school and colleges. According to Baumann and Krskova (2016), discipline students learn better and help create a better learning environment. As a teacher and having experience in the field of education, I strongly believe that the students who perform well in educational activities require to maintain discipline where the school itself has a key role. The students were listening so silently to their teachers. And Mr. Jigyashu added, *"We have never seen anyone checking the uniform. At least any representative from the administration should check. The teacher should also tell the students to come in school uniforms."*

Supporting to Mr. Jigyashu, Miss. Gyanu said that discipline is a key to success. According to her they have never seen anyone checking the uniform. She explored that even administration is not serious about their study. She further added her experience as;

Being a student of management, and studying the role of a manager, I do not find our principal is playing the effective role for maintaining discipline here. He should at least visit the class or should delegate the rights to any authorized person to do so. (She looked pretty angry.

She was putting her dissatisfaction for not maintaining discipline in their college and she further added that,

You know what sometimes the out person also attend the classes and no one tells anything. The students, as a visitors, disturb the class. If there was a

provision of checking such visitors would not enter and we would not be disturbed.

I was curiously listening and observing him and the rest of the students' activities. The students present there nodded their heads to agree to Miss. Gyani. On the right side of our table, one of the canteen staff was listening to our conversation so seriously. I have been observing him since the beginning of our conversation. I observed him paying very attention to us. He came to near us and asked if we required more tea or coffee. I asked the students if they wished to have or not. They nodded their head to ensure another cup of tea with milk, and I ordered black lemon tea. The canteen staff felt was willing to say something, and I requested him to say if he was willing. According to him, he is working here for the last four years. He said that the college is not as same as before COVID. All of us present there were listening very seriously to him. We came to know him as one of the eye-witness of each activities of the college which are public. The flow of students would be good before the pandemic. He further added,

Here would be the provision of the guard in the entrance gate, and the guard would make checking every day so tightly. Everyone who would come to college, either teachers or students or anyone, should make an entry in the register book like in the banks. With the passage of time, I happened to see many changes in this college (narrating, making a serious face).

As a researcher, I could feel the pain on his face. I believe that it is a difficult moment to see the bad or negative situation of the working place and it makes people emotionally weak as well. he was about to stop to share. But I again requested him to share so that I could collect more information. Accepting my request, he further narrated that; *"Sir, you will not believe that the students would have gang fight inside the college premises and even outside the college premises"*.

I was really shocked to hear about such culture in the college. When we used to be in the college, we would feel hesitation even to talk with the teachers. The teachers in our days were also so friendly and caring nature. I was able to pass out the plus two grade just because of such caring teachers. Otherwise, it would be really difficult for me to have success in the field of education. He added,

I have also experienced such students coming to college after drinking alcohol. There would be the largest number of students; our canteen would be so pack. But, see the number of students has been decreased and if same

things go for longer I swear there will surely be a scarcity of students here.

And the giant buildings should be used for poultry farming.

His statement made me think about the importance of maintaining the discipline in the college. It is unusual to hear the students coming to college consuming alcohol. We were so serious listening such serious matter his mouth. Meanwhile, Interrupting to the staff of the canteen, Miss. Gyani said that

He is very true, some students had entered even in our class smoking and drinking but our subject teacher sent them out. Sir complained to the administration but we do not know what happened after that because we never saw the same faces again in class.

It is a really serious matter that students come to learn about smoking and drinking. There can be many reasons behind it. The school or college, with the cooperation of the guardians and concerned organization working in such field requires to solve the problems instead of kicking them out from the college. I strongly believe that a college or school is responsible for cultivating honest, loyal and responsible citizens who could play a vital role in developing society and the nation. If college and teacher ignore such evil culture and do not give initiation to improve them, government alone can't do anything. The school needed to fulfill its duty towards the nation and the students. Miss Gyani further added;

Sir, apart from that there should also be control over using mobile phones.

Many students bunk the class and spend their time using mobile phones. You might have seen on the ground students spending their time anytime. It would be better if they spent their time on their mobile to gain knowledge; they use it to make Tik-Tok videos and chat.

Her above statement made me realize that the school or college can use technology for better learning by developing a culture of convincing and counseling them to use their mobile phones. I think students need proper guidance to make them realize the negative side of misusing the available resource and positive side or advantages of using the mobile phone properly. It is a technological era, and developed countries are focusing on the use of technology in every sphere, even in education. According to Miss, they feel disturbance seeing such activities outside the classroom. She further added that;

We the students studying inside feel disturbed by their activities, which must be avoided by the college administration. Colleges should think about school rules and discipline.

With very long respiration, Mr. Chakchake and Mr. Jigyashu nodded head to support Miss. Gyani. Until we had completed our tea, I moved to the counter to make the payment. Meanwhile, I observed one of the canteen staff consuming cigarettes and using vulgar words while talking with other staff. I was insisted to think so deeply about such practice in the canteen where a number of students including teachers and other visitors visit. I was puzzled there; I could hardly spell a word there. Mr. Chakchake shouted to the staff so loudly, *"Don't you know smoking and using vulgar words on any school or college premises is a sin? It's out of rules and regulations. Shame on you!"* Everyone presented there was staring at us to know the reality of that moment. I politely explained everything and requested not to repeat the same mistakes again and again. They nodded their head, and they were sorry for their behavior. Discipline on the premises of educational institutions should be maintained as it influences the behavior of the people involved there, mainly to the students. The success of school culture, I think, depends upon the well management ability of the principal or, say, administration and the behavior of the stakeholders. The school culture is decided by the behavior of those stakeholders within the school's public, and they reflect the school's social norms (Abdullah, 2019).

As per my observation on the students' perception on school uniforms as discipline and a kind of rules, I observed that the college has not given much priority for maintaining discipline in the college, which is ultimately disturbing to the students' learning process. Students get distracted so soon by the such culture of the school or college. The students should be so excited, satisfied, and inspired to make them learn in a proper manner. The invitational theory aims to form a more exciting, satisfying, and inspirational experience for everyone participating in the educative schooling process. According to this theory, an invitation stands for an indication that requests friendship or attention. My observation found a lack of such culture in the observation field. Without maintaining discipline, it seems a little challenging to invite the students into the proper learning process.

The Ignorant Teacher! (Culture as Ignoring the Students)

On the 28th of January, 2022, I was standing on the terrace of the study field. I observed the few groups of teachers and students presented there. I observed the

terrace is quite frightening as it was not surrounded by a wall on any side. A few bundles of the bricks were collected there, and the bricks seemed quite old as they were covered with lichens and mosses. A few minutes later, a Pale dai (peon) came in the hustle and started shouting at the students ordering them to go to the class. The hustling and bustling and the harsh sound of the Pale dai without any delay caught my attention. He was murmuring in a faint voice; it seemed like he was angry with someone or someone's behavior. I went near to him and asked if he was suffering from anything. He, without looking at me so properly spoiled his anger;

"k bhannu khoi sir mathiko lai wasta chhaina, eii bidhyarthiharu yesari dinakia kausi ma aauchha, chalera baschhan, parkhalpani lako chhaina, kehi ghatana bhaihalema ko jimmewari huni? Mathi ko le malai bhanchhan yeini haru aairahanchhan'. (what to say, sir, the higher authority does not care about it, the students every day come to the terrace, and play haphazardly; there is no wall here, and if some unfortunate incident happens, who will take responsible? The higher authority does not care, and students do come).

The culture of violating the school rules or negligence of the school rules may cause unwanted results or may cause a casualty. While listening to him, I observed the ignorance of the school administration along with the teachers. The teachers are termed here as ignorant as they did not say single word to the students playing at the top of the college. Among those students, some were from the same class where I needed to go after the tiffin time for observation. As soon as the bell rang to denote the end of tiffin time, I went to the class. The class was already ready to have me. The students seemed to be eagerly waiting for me to come to their class. I had entered to their class after three days as I was not feeling well and could not attend college for three days. While entering to the class, I was just thinking about what the pale dai said and why teachers did not say any single word to such students, and why teachers go there that encourage the students to do so?!! There should be at least a kind of communication between teachers and students, at least for controlling possible hazards. After the students greeted, I was going to have a class on the topic of communication and its importance in organization. The students whom I had noticed were not present in the class. They would be regular in the first and second periods every time while taking the classes or in every observation. To eradicate my curiosity, I just asked Mr. Jigyashu about it. He simply answered that they stay in the class only up to 8.30 am or, say, till the third period.

The answer given by him made me think about the reason behind it. I again inquired him if they were involved in any job. And I came to know that they do not do any job. The students had already taken out the book and copy, including other materials like pencils and erasers. I was going to take the class by using multimedia, i.e., projector. The students were happier to see that. At first, I asked if they knew anything about it or not. Most of them answered its meaning but could not say any more sentences than its meaning. A few students tried to say some points regarding its importance. The students and I had two-way communication. They usually do not hesitate to ask me anything about the lesson. I had just made a good connection with them. I found that the connections with them helped me to communicate easily, and it was more helpful to make them understand easily. Regarding the teacher-student relationship in the classroom, both must play reciprocal roles as agents and receivers of information and how communication works in real life (Soares, 2015). I observed that the more I communicated with them freely more they were attached to me (connected), which helped me to understand them more closely regarding their study. They also developed the habit of asking questions and discussing in the classroom. Regarding the connectedness between teacher and the students' Meador (2012) advocated that a teacher spending several times with the students helps in improving or promoting interpersonal relationships, which could be an integral part of developing a culture of success in the journey of students. I felt that the invitational theory is applicable here as it suggests inviting the individuals involving the school.

I noticed Mr. Chakchake was trying to say something while I was explaining the topic. I just requested to stand with him and share his ideas about it. Rather than entering the core point, he just started sharing about some of his teachers. According to him;

Yes, sir, it is the communication that help build a strong bond between teachers and the students, but we have some teachers who hardly listen to us. They even scold us while asking the question. They just make us shut up if we make any queries.

According to him, their English teacher has a dominating nature of the character. The English teacher even scolds them if they ask a question whenever they feel confused. Their teacher hesitates to clarify them and compare them with the students in grades eight and nine. He further added;

Whenever we ask the question, he scolds us, saying can't you do this much also? The students of class 8 also do it so easily, and sir, we are from a government school and feel little difficult to understand the meaning.

It is the duty of a teacher to make the students clear about the topics and any matter they ask teacher for help. The students regard teacher as their ideal and try to erase their problems whether related to subject matter or their life. Other students presented in the class supported him nodding their head. He further shared his story as;

Do you know sir, our account teacher comes in so hurry and does one question and just says I know you have understood all; you are talented. I am in a hurry, see you in next day, and he leaves the class. We do not get any chance to ask the question if we have not understood it. Saying frankly, they just ignore us sir.

I observed the students making very unhappy faces while listening to him explain about their teacher. I just remembered the story of Mr. Parbat, who used to have the problem of being an ignorant teacher in his plus two grades. His ignorant teacher made him so dissatisfied regarding his study and college. His study was becoming poorer day by day. He luckily covered his study finally. He further narrated that;

But sir we enjoy studying the rest of the subjects as the teachers are so friendly like you. They care for us, check our homework, and give us classwork as well. We usually communicate with them without hesitation and feel so connected with them. We score good marks in those subjects as well.

According to Miss.Gyani, there are reasons why the students I was making queries about do not stay in all the subjects. She explained that the students I was making queries about Ghana's group. They seem so undisciplined but are really laborious and study well. She further added that they are from private school. They had not studied accountancy in grades nine and ten. So, they used to feel difficulties and would ask the teacher. The teacher would make them clear. It is their bad luck that the teacher has changed. The behavior of teacher was rude. The account subject would be taught in the last period. They would ask a bundle of questions to erase their confusions in the subject matter but the teacher would ignore them and insult them. According to her, the same teacher also takes the accountancy subject in grade twelve. She further added that;

You know what sir? The teacher insulted Ghana so poorly. He could not tolerate it and gradually started leaving the class of accountancy. Hence we have the same account teacher; the Ghana group does not stay in the class.

It was explored that the students did not get supportive teachers and were neglected so far by their teachers. The culture of negligence finally resulted in poor study conditions like the laborious student Ghana and group. The culture of not paying attention to students may create a massive trouble in educational institutions. According to Berzin (2010), if students feel they are doing well and have support from teachers as they are expecting in their early academic career, they will accelerate to be successful by suggesting the importance of positive school culture. Good communication and better connectedness between teachers and students help build up the feeling of trust and help create a good learning culture. I found the invitational theory used practically by some teachers and worthwhile to use in each school to satisfy the students, gain their trust, and make them feel as if they are really invited to learn.

The Culture of Taking Examination (Examination, Evaluation Tool)

It was fine Friday morning of 14th February 2022. It was about 6.20 am when I entered the school premises (the first period was running) though the students were running to reach their classes. Some students joined the canteen while some were still on the ground doing usual activities like playing with mobile phones, kidding with each other and so on. I directly entered grade 12. The students greeted me by standing and saying good morning; after getting the signal to sit down, they sat down. The teacher smiled and started doing his duty. I observed the teacher asking the questions to the students about last day's lesson. I was observing their activities standing on the right corner of the classroom. Most of the students could not answer as per the teacher's expectation. The teacher was quite angry with the students. He was shouting with them. The students did not do anything except listening to the teacher. Later the teacher told them;

Your exam is coming near and you will have to be well prepared for the board examination as well. Your marks on board examination determine your career. If you score less than B+ your marks or grade will not work. You will not be competent students for bachelors' grade. See, you might have targeted to go to abroad for the bachelors grade for that also you need to labor hard.

I loved the way that the teacher advised the students. I found the teacher so helpful. The help from the teachers or peers is really remarkable in the life of the students for academic development through proper learning. Being engaged in the teaching profession for more than a decade, I experienced the potential academic growth of the students as academic development as the grade of learning is possible through the help of peer or their teacher (Taylor, 2018). I observed the students listening to their teacher silently and seriously. The teacher further added;

English is more crucial subject for study abroad, you must score a B+ grade in English. These subjects are equally important in economics, accountancy, studies, social studies, and Nepali. Especially, the score in English has more value as your English must be so good for abroad study.

I strongly believe that the teachers or the elderly require showing the right direction and letting them know the importance of each subject they study in the school. The students do not read well because they lack knowledge of the importance of the subject they study in the class. The present education policy of Nepal aims to produce a workforce that could compete in the international market as well. I believe that the counseling from the teacher in such a way somehow help to mitigate the aim of the present education policy of Nepal. As a researcher, I listened and observed each act of the teacher and the students so closely and seriously. The teacher explained all these to the students by controlling the anger and putting the grade of energy. The teacher further added that;

The grades in all subjects are given the same importance. If you read the same like this there is chance of getting less than B grade in English. I am telling you and doing it just for your betterment. I hope you will remember my words. There is provision of practical marks, but if you perform poorly, how can I give 25 on 25 or more than 20? We do not have any other tools to evaluate your ability except the written examination.

The students at the school grade are really raw and need someone to help them in each path for correct decision-making. Dialogue with them, including collaboration and providing information about different areas, is an essential component of learning strategies that helps students for enhancing their learning goals (Taylor, 2018). There are several methods or tools which can be implemented to make the educational area better. The methods or tools can also be implemented to evaluate, measure, and document. But it is a matter of fact that the examination is only one tool to evaluate

the student's performance in Nepal. I observed how a teacher convinced the students as an effective way that not only counseled the students but also provided a kind of encouragement. Students somehow were invited for better learning by a teacher. Here, during my observation found the students are valued, and the teacher created an environment of trust that the invitational theory exactly suggests for better learning for the students. Burns (2007), advocated that teachers having the feeling of respect and trust are the most required assets for building an effective organization. Such teachers play a pivotal role in developing a good school culture that helps students learn better.

The students were silently listening to their teacher. I could observe a kind of guilty feeling on their faces. After the teacher completed his task, Mr. Jigyashu stood up to say something and requested for permission to speak. The teacher let him permission. He was so thankful to the teacher for such kind suggestions, and he promised him to be more laborious and also promised him to improve. According to Mr. Jigyashu, the education system of Nepal must be changed to make the students more skilled and competent like the students in the abroad. He shared that one of his neighboring uncles had shifted to the USA as they had got DV. He further explained that his neighbor uncles' nine-year-old son was provided a laptop on the first day of school and should do all the tasks on the laptop. Mr. Jigyahu looked so happy to share all these with the class. He further shared that the school has provided a sufficient amount of diet as well. He again added;

The uncle said that the teaching methodology is vastly different there than in Nepal. They are students centric and use modern tools of teaching. Students are not given more burdens and are taught with the help of technology. Their assessment tools are far better than ours. Each activity of the students is recorded and evaluated.

I could observe such dissatisfaction regarding the education system of Nepal in his face while listening to him sharing all of his experiences. There might be some schools keeping records of all the activities of their students' everyday activities but involving in teaching as a teacher, I can hardly see schools doing so. It can be little difficult in Nepal to apply the teaching methodology as shared by Mr. Jigyashu, but I believe that possible measures can be taken and used by the educational institutions through collaboration with the parents, mostly in urban areas. Mr. Jigyashu put his dissatisfaction as;

When do we have such system in education? I will surely go to abroad for higher education. I think school and colleges should think about the modern system of education. It would be so better if we were also taught by using projectors in our college.

All the students nodded their head to remark that they had full support for his statement. Meantime Miss. Gyani also wanted to share her opinion. She stood up after getting the permission from the teacher. According to her, Mr. Jiyashu put on the remarkable opinion. She further added her opinion as.

I support him; he has really put on the remarkable opinion. I think our education system should have such tools for our evaluation. I do not believe the system of copy-checking and taking the exam as well. We may be good in one subject but weak in another subject matter; one teacher may agree with our answer and others may not.

The statement put on by her made me think so seriously about our copy-checking system. I believe the students may get different marks from the different teacher for the same answer, as we do not have a concrete way of checking the copy. The teacher was also agreed somehow with her statement. She further added;

We may get different marks from different teachers, especially in theoretical subjects. Here we are provided with different scholarship schemes, and what the college sees are our marks. We all know the examination system of our country. There are many factors in which a poorer student may score higher marks than the laborious one.

Her above statement reveals the real picture of the education system of Nepal. The marks that the student's score can be taken as one of the measuring tools, but I, as a teacher, strongly believe that other prevailing tools in the world are required to evaluate and measure the students' performance. She said that the college should see the overall performance of the students, such as discipline, economic status, regularity, class performance, and so on, for evaluating and measuring them. She further added;

Despite this, the behavior, morality, project works, assignment checking scientifically etc. should also be included as the tools for evaluation. Then only the students will be evaluated in real sense.

The teacher somehow agreed with the opinion of the students and assured them to put such ideas in the staff meeting. He further added; "I hope we will soon

have a new evaluation concept along with the traditional method of taking the written examination.

Being a teacher, I also support the statement put on by them. The twenty-first-century education needs a certain grade of educational changes for evaluating the students. The government has made the provision of project work but neither school nor teachers implement it practically. School Sector Development Plan (SSDP) has a vision for Nepal's school education to produce human resources to uplift the status of Nepal from the least developed country by 2022 and to reach the status of a middle-income country by 2030 (SSDP, 2016 to 2022). If the schools continue to teach following the same traditional way of teaching the target of SSDP may not be achieved. I could not observe the teachers performing such tools for evaluating the students. During my observation, I just observed teachers giving homework and classwork and checking them. They rarely did the group discussion or involved the students in the process of teaching and learning, which I found a gap between the invitational theory and the practice in the teaching and learning process in real ground. The invitational theory focuses on inviting the learners. The invitational analysis is guided by Purkey's (1999) five 'Powerful Ps' of invitational practice. The five powerful Ps consist of people, places, policies, programs, and processes. Purkey and Novak (1996) stated the 'P's as five principles. According to the five principles, people have the ability or say are able as well valuable, and are responsible and better to treat them as such. People are required to provide education along with cooperative activity. For that, the teachers in the school or college should play such a key role that may be helpful to learners and should make them realize their unseen potential. Teachers should make students feel the best in each path during their academic journey through the places, policies, programs, and processes needed to create such a design to invite students who intentionally invite engagement as a school culture for an effective learning process.

The Culture of Taking Outdoor (I Wish If We Were Taken!!)

It was the 17th of February, about 7.30 am, and I was standing in the corner of the school ground near the statue of the goddess Saraswati having the sunlight to escape a little amount of coldness. I was thinking about my college days and the picnic programs in winter. The school where I am engaged has also started taking the students to the picnic and tour. The winter season is usually taken good for picnic programs or tour or excursion. After entering to the class I came to know that the

students were already informed about the picnic program organizing by the college soon. The students were discussing the picnic program and were so excited to attend the picnic. I enquired them about the destination. Mr. Chakchake making any delay, answered in full excitement mood, *it is Pilot Baba Aashram, Bhaktapur. We are going to have so much fun.* I enquired them what how are they going to have fun? Now, Miss. Gyani replied; *we will dance, play games and take photos. We will also play the aantakshari game; summing up, we will rock the program.* I could feel their grade of happiness. Students really enjoy involving in such activities. Such programs provide fuel to energize them. I recall those of my plus-two grades. It was the winter season when we had taken to the botanical garden in Godawari. Altogether we were twenty-five in number, including our favorite teacher. Our college never took us in any picnic during our plus two life. And it was in the initiation of the same teacher that we got the opportunity to be involved in picnic. To be frank it was our first visit in Godawari so all of us were so excited. I was putting myself in to the place of those students whom I was having observation. The sparkle in their faces brought a kind of satisfaction in me. To be eye witnessed of someone's happiness is actually a blessing. Such programs make the students more social as well. They get the chance to learn the actual meaning of cooperation; mutual understanding and they can also develop the habit of sharing and caring.

As the different pupils from different backgrounds with different types of behavior gather together, the students get to learn the different cultures. They actually learn to be exposed in the group. In my plus two life we would sometimes take for picnic with in initiation of our teachers but I do not remember any days that we were taken for field visit to be explored in the field. Students must be taken to the field to build up the culture of adaptation the real world. I strongly believe that only bookish knowledge may not be applicable all the time in this 21st century education. Hence, I enquired to the class if their college takes them in the field visit related to their course. Miss. Gyani at once stared at me as if I had asked a wrong question to them. Similarly, Mr. Chakchake, Mr. Jigyashu and all the students turned silent as if they were asked a mysterious question. My curiosity reached the summit of mountain to know the reason behind their sudden unexpected behavior. I politely requested them to erase my curiosity. Still, they seemed so confused about whether to share or not. They were looking at one another's faces instead of saying anything to me. Finally, Mr. Jigyashu stood up and said their college never takes them to field visits. He added

that; *"one of the private colleges in our town regularly take their students for a field visit. They take the students regarding business studies, marketing and social studies subjects, and they get chance to be explored. You know they are smarter than us and know more than us. They have got practical knowledge which is the requirement of today's education."* The field visit must be carried out by the educational institution based on the subject matters in the curricula. Boeve-de, et al., (2019), advocated that the field visit is fruitful enough to the students in proper management. Students can enhance the adequate amount of knowledge more than from the book in a practical way. They visit and observe, and feel that helps them in understanding easier. The field visit promotes a culture of collaboration between and among students and teachers.

The Culture of Rude Behavior!!

The day was the 22nd of February, 2022, and it was break time (around 8.25 am) when I visited the library for the purpose of collecting the data for my observation. The key participants were studying and some of the students were in the process of entering and dispatching from the library. I was having observation of my key participants and was talking as well. One of the students I noticed discussing with the librarians caught our attention. I could not stop myself to go near to the librarian's desk. During my observation, I came to know that the student was charged late fine even though his two days earlier submission of the book. The librarian tried to convince him that it was not their mistake, but sometimes the software shows a fine, and they have to charge. The culture I observed there was quite an unfavorable condition for the students as the students should bear the unethical burden. I think such culture may be the barrier for establishing or maintaining students' trust towards the institution. The staff in the library finally charged the fine despite the students disagreement and without fault. The students looked if they had lost trust in school management. They returned to their class, throwing all their dissatisfaction and anger with loud noise saying something to the school management. I went back to my key participants who were studying on the other side of the library. Actually, they were distracted and did not come with me. I asked about the reason behind it. Mr. Chakchake answered

"this is not the first time or first case, even though we were also charged late fee saying the software problem, we complained to the administration as well, but our voice is ignored."

I could observe a grade of dissatisfaction or say unhappiness in his face while sharing his experience with me. Ignoring someone's complaint if it is really genuine will increase the feeling of unhappiness, negligence, and even insecurity towards the institutions (Kazak et.al. 2021). He further shared;

You know sir we were behaved so rudely as we discussed so long time, I do not trust the software and such problem must be solved as soon as possible, and for this our voice should be listened or given priority.

Trust is the strongest key to establish a relationship with anybody else. The school must establish the connection with students to run smoothly. Students are the property of any school. Bergh, CD (2020), stated that the school management must create a culture of trust to establish a strong relationship with the students, which will help change the worldview and promote school cooperation.

Here, I remembered my plus two days where I was surrounded by helpful teachers who helped me grow up. I remembered my principal who was so kind and helpful and can understand the students' feelings. Here in my observation, I did not listen saying the students the principal is a helpful to solve their problem. Such negative school culture may be the cause for a big misunderstanding and conflict providing negative effect. Such culture may hinder the overall learning culture of the students. The invitational theory also suggests that everyone in the school should be invited but here the rude behavior to the students make them more negative rather than encouraging. I found the gap between theory and practice in my research field as school culture for learning.

The Culture of Domination!!

27th February 2022 was a fine winter morning the students were talking about their coming pre-board examination (around 8.45 am). Most of the teachers had completed their 90 percent of the course and they were making plans for revision classes. I witnessed their meetings and plans for the coming days to come. During my observation, I noticed some teachers keeping the nicknames for the students. They would unnecessarily tease the students by adding the names of girls to boys and vice versa. In the journey of life, everyone reaches and crosses the same age, and the teachers have also come across the same age. So, they need to understand the negative effect on the mind of the students because of such act towards the students. When I put myself in the same place, I just remember my plus two days, when such culture was not developed in the college I attended. Sometimes some teachers would

call after the name, like Kalu, to express their love towards us (but not every time). We would feel so close to the teachers and comfortable sharing our feelings with them and asking questions about subject matters. Such intimates had helped me to make progress in my study. The schools could develop such culture as well. During my observation Miss. Gyani said that one of her friends started bunking the teacher's class who would tease every day as her friend started growing the hatred towards the teacher and developed the feeling of monotony. She added that teasing so much is also a kind of bullying. Teachers should also understand, it may be good sometimes and we students also understand and tolerate it as a love and care from the teacher. I could feel her pain. She was shivering while sharing his experience. She said to whom to tell such things and who would listen to them. According to her the administration scolds them if they complain regarding such matters. During the conversation, I came to know that the students' once had given a written complaint to the principal. She added that;

khai sir lai aali samjhaunu vo kyare aali kaam garnu bhako chha , tara pani kahuile kahi hamlai ghoch pech garera sunaunu hunxa, aali khallo lagchha. Hami ani padhna aauna ni man nalagi nalagni aauchhau, class ma basda pani khasai dhyan jadaina, sir ko ra hamro ta dohoru kura kani nai huna chhodi sakyo. Yesto subject ma ta hami ghar mai mehnaat gari ghar wori pari ka janneharlai sodhera padhchhau. (I do not know if the teacher was told about it; he teases us less than before. Sometimes he dominated us, and we feel so bad. We forcefully come to study and can't pay attention in class. We left having communication with the teacher. We labor hard at home in such subjects, we instead ask to the people around our house who could teach us).

Here, I remembered the story of a student named Parbat who would have help from his brother to improve his study. As Mr. Parbat was also good in studies and used to be a school topper till SLC, he degraded his study during the eleven classes and recovered his study after his brother's help. Here the key participants also ask their neighbors for help, which has become a key to improving their study despite rude behavior of some teachers. It is the fundamental right of the students to be treated positively. The school having the practice of good culture pays attention toward it. The present constitution of Nepal has included right to education as the fundamental right of the citizen (Constitution of Nepal, 2072). But, the observation explored that the students are ignored. There are no such bodies to supervise and

observe if the students are given attention or ignored. Anyone who believes that someone has fairness and respect will certainly think positively and start supporting universal values (honesty, respect, tolerance, love, democracy, etc.) without hesitation. They also feel like they are safe (Ahmad, 2019).

Theoretical Discussion

It is a positive school culture that influences the overall learning performance of the students. As per my observation, the positive school culture here belongs to the good communication and connectedness between teachers and the students, maintenance of discipline, the role of the principal, etc. I believe that discipline in any institution is a key element to maintaining a positive school culture. I as a teacher, involving in the field of education for more than a decade, experienced that there are several tools that the school or educational institutions can apply for maintaining discipline. But it is a matter of the fact that the tools used by one institution may not apply to others. My observation explored that the school uniform in the institution influences maintaining school discipline. According to my key participants, it is essential to check school uniforms regularly to maintain the discipline that would help them in their learning. I found similar findings in the study conducted by (Baumann and Krskova , 2016), who carried out their study on uniforms in the countries ranking from South Korea to Australia and found that the educational institution may maintain or enhance discipline and create a better environment for learning if school implements the uniform (Baumann & Krskova , 2016). The perception of the students in my observation also suggests for managing school uniform as a part of school culture for better discipline and learning environment, perhaps it may not be applicable in all the institutions.

The students feeling getting value from the teachers learn better and make their career better (Purkey and Novak, 1996). My observation here explored that the students are ignored by the teacher and the staff somewhere. Apart from the teachers it was also explored that the silent act of the school administration to see the possible measures in controlling any negative incidents. The key participants in the observation shared that they were not listened to and are so dissatisfied and even frustrated with such behavior to them. Due to the ignorant behavior of the teachers some of the students who are good in the study do not participate in class. The students getting guidance from the teachers are more participative in the learning

process and satisfied with school (Kanno, 2018). Hence, it is explored with the evidence that the theory and the practice do not match in the study field.

The written examination is one of the tools to evaluate the students in all most all the countries in the world. My study explored that only written examination is used to evaluate the students in the research field. The key participants and other participants explored whether they regularly participate in the examination and are provided the scholarship scheme as per the marks they score in the examination, which helps the students to be more encourage to participate in the learning process and found them to be inspired, and to be invited in learning (Purkey & Novak, 2008). The shared evidence in my study explored the students making good progress and paying more attention.

To make the school culture positive, it is essential to develop the culture of trust and understanding. The students require to feel as if they are really valued and guided by the leaders like teachers and the principal in their school for proper learning (Covey, 2006). The students getting support from the teachers make changes in their learning and in their behavior. The supportive hand of the teachers and the peers who play the mentor role can be the key factors in improving the learning culture (Vigostky, 1968). My study explored a culture of domination and rude behavior towards the students that may block the students from being invited to learn and constructing knowledge through learning in school culture.

Moreover, there is no doubt that culture is created by the people engaging in a particular organization. My observation experienced the school culture in various forms, such as some written and unwritten rules and regulations, different provisions, and the practices like the provision of providing scholarships to needy students. It was also observed that the school had created a system of taking students' attendance each period to make them regular. Still, the students remain absent in a few subjects due to the lack of effective supervision mechanisms and the practice of certain unfavorable school cultures. The school administration seems weak in discipline maintenance in the research field, but my observation revealed many good practices there. One of the good practices in the study field I explored is to inform about school activities through social media and group SMS systems.

Chapter Recapitulation

This chapter discussed students' opinions about the school culture. Furthermore, it presented the students' attitude towards the school culture practice in their learning along with the perception of some other participants such as the teacher, staff of the canteen, and the library staff. It further discussed the practice of positive and negative school culture and the opinion of the students to create a good school culture for better learning. I found the lack of discipline maintaining, weak connectedness between the teacher and the students, principal's role as major issues that are the major cause for developing the feeling of dissatisfaction and frustration in the students. I also found that the culture of cooperation and friendly behavior to the students and culture or providing the good facility required for the students cause positive vibes in the students for better learning school culture. Besides, it presented the insights that I drew after thorough observation and analysis of the field and participants. The most important insight was the change in my perception about the perception of the students toward school culture. I envisioned that the students should be valued in the really genuine areas. The students feel really satisfied, trusted and even motivated in the case where their problems are solved.

CHAPTER VI

STUDENT'S PERCEPTION AND MY OBSERVATION ABOUT SCHOOL MANAGEMENT

School management involves the principal and the entire management team. School is usually managed and controlled by the principal in practice by following and implementing policies, plans, and strategies (as a school culture) to make the school better and more competent. Being involved in the educational field for more than a decade of years, I have felt that it is a prime concern of the principal to create a positive environment for better learning and positive culture for the learners. I started my journey of research from January 2022. The effect of the pandemic COVID 2019 created many hurdles to collecting data from the field as an ethnographer. Despite all those hurdles, I could finally physically spend prolonged time in the field. As my objective of the study was to explore the study from the eye (perception) of the students, the observation of school management was not part of my research or study. The participants of my study explored their perceptions of school management. On January 17, 2022, one of my key participants, Gyani, explored that the school management does not pay any attention to students who do not do homework, who bunk the class and become absent for several days.

She explored that the school management or the principal should pay attention to such activities to create a positive school culture. Spending prolonged time in the field, I also observed the students bunking the class every day and students having the habit of being irregular for several days. During my observation, I did not observe anyone coming to the class to take action for any types of misconduct. The management might have taken some steps before or after my observation. The participants never explored such actions or steps taken by their management. Sebastian et al., (2016) argue that the school principal has an important role in creating a positive school culture. The students gain practical knowledge and gather the experience required for living a successful and functional life from the positive school culture (Kanpur, 2018).

The participants also explored that the school administration hardly listens to their complaints. On January 19, 2022, Miss Gyani explored her experience regarding the miss misconduct of the teachers. She said they had complained to the principal but

ignored her often. The key participants explored various school cultures and how they perceived the role of the principal or administration. During my observation, they revealed that the good students left the school due to the lack of good roles played by the principal. They also explored various parts of the school culture. They explored the time management for the library, the regular examination, extracurricular activities, provision of sanitary pads, use of the English language, the difficulty of following it, the smokers (students), no check-up of the school uniform to maintain discipline, the evaluation tools, rude behavior of the library staffs and the culture of domination. They explored their negative experience and perception regarding most of the school culture. Despite exploring the negative experience of school culture, they explored some positive ones. The conduct of extracurricular activity was one of them.

As a researcher, I observed the well-managed library, well-equipped classroom, and well-decorated garden with many beautiful flowers. I also envisioned the ongoing construction of school buildings and well-managed restrooms. The cafeteria was also found well managed. I observed all these things so managed by the school administration. Considering the experiences explored by the participants, their dissatisfaction was focused on the deficiency of controlling the discipline. With the few observation indirectly and with a few talks, I found the principal has positive views for the overall development of the school and students as well. If he was not positive I would not let to conduct the study on school culture from the eye of the students. I observed the lack of connectedness with the students of the principal. It would be very fruitful to have a good connection with the students so they feel valued and invited for learning. They also feel that their feelings are respected and they build a culture of trust (Wilcox & Angelis, 2012). It is required to build up the structure and the system to create positive school culture. There is a requirement for a shared vision as well to develop helpful culture and a good environment for the student's success (Wilcox & Angelis, 2012). As an educator, I also think that the principal requires to emphasize students' dissatisfaction regarding the study or learning environment. They are required to feel the administration is giving respect and showing trust in their deserving and related complaints about their study. If the principal thinks about them, there could be a culture of trust and respect to create a proper system and to share the vision, which would further help to create positive school culture for students learning.

Spending prolonged time in the research field I could sometimes observe the teachers discussing the matters of the students which reveal the collaborative nature of the teachers as a culture. The teachers in each class would take attendance register. I observed them filling up the log book, which is used to record the certain activities that the teachers do while teaching, including the lessons taught and the presence of the students in the classroom. The logbook would be further checked by the coordinator that, reveals the seriousness of the school management in creating a good school culture for students' better learning. The very big flashboard could be observed on the wall of the ground floor about the codes of conduct and overall organizational structure of the school. As a researcher, I got it as a good practice in a school.

CHAPTER VII

MY INSIGHTS, CONCLUSION, IMPLICATION, AND REFLECTION

In this chapter, I have presented my overall research journey, where I have tried to explore the practice of the school culture and the students' perception throughout my research. Especially, I searched the school culture such as teacher/student relation and connectedness, communication between students and teachers, and the principal's role and the students' perception on their learning. I especially observed the classroom, the library, the canteen, and other related college artifacts. During this period, I met different personalities such as students from the bachelor's grade, staff of the canteen and the library, teachers teaching there importantly, the principal or chief of the college, which was my research field. More than this, I visited the field time and again and performed there as a teacher when the subject teacher was absent and sometimes took the class by requesting the teachers as well. I also remained as a student when the teacher taught the students, and sometimes behaved as a student's friend when playing on mobile phones or going to the canteen during tea break time. In doing so, I experienced many things that I had never experienced before the research work. Those experiences are presented here as my reflection, preceded by the conclusion and my key insights in the study.

My Key Insights

My key insights arise with the scene setting, commencement of the research agenda, and my research question related to the students perception and practice of school culture in their learning, particularly based on the students of grades 11 and 12. I have presented the practice of school culture and the student's perception through prolonged observation in the field. I have explored the experience of my research participants regarding teacher/student relation and connectedness, communication between students and teachers, and the principal's role as per my prolonged observation. Here, I constructed the major insights associated with my research issue and research questions for this exploration.

While engaging in the field for a prolonged period, I realized that the interpretative paradigm of research could provide me a lived experience of the students that helped me for multiple meaning-making Creswell (2009) in my research journey. This chapter amalgamates the key issues discussed in my research. The

information was generated from three key participants. I believe that the derived insights are noteworthy; however, they are not generalizable. I believe that research is a systematic and scientific process of finding the truth. Moreover, it is a process of revealing the realities based on the truthful experiences observed by the researcher engaging in the field for a prolonged time along with shared experiences by the participants (key participants and other participants). After remaining in the field for a prolonged time, I envisioned the following insights from my study.

My first research question aimed to search the experience of the students on school culture. As a researcher, spending prolonged time, I explored that the school administration did not pay any attention to students who would not do the homework, bunk the classes and even consume the cigarette. In the process of my observation, Miss. Gyani exposed that the students involved in such habits stay with their elderly brothers or sisters and they do not obey their brother or sister. Miss. Gyani also added that the school administration is silent about such activities of the students. Here, I felt and strongly believe that the success of overall educational institution mostly depends on the role of the principal or school administration. Principal, his attitudes and vision can be the primary tools for the sustainable growth of the institutions. The encouragement to the students to learn smoothly, creating the feeling of a homely environment, trust, respect, understanding, or say, making the students feel as if they are really invited depends on the principal's active role in making regular contact with the students to know their real grounded problems. Here, as a researcher, I explored the lack of proficiency of the principal to build up the feeling of trust and respect and create a homely environment for the students, which is essential for creating a better learning culture in the school.

I also envisioned the lack of communication and connectedness between or among the teachers and the students. Due to the not understanding the students by the teachers, some of the students I found left their studies. The behavior of the teacher I envisioned as the main reason for developing the feeling of demotivation and frustration that became the major reason the students for leaving the school eventually. According to Miss. Gyani, one of her friends, was good at studying and would be regular in class. Her friends wanted to study and learn in a friendly environment. She narrated that their teacher punished the friend so badly, which became the major cause of changing one of the laborious and honest students as demotivated and frustrated student who finally left the school. Her friend was absent

for the first time due to a headache but was severely punished. It explored that the teacher lacks the ability or capability to understand the psychology of the students. The positive attitude and behavior of the teachers toward the students are essential to maintain a positive school culture. The good bonding between the teachers and the students helps to build a culture of trust with each other where teachers pay full attention to each activity to the students.

I observed the culture of helpfulness or cooperation in the classroom during my observation. It is observed the students were so helpful in nature. I had taken some classes while their teacher would be absent and sometimes coordinated with their teacher. During my class, I found them solving the problem cooperatively. The teacher should be concerned about behaving positively and politely and make the proper connection with the students to create a good school culture.

Mr. Bikash, who would be the topper until his SEE grade, seems to be struggling for the proper learning culture. According to him, he never got such a homely environment as he would get in his previous school. The whole teachers, including the principal, loved and cared for him. Contrarily, he did not get such support, care, or love from the teachers or his principal. Mr. Bikash expressed dissatisfaction for not having proper supervision from his principal in the activity of the students and the teachers. The freedom to carry out political activities in the school premises is another dissatisfaction he expressed during my observation, which he explored as the weakness of the principal.

Similarly, the key participants of my study, namely Mr. Jigyashu, Miss. Gyani and Mr. Chakchake, too, have similar opinions regarding the principal. They rarely see the principal in the college. Principal neglected their problems to solve. Despite their written complaints about the teacher's rude behavior and culture of discrimination, their principal did not speak about his. I believe that the student's problem should be listened to and must be solved if they are genuine to be solved. Otherwise, such things may distract them from their study. They may develop feelings of negativity towards the school or college where they are studying.

I also envisioned that the college adopted only the traditional examination method to evaluate the students. This is twenty-first century, where various tools are developed in the world for evaluating students. They can be evaluated through extracurricular activities as well. The educational institution must consider such programs as a school culture for the growth in students learning. Such programs help

them be more practical and encourage them to be close to the outer world by enhancing the required skill to compete with the outer world. It is observed that the college frequently organizes cultural programs each year by inviting some of national figures. The program creates a platform to show the student's talent and help to build up positive thinking towards the college. Observing the students making videos with beautiful acts, and taking photos with different poses explore that they are fond of being part of extracurricular activities. Miss. Gyani, Mr. Chakchake, and other students had participated so interestingly in the programs. They expressed their expressions so happily, which explores the importance of the culture of conducting extracurricular activities in the school as a school culture.

The library in the school is an ocean for knowledge enhancement where the students wish to be for a long period. It is the responsibility of the school or colleges to make the provision of time for library visits or time along with the regular classes. Most of the students do not visit the library because of the time limitation. Miss. Gyani and her friends regularly visit the library but need to sacrifice their class while they visit the library. Such limitations become a hurdles to the students for visiting the library. I did not find the college allocating a separate schedule for library time in my observation.

The provision for providing the facility to the students as a school culture benefits them to build There will be less chance of being irregular in school. They can learn without any psychological pressure. Especially, the provision of a sanitary pads in the college explored to develop positive attitudes towards the school in the mind and the hearts of the students. As Padma shared how she was happy to get the sanitary pad from the library, she explored the importance of the culture of providing the required facility to the students. The teachers are also be updated with technology while teaching in the class. The use of multimedia brings effectiveness and provides positive vibes to the students. I had used multimedia in the class. I came to know that no teacher uses multimedia though there was a provision for it in the class. While taking the class, I had given the responsibility to the students to make the presentation. I envisioned that the students hesitated to deliver in English as some were from Nepali medium school. According to them, the section was not divided as there were not enough number of students in the class. The college should separate the class no matter how many students admit because it is their fundamental right to get an education in Nepali medium as well (constitution of Nepal, 2072). Despite the

language barrier, the students may feel uncomfortable coming to school if they find a lack of discipline and if they find their friends performing mischievous activities such as smoking and bunking the class. I explored that the college was so silent to control such students smoking on the school premises. Mr. Jigyashu once fell into the bad habit of smoking because of the contact with such friends. He narrated that the school did not take action against such students, and he was lucky to have a caring family, so he left smoking. The college should overcome such weaknesses to build a positive school culture to help students learn in a positive school culture.

Similarly, my second research question sought to draw an influence of school culture on students learning, another issue of my study field. Although the students were disciplined, the college could not maintain the proper discipline that created the dissatisfaction in those who were in the proper discipline. The teachers and the administration observed to be neglected to maintain the discipline in the school premises. Mr. Jigyashu expressed that they never saw anybody checking the school uniform and could not find any teacher warning the students to come in proper uniform. One of the teachers in the process of my observation expressed that the discipline was maintained properly before the Covid as there would be the provision of security guard and culture of checking the uniform so tightly. The teacher further exposed that the guard would not let anyone coming late in the college to be entered.

Similarly, Miss. Gyani revealed that the students entered the class smoking and drinking. She also explored that the students unnecessarily use mobile phones in the classroom, which distracts the learning culture. The teacher and the administration should be serious about implementing the code of conduct. The students' well-disciplined, well-mannered and positive attitudes are prerequisites for creating good school culture and better learning opportunities. Another important thing about the teachers is the lack of initiation in maintaining discipline.

The other issue I envisioned was a lack of connectedness between teachers and students. The students hesitate to express in front of the teachers. The participants of my observation were exposed to the evaluation tools as well. Though there is a provision of the scholarship in the college as per the evaluation based on the examination, the students expressed their opinion to have other evaluation methods to provide scholarships such as discipline, class room activities, loyalty, regularity, honesty, and honesty so on. I also strongly believe that the schools should develop a culture of evaluating the students not only through the traditional way of examination

but applying other universally applicable and scientific tools so that students would feel that they are really invited to learn.

The culture of taking the students to the field visit to provide practical knowledge is the best way to develop life skills to make the students a more competent workforce for the nation. The students in the field observe, feel and perform the same activities mentioned in the book theoretically in a practical way that enable them to tackle the various problems that may appear in their professional life. Such field visits help students to develop their decision-making capability as well. Though the curriculum provides field visits to the students, the colleges seem to ignore it, which negatively influences the students in their learning. Mr. Jigyashu and his friends were eager to go to the field visit, and they had seen the private school in their town taking the students on the field visit. They have developed feelings of dissatisfaction with their college. Such dissatisfaction may cause hurdles to developing the learning culture in a peaceful mind.

My Insights on Theory and Practice

I did not find the invitational theory was practically used here to develop the student's potential. I observed and explored a lack of implementation practice in the study field. However, the invitational theory aims to create a more exciting, satisfying, and enriching experience for each involved in the educative process. The theory indicates an invitation as a signal requesting companionship or consideration. The theory aims to wipe out the negatives that restrict learners (Biggs, 2003). My field observation for a prolonged time has explored some of the practices of school culture restricting the learners from companionship and consideration.

The theory suggests that people and their differences in perceptions should be respected, the trust should be built up. It can be delivered through cooperation and a sense of the public. The remedial measures as a core step should be enriched to accelerate each learning invitation and address it to every learner to unfold their hidden potentiality (Purkey & Novak, 2008). In my observation, I envisioned a culture of domination and rude behavior of the teachers and the staff toward the students. Similarly, I also envisioned the culture of breaking the code of conduct by the students. The teachers and the administration's ignorance to maintain them, causing students' distrust toward their college, was also explored. I also envisioned the students losing hope for a good school culture for learning.

Conclusion

I have developed my conclusion based on the observation, discussion, and insights and I have derived the following conclusion. School culture is a key element for appropriate learning of the students. As the students were not checked in terms of uniform or the habits of smoking and bunking the class and using mobile phones unnecessarily in class, the school or college lack the proper discipline that caused disturbance to those who are regular in the school and well disciplined. The practice of violating discipline in the school has provided dissatisfaction and frustration. Hence, the school should give priority to establishing a culture of good discipline.

I also observed the good students dropping out the school due to the misconduct by the teachers and the lack of communication from the principal. The students should be understood by the teachers. The constitution of Nepal has clearly stated that getting an education is the fundamental right of the citizens (constitution of Nepal, 2072). Hence, the problem of dropping out must be controlled along with the irregularity in the class.

In my observation, I played the role of a teacher and I thought to behave them so friendly. I explored that the teacher behaving so rudely and unfriendly that hindering foster the capability of the students in the process of learning. I found that the students developed a culture of bunking class and coming to the class late due to the rudeness and unfriendly nature of the teacher. Hence, a friendly school culture should be established in the educational institution for satisfying the students.

The participants during my observation shared that the principal rarely visit them and observed that complaints were not listened to and justified. I also never saw either the principal visiting the classes or other concerned authorities. If the students' problems are not solved, there is no possibility that they would learn and become the manpower as the government requires or they had wished to become before joining the college.

The culture of taking the examination and providing scholarships to the students based on their grades sought to be a good school culture. the culture of conducting some extracurricular activities also sought to be a good school culture. the students were so happy to share their experiences about the program where they got an opportunity to show their hidden talents. Students have many talents as hidden talents that are required to be exposed for becoming a competitive person or salable person in the future market.

The provision of library facilities and the facility of sanitary pads to the students as a school culture has provided good vibes to the students. Such facilities I observed as the cause for motivation and cause of developing positive feelings towards their college. It has also guaranteed the fundamental right as mentioned in the constitution of Nepal. But, the time allocation for the library was not scientific so the students visiting the library found it to be less. Though the students wish and love to be in the library.

The students receive the knowledge through the language i.e Nepali or English in Nepal. During my observation, it is found that the students having class in the same class. the class occupied both the students from Nepali and English medium. It was revealed while I took the class and let them present their presentation. As Miss Gyani was from the English medium did not find any difficulties in presenting, on the other hand, Mr. Jigyashu who was from the Nepali medium felt difficult to deliver his presentation. There should not be such language barriers for the students that create hurdles to getting knowledge. Students may feel hesitation to be a good learner due to such a culture.

Most of the school in Nepal has developed a culture of taking the examination for evaluating the students. Even university-grade students in Nepal are evaluated based on traditional types of evaluation methods such as taking the examination. The students expressed that such a traditional system only is not enough for evaluating the students. Many new and scientific methods should be applied by the school. Such as classroom participation, discipline, morality, etc. as a parameter for evaluation.

The education system of Nepal focuses on practical knowledge. The curriculum is also found to be developed to fulfill the same motives. Except for some subjects, there is the provision of giving practical marks up to the grade of grade 12 in Nepal. The such provision aims to give practical knowledge to the students. But, my observation explored that the college never takes the students into the field through the participants explored that some private schools take to their students into the field. Students these days can't be encouraged and invited ignoring to develop the school culture of taking them on the field visit for practical knowledge and making them competitive.

I also envisioned that the agenda raised by the theory are applicable if the school develops a positive school culture. Invitational Education is a theory developed for an effective education that is developed on the belief that encouragement and self-

belief are crucial factors in promoting better learning. The theory further explains that learning thrives more effectively in a supportive and caring environment. Its core concept is the 'Learning Invitation'. Learning invitation can be viewed as a courteous request to engage with education. Invitational Education aims to understand what it takes to create and sustain invitational environments. The analysis is guided by Purkey's (1999) five 'Powerful Ps' of invitational practice. The powerful 'P's are people, places, policies, programs, and processes, whose invitational qualities must be driven into the culture of a learning situation or institution. Purkey and Novak (1996) expressed the 'P's as five principles. The five principles describe that people are able and valuable; they are responsible and should be treated as such. Similarly, it also describes educational activity should be a cooperative activity and the role of the teacher is to help learners realize their untapped potential. To do so this can best be realized by places, policies, programs, and processes that are designed to invite development and peoples who intentionally invite engagement. They contended that a learner is said to be "invited" when the "Ps" arouse positive emotions in them, and vice versa.

Implication

I have derived the following implication from my findings and conclusions of my study. The students are the responsible person in the nation. The future of the country, moreover, depends on the students. Hence, as per my observation, the school should maintain the proper discipline to produce loyal citizens. The education policy of Nepal aims to produce competent manpower and the constitution of Nepal clarifies the right to education as a fundamental right but my observation explored the culture of bunking due to the lack of proper supervision and connectedness between teachers and the students. The teachers were found to be rude and found not having the skills of knowing the students' psychology. Besides, the staff too found to be so unfair in properly behaving the students. It was also found that the teachers use the traditional way of teaching, which may not be justifiable to produce competitive manpower for the market. A scrap of evidence from this study can be helpful to educators to review and redesign appropriate teaching methods considering the practice of school culture to create a proper learning culture. The policymakers can also be benefited from reviewing the existing policy and developing the policy as per the requirement. This study also suggests that teachers adopt new teaching strategies methods in a domination-free learning environment.

Furthermore, this study found the students were not valued and trusted. The study also found the students suffering from dissatisfaction and frustration. Hence, this study suggests giving due value to the student's feelings to make better school culture for learning. The study also suggests that teachers behave the students in such a way that they feel they are trusted and valued. This study suggests valuing the students' feelings. The students were found to be evaluated only through the traditional examination system only. This study suggests evaluating the students by adopting other several scientific and modern methods that are practiced in the world. Last but not the least, every professional must recognize the real need of the students and respond to those needs. The professional must contribute to the realization of their rights to get an education in a sound environment. They should study the student's situations and should take proper steps to solve the problems faced by them. School leader could also be benefited to create a school culture better for students learning.

Reflection: My Research Journey

Kathmandu University (KU) has been my dream university. It was 2018 when I came to know about the MPhil program on educational education through one of my friends at KU. Unfortunately, it was already 2 months late to join this program and I could not enroll here. Then, I started collecting some useful information about the M.Phil. program in other colleges as well. But, no colleges provided the information I desired to get. Being a graduate with a Master's from TU, I wanted to have at least one degree from KU. Finally, I got information from one of my friends who was also doing an M.Phil. from Kathmandu University, Hatiban about the call for admission. Being involved for more than a decade of years I found educational leadership suits my profession and finally I decided to choose the educational leadership program here. I had come here with my little brother to fill up the form. One of the staff in the reception informed me that two days later is the date for the entrance examination. We then reached home and started searching for various materials to be prepared for the entrance examination. Finally, the day came, and appeared in the examination. I was selected from the written examination and the interview was still left to encounter. After an hour of waiting finally the wait was over for entrance. One of the versatile professors of KU with a smiling gesture was there to take my interview (later I knew him as the head of the department) highly motivated me to join KU. His friendly behavior and charismatic personality of his influenced me. The next day I was informed about my selection through the mail. Finally, I got enrolled here as a

scholar of M.Phil. in 2019 A.D. That was the day my happiness reached Everest's peak.

It was as difficult to reach the summit of Mount Everest to manage the time for my study. Fulfilling duty from 6 am to 4 pm and reaching Hatiban from Dhulikhel crossing the traffic jam was really challenging for me. Every day crossing the border of two districts and riding a Scotty was risky itself. The challenge of climate either summer or winter was more challenging for me. All the family members would be waiting for me till I reach home. Reaching home so late evening and sitting for completing the assignment and studying the articles were not less challenging tasks for me. To be frank, I was not so sure that I would be able to attain all the classes and continue my study due to several barriers as I mentioned earlier. Life has to go on and should be tackled all such barriers to reach our goals. I am the one who believes on hard work pays. Hence, keeping in the mind and heart so famous saying where there is a will, there is a way, without giving up and believing in myself, and with deeper dedication continued my study to be explored.

I got inspired by the motivating and caring professors and the curriculum of the University. I enhanced more academic and professional abilities after enrolling here in the M.Phil. Program. The hardship still remained to be faced. As part of my course, I had to conduct research and for that, I required a relevant research issue. During that time, I was so confused to choose the relevant topic for my research work. I consulted with my professors, talked with my colleagues, and even read different journals in search of a relevant topic but could not decide on my research topic.

One day, when I was recalling my school days I remembered some incidents and unforgettable moments. How I used to be and how I completed my master's degree from TU triggered my mind to think about the school culture. Despite that the experience shared by one of the students made me think so deeply about school culture from the prospectus of the students. I started thinking do the students get the school culture as per their experience or do they are treated as they should be? Such questions made me choose the topic to research on. Then I again discussed it with my professors and friends. During the proposal, I was so confused about the correct methodology, paradigm, and method for my research. I had made the proposal on the same topic choosing an interpretive paradigm but in narrative inquiry and presented as a dummy proposal defense. Then, the professors suggested me to research

ethnography. Gurus always show the right path so accepting the challenges I again started preparing the proposal on ethnography.

After a couple of months of rigorous study in the area, I developed a research proposal and submitted it for viva. I was determined to study in the area, therefore, my proposal was accepted and finally, I defended it. The real journey started after that. Since I had chosen students' perception and the practice of school culture in their learning as my issue; I needed a school and some students to collect the required data. I went to visit all most all the schools (colleges) in the Banepa area. I first visited one of the reputed private colleges in Banepa, but the college administration did not let me for a long period of observation. I went to other reputed colleges where classes from playgroup to master's degrees were conducted. I visited those colleges at least six days but I could not get sufficient data for my research. The teachers didn't respond appropriately either did the students. I was quite frustrated due to such reasons. Rome was not built within a night so without stopping my step towards finding and selecting the research field, finally, I decided to visit one of the oldest public colleges of the Banepa. I met the vice principal at first and she was really positive in the very first meeting. She without making delay took me to the principal's room. We had meetings for 15 minutes. I was able to tell him the objective of my visit and he was happy to hear about my issue for the research. I found him interested in such research works. He granted permission to me and requested vice principal made all the arrangements. I found her so helpful. She called the teachers who were taking the classes for grades 11 and 12. She described to them my purpose for visiting their college and requested them to cooperate with me. I found the teachers were also so helpful. Their positive behavior did not let me that I was in a completely new institution. I found little difficult to make a connection with the students and to decide on key participants for 2 or 3 days. But, I was able to make a connection with them. My key participants and the teacher could not accept my presence in the initial days of my field study. A kind of negative thought prevailed inside me i.e. I may need to visit another school or college. But, in course of my observation and engagement with them, those negatives changed into positives.

The time passed so fast that I could not realize that it was the end of my field visit. I was very much emotionally attached to the students that it became a little difficult situation for me to bid goodbye at the end. They humbly requested me to visit them again and again. They recalled those activities which they had never

experienced such as the use of multimedia, my friendly behavior with them, the encouragement from my side, the extra activity like playing aantakshari, etc. They had become like one of the important people in life. But, I had to remember the limitations as well. They planned for the farewell program in the canteen. We drank a cup of tea in the canteen as a memory. I promised them to visit frequently and keep in touch through social media and bid goodbye with so weighty heart. Unfortunately, I could hardly visit them again due to time constraints; however, we kept messaging each other through Messenger.

After completing my field visit, I sat for writing and developing themes for my research. I wrote half of my research report but, I happened to face so tragic incident in my life. My mother suddenly passed away which was out of my tolerance. The tragic moment brought many problems to my family. We suffered financially and emotionally. It was so hard to overcome such a tragic moment. I was about to quit my journey of education.

I was just busy solving my day-to-day problems. I needed to take my father to the hospital frequently as he is a heart patient. Facing the various problems that life was going on. Taking care of family members, and fulfilling duties from morning to evening made me so disappear from the academic world. I was like underground from the study process. I was almost contactless with my university friends of M.Phil. Grade. One day while I was in the workplace, I got a phone call from my supervisor. To be frank I had just forgotten that I once was an M.Phil. scholar who would have a deep dedication to the study. I also had forgotten the hard labor and enthusiasm towards the journey of M.Phil. The call from my supervisor motivated me that provided extra energy to continue my research work. He convinced me in such a way that helped me to gain strength and caught speed in my work. I recalled all the days of my field visit. How did I choose the key participants? How did I transcribe the data, and developed the themes?

Continuous contact with my supervisor and his constructive feedback made me stronger in completing my research journey. I addressed the suggestions given by my supervisor. We would have contact through mail. Sometimes I would go to meet him. Whenever I needed help, he provided constructive feedback to improve my writing. Traveling through hardship, dilemma, confusion, and discouragement, I finally completed my writing as a dissertation.

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APPENDIX I

Day 1st (17th January 2022)

It was January, a cold month when I went to visit one of the oldest public colleges in the district. It was 7.30 when I reached the college premises. I parked my Scotty in the parking area. It seemed that there was no provision for any guard. The gate was not locked either. I happened to notice the wall was destroyed on the right-hand side of the parking area. The cafeteria was located near the parking area. A large number of students was presented in the cafeteria since it was not a break time. I asked one of the boys standing there (might be the canteen staff) about the reasons for it. The boy said that the students come there from the first period. He said that the students come there by bunking the class and some come during their leisure period. I came to know that bunking is a well-developed culture there. The main building was erected in the center part of the college. I should go through a staircase to reach the main building there. There was a gate at the end of the staircase. Some hoarding boards were hanging there to indicate the mask is compulsory and to aware of the importance of sanitizing their hands. The three buildings can be observed from the gate. The ground was decorated with beautiful flowers. The yellow-colored building of two stories was erected on the left-hand side and the red-colored building of 1 and a half stories was erected on the right-hand side of the ground. The vessels were kept in a well-managed way on the ground. The office of the students' union office is seen in the yellow-colored building (on the first floor. The yellow-colored building is used for accounting purpose and some of the class was occupied for running the classes (as I observe teachers teaching). The red-colored building was given the block name. The statue of Goddess Saraswati and the founder was erected on the ground, I observed the students gathering on the ground. Some were playing games, some were making videos and some were busy teasing each other. I asked one of the boys the way to the office and the principal's room. The boy did not listen as the headset was attached to his ear. I thought that the boy was listening to music. I again called him in a louder voice. He seemed confused but replied with do not know the answer. I entered the main building thinking I will search for myself. The wallpaper magazine, photos of picnic programs, etc. were hung on the walls. Two water tanks could be seen. The sanitizer bottle was also managed there. I observed the first floor. All the classes were

used for classes 11 and 12 (as the class was indicated). I moved to the 2nd floor. I asked the receptionist about the principal's room. As per his direction, I went to the third floor to meet the principal. As he was a little busy. I waited for some minutes. I entered his room and greeted him with Namaste. He looked quite rude in the beginning. I introduced myself as an MPhil. Student in K.U. I explained to him my purpose to visit him. After listening to me for about 7 minutes, he was convinced to permit me to conduct my research work. I asked him if he needs anything to fulfill the further procedures. He directly permitted me. I was in dilemma, in the beginning, thinking that how can a principal permit me once because I had the bitter truth of rejection from many institutions while visiting for getting permission. Later, I came to know that he likes research work. During the conversation, he made me clear that the college allocates the budget for research as well. The college conducts research through the teachers and students from Masters's Grade. Our conversation was going on and meantime he called the vice principal and requested her to cooperate with me. She took me to the teachers' room and introduced me to the teachers teaching in plus two grades (as it was break time, 8.30 am). Teachers, I found very friendly. I told them about my purpose. They are convinced that they will manage as per my requirement. One of the teachers took me to visit the college. I observed one building in the back of the college was under the construction. With the sudden call, the teacher rushed to the class hanging me to pale Dai. I observed the four buildings were given different names. I inquired about the reason behind it to Pale Dai and he said that the names are given as per the contributed people to the college. The main building was given PP (name changed) block name. The building occupies 20 rooms altogether (first floor 10, 2nd floor 14, and 3rd floor 6 rooms). The building on the back side was given the TT (name changed) block name occupying 15 rooms (fully constructed and used for teaching purposes). The red-colored building on the right-hand side of the ground was given the name YY (name changed) occupying 8 rooms and the yellow-colored building was given the name MNOP (name changed) building occupying 6 rooms.

I observed the teachers communicating in the Newari language there. The vice-principal too communicated in the Newari language with the principal (campus chief). I sat with one of the teacher to discuss about the coming days schedule. Meanwhile three more teachers also joined us. According to the discussion I could join their classes any time without any hesitation. They all co-operated me so friendly.

Now one of the teachers took me to class 11. The class was large enough with good ventilator facilities. The whiteboard was in the middle class and the projector was also hung there. The windows were so big. There were 4 windows altogether. The teacher himself introduced me to the students. He told about the purpose of my visit there. I went to the last bench and started observing them. Few students I observed playing with their mobile phones while the teacher was teaching. The teacher just focused on giving the lecturer and providing a note to them. Most of the students were writing except those few who were playing with their mobile phones. The teacher did not pay attention to them. In my observation, I did not observe him giving any classwork or homework. I also did not observe him asking a cross-question while teaching the students. I noticed some of the students sleeping during the middle of the class. I discussed about the activities of the students to the teacher, he replied that it is everyday problem. It is not his duty to tell them anything. The administration remains silent. The students are so dangerous and may fight in the market or elsewhere.

After the end of class eleven, I went to class twelve with another (vice principal) teacher. The teacher introduced me to the class with my purpose to be there. The class was as same as class eleven. I observed less number of students. Only 16 students were present there. I observed the class little more interactive than class 11. The teacher gave classwork and homework as well. He also asked the cross-questions to the students. I was standing in the corner. The vice principal said them that I will be regular from tomorrow (they all were grazing to me) and will take some of their class for a few months. One of the students enquired if anyone is going to leave the college. She answered no one is going to leave. She went to hang the class to me. I observed students playing with mobile. Among them, few students caught my attention. One of the female students I found very calm and attentive. I put her name Miss Gyani for my research. The two boys with different natures too caught my attention. One of the boys could not saty quite. He would ask questions frequently. I kept his name Mr. Chakchake and the third one would ask little interesting questions and pay very attention to the teacher. I kept his name Mr. Jigyashu. The bell rang and I bit a goodbye promising to visit them regularly from tomorrow.

APPENDIX II

Day 2nd (18th January 2022)

I reached the college at 6.10 am sharp. Everyone was in the hustle to reach the class. Some of the students stayed outside. Some entered the canteen. Some went to nearby hotels. I observed students staying on the ground by playing with their mobile (making videos on TikTok), using social media, taking photographs, and teasing each other. I entered class eleven. They greeted me as if I was going to take their class. I convinced them that I will be there as a student with them. The teacher entered the class with a big smile. The teacher took the class with the attendance. He now started asking about the last day's topic. I observed most of the students not being able to answer. He also asked about the homework. He was quite rude to the students. I could hear him calling the students by their nicknames. I came to know that he has put the nickname of all the students in the class. The students feel irritated with his habit. One of the students told me that they once had complained to the principal in written form as well. According to the student, he controlled a lot but has not left the habit. I tried to communicate more by being friendly but the students would hardly speak to me. As soon as the bell rang I moved to class twelve.

The students greeted me but I explained that I will be there as a student like them. They all nodded their head as if they understood. They enquired me as if I am also a teacher. I with a smiling face told them I am a teacher for decades of years and I teach all the theoretical subjects in management like economics, business studies, marketing, etc. This day also I found some of them using mobile unnecessarily. The teacher entered the class. It was the second period. Some of the students were knocking on the door. The teacher opened it and started scolding them. They just went out and did not come during the period. According to the students and the teachers, it is their regular problem. The teacher took the class in the lecturer method. No use of a laptop for projector, provided notes. Hardly asked the cross-questions. No HW and CW checking. Miss. Gyani would ask a question, and Mr. Chakchake and Mr. Jigyashu also would make queries but the rest of the students did not show any interest. I could more a close bond with them. They would frankly speak to me. I had a lot of conversations with them I came to know that most of them are from the neighboring districts and staying in rent with their elderly brothers and sisters. Some

of them are there with whole family members. after the end of the bell, I went with them to the library. I found the library bigger, bigger than the KUSOED. The students visited the library. But, did not stay more than 10 minutes. If they stay there they should leave their class. MR. Jigyashu, Miss. Gyani and Mis. Chakchake and other students had the same opinion about the library. The librarian enquired about me and I explained my purpose to visit there. They said that these students regularly visit the library. They mostly refer the novels (Nepali). The next period was leisure so we went to the canteen. The ground was full of students doing the same things (taking photographs, making videos, etc). We drank tea and talked about the college. They said that the college lack discipline. No one is there to invigilate the activities of the students. So students spend most of their time outside. They said that they rarely see the principal. They see him only in some programs.

I went to the terrace where the students and the teachers were talking with each other. Teachers were talking and having tea whereas the students were playing with their mobile phones; they were making videos and teasing each other. The terrace was open and not covered with the wall. Despite of such I did not observe the teachers saying anything to the students. I talked to one of the students about this and said it is a day's activity in the college.

APPENDIX III



