

Determinants Factors of Dropout Risk in Primary Education of Nepal:

The case of the Kathmandu Valley

Abstract

In the primary education of Nepal, even though the enrollment rate has been increasingly rising, there are still many school-children who drop out the school because of multiple causes. Furthermore, those school-children who drop out early often become illiterate, having negative effects which might not be limited to themselves, but also towards society and the Nation. Concerned to the dropout school dropout issues, the purposes of this study are as follow: (i) what are the characteristics of the dropout risked students? ; (ii) What are the responsible factors relate to school and teachers that cause school-children to drop out? ; (iii) How teacher-children communication effecting on school-children dropout? ; (iv) What nature of friends (inside or outside the school) that cause school- children dropout? ; (v) Does the differences between high and low dropout rates of public schools, affects the risk of school-children dropout?

To investigate the proposed questions, the field survey has been conducted between 2014 and 2017 at public primary schools of valley area(common word which refer three major districts Kathmandu, Patan and Bhaktapur) of Nepal. During this period (i) questionnaire survey on children, (ii) frequent semi-structured interview with principals and teachers, and (iii) FGD survey and case study on street children (school-children dropouts) had been conducted using quantitative and qualitative survey methods.

The previous literature had analyzed different important factors in terms of school-children dropout issues in Nepal. However, research focusing on the characteristics of school-children that cause dropout risk has not been done yet in Nepalese context. In addition, there is lack of research regarding influence/ or effects of school, teachers, and peers on such school-children who are currently studying at a public elementary school in the valley but is at the risk of school dropout. Therefore, the study was conducted to investigate the characteristics of school-children having dropout risk. Further, the study had also found how the school, teachers, and peers are pushing a child to lie in the risk of dropout. Based on the results of this study, it can distinguish the characteristics of children with a dropout risk and the factors affecting the dropout risk (like schools, teachers and peers). Once the school can identify those children with a risk of dropping out, school or family can implement appropriate countermeasures to provide a special consideration to those children before she/he dropout school.

Based on the result of the study, 80% of the children belonged to poor households. It was revealed that about 23% of the children were at risk of dropping out. Unique characteristics of children with a dropout risk include, sitting at the backbench of the classroom, few/no peers, lack of conversation with teachers, and peers, not participating in school group activities, nervous when talking to teachers had been found. Factors that

school and teachers have an influence on the risk of children dropout include significant differences in factors such as lack of canteen facilities, frequent exams, English problems, learning methods, and absence of teachers. Furthermore, it became clear that friends including school and outside of the schools were also concerned with the risk of dropping out. In essence, the study suggested that the relationship between schools, teachers, and friends of schools, and relations with friends outside the schools both are consequently increasing the risk of dropping out schools. Besides that, the study fills the gap found in the literature regarding “characteristics of high-risk of school-children dropout” especially in Nepalese context which could be considered as the theoretical significance of the study.