Impact of Teacher-Student Communication on "High-Risk Dropout" Students

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Abstract

The purpose of this paper is to investigate the major possible reasons for "high-risk of dropout" students. Here, the high-risk of dropout students refers such students, who are going to school but at the risk of dropout. The study motivated to explore the affecting factors due to which dropout rate is increasing. Beside that, the study actually focuses on the impact of teacher-student communication on student dropout at the primary level of Nepalese public school. To investigate this phenomenon, specific research questions had been proposed as: 1) what are the major reasons for dropout in the primary level of Nepalese public school? 2) Does the teacher-student communication is responsible to lead "high-risk dropout" students? If yes, how? 3) What kind of instructional strategies could be considered to maintain the teacher-student communication? This paper adopts mixed methods approach which combines qualitative and   quantitative data, that includes a series of semi-structural interviews with the school principal, primary teachers and, a paper & pencil survey with 85 students (of grades one and five). The survey questions, which have been asked with students, were analyzed with statistical tool (SPSS) to find the level of communication between teachers-students, and also to identify it's effects on dropout.

The finding of this paper indicates that an economic factor, infrastructure factor, migration factor, lack of teachers, and communication factor are major reasons for high-risk of dropout and dropout as well. Among which "Communication factor" seems to be the primary reason that tends to cause high-risk of dropout in rural areas of Nepal. Five critical issues for lack of communication 1) Teacher-centered learning system 2) Curriculum focused teaching system 3) Evaluation of teacher 4) Corporal punishment and 5) Negative image of the teacher created by parents had been found.

Based on the previous research, issues like one-way communication and teacher-centered approach had been known to reduce the motivation for learning. Even thought there was some research had been done about communication in developed countries but had not been done in developing countries like Nepal, especially in the rural Nepal. Moreover, in the context of public primary school of Nepal teachers had been considering as a parent of children. Thus, to enhance teaching and learning, teacher-student communication is very important. That's why; this study aims to investigate what are the major reasons to reduce the communication in order to enhance the teaching and learning.

In view of these results, the paper suggests that Inquiry-based learning (IBL), informal communication between teachers and students, integration of technology, learners centered approach might be a useful strategy which can increase a level of communication between teachers and students that might reduce "high-risk of dropout" students.

Finally, this paper also recommends the necessity of further research in communication among students with teachers along with the administration, which could help to reduce the risk of dropout students.

Keywords: high-risk dropout student, communication, public schools, and Nepal

1. Introduction

Childhood is an age of learning, which we acquire by attending schools. Education is a basic human right, which plays an essential role in socio-economic development (Bajracharya, 2014b). For this, every individual nation and international organizations are giving their best effort to spread "public education", and beliefs that the opportunity for education should be guaranteed equally to every single child United Nations International Children's Emergency Fund [UNICEF], 1990). As a result, many developing countries have been successful to enroll children in schools. Up to some extent, most of the developing countries have been able to achieve Education for All (EFA) goals. However, as of mid of 2015, the responsible organizations and states have almost completely failed to achieve the EFA goals, in developing countries.

Besides the access in school program failure, the "school dropout" issue has been also reported as a serious problem from the last decade (UNICEF, 2013). United Nations Educational, Scientific and Cultural Organization

(UNESCO) Institute for Statistics (UIS) states that, around the world there are about 31.2 million children who have dropped out of school, which includes 13.54 million children only in Southwest Asia and it is speculated that those children will not return to school anymore (UIS, 2013)

In Nepal, after adopting the EFA strategies with in the national plan of action starting from 2001 to 2015, remarkable improvement has been made in national literacy rates (Government of Nepal [GoN], 2012), which was 95.1% as net enrollment rate (NER). However, like other underdeveloped countries, Nepal too has not being able to achieve the EFA goal because of several educational development challenges. From last decade, "high dropout in schools" is also being seen as a major challenge in the nation, which is one of the key factors for failure of EFA goal as well.

1.1 Literature Review

The Study defines "Dropout" as a student who enrolls in school but leaves school without completing their relevant course or level of the educational cycle. The Nepalese Department of Education (DoE, 2006) define school dropout as the percentage of students enrolled in a given grade in an academic year who are not enrolled in any grade the following school year. Similarly, Rijal (2011) and Ellen (1984) defines primary school dropout as those children who fails to reach the final grade (grade five).

Dropout within the primary level is now a critical issue in Nepal (Rijal, 2011). This effect of this issue is not limit within the individual but also negatively influence the whole society. In the context of Nepal, out of total population of primary school aged 5-10 children, 38.3percent of children have dropout school from school (Index mundi, 2014). UIS had reported that around 500,000 girls and 400,000 boys of primary school age are not attending schools in Nepal (UIS, 2007). The average dropout rate in primary level school is 5.2% among which grade one of that is 7.6% of total enrollment. Likewise, in grade two, three, four and five the dropout rates are 4.3%, 3.5%, 3.5%, and 6% respectively (Flash Report, 2012). This implies that, the trend of dropout is high in grades one and five comparing remaining grades (grade two, three and four). Unfortunately, there is no significant progress in dropout control comparing to previous year, which was 5.4% (Fiscal year 2011).

Previously, many reasons for drop out had been concluded, among which, poverty of the nation and individuals, low quality of education, low efficiency, poorly developed infrastructure and social believes are the main reason for dropout (Research Center for Educational Innovation and Development [CERID], 2001; Manandhar, 2012). The numerous studies had been done regarding determinate factors of school dropout among which; poverty (Kane, 2004), child labor (Chakrabarty, Grote & Lüchters, 2011), socio-economic status (Bauchmann & Emily,2001), migration & gender discrimination (Sabate, Hossain & Lewin, 2013), family structure (Brock & Cammish, 1997), household chores (Pangeni, 2014), step-parents, parent's age and illiteracy, parent's lack of support and motivation, death (Fortin, Lessard & Marcotte, 2010), agricultural season (Hadley, 2010), and language (Manandhar, 2012). Focusing on children, illness, handicaps and disabilities (Peter, 2003; Pridmore, 2007), girl adolescence, juvenile crime, drugs, unusual behavior of child, poor academic performance, working experienced child, willingness of freedom (Battin-Pearson, Newcomb, Abbott, Hill, Catalano & Hawkins, 2000; Brock & Cammish, 1997; Gibbs & Heaton, 2014; Katayama, 2008) are major factors for dropout.

School related factors that create school dropout are, lack of school resources (Michieka, 1983), cost of education, grade repetition, type of school, physical facilities, lack of qualified teacher, irregular classes, teacher absenteeism, physical punishment system, poor discouraging environment, bullying, and fee system (Blount, 2012; Cameron, 2009; Rimal & Pokharel, 2014; Rumberger, 2001a; Wearblow, Robinson & Duesbery, 2010). Additionally, State policy regarding the education system (Lewin, 2009), weak economy, poor and irregular systems (Heyneman, 2006), lack of opportunities, contradiction between domestic and international data, lack of effective educational processes (Chapman & Adams, 2002; Scheerens, 2004), Maoist problems (Bajrcharya, 2014a) are also major factors.

Numerous studies had been done regarding the factors of dropout focusing on dropout children. However, the study regarding "high-risk dropout" students has been overlooked till now. Currently, the most critical situation of developing country like Nepal is, with in the numerous public primary schools, children aged between five to ten are willing to quit school as a cause of different factors, which will be explained later in this paper, and they are at the high-risk of dropout.

1.2 Purpose of the Study

The purpose of this paper is to investigate the major possible reasons that are directly and indirectly affecting children who were going to school but at the high-risk of dropout in Nepalese public primary school. The study refers such students, as "high-risk dropout" students who are at the risk of dropout but still going school and they commonly exist in the Nepalese public schools of rural areas.

In the current situation, the study advocates that a focus on "high-risk dropout" students is much more essential as well as being a more challenging issue comparing to "access to school" and "issue about dropped out children". UNICEF (2013) also states that, "dealing with the barriers of high-risk school dropout children and bottlenecking them is comparatively more 'approachable' 'victorious' and 'cost-effective' than to reach the children who were already dropped out of school". Additionally, the study conducted further investigation on the impact of teacher-student communication on "high-risk dropout" students. Specifically, the study tries to focus on the communication level of teacher and student.

1.3 Conceptual framework of "high-risk dropout" student

Identical statement given by Hunt (2008) state that, "Dropout is a process rather than the result of one single event and, therefore, has more than one proximate cause." Hence, this study believes that dropout is not a result of either; single incident & a single factor or a short period. Focusing on the conceptual framework below, the study recreates the process of a student's school enrollment through to school dropout.
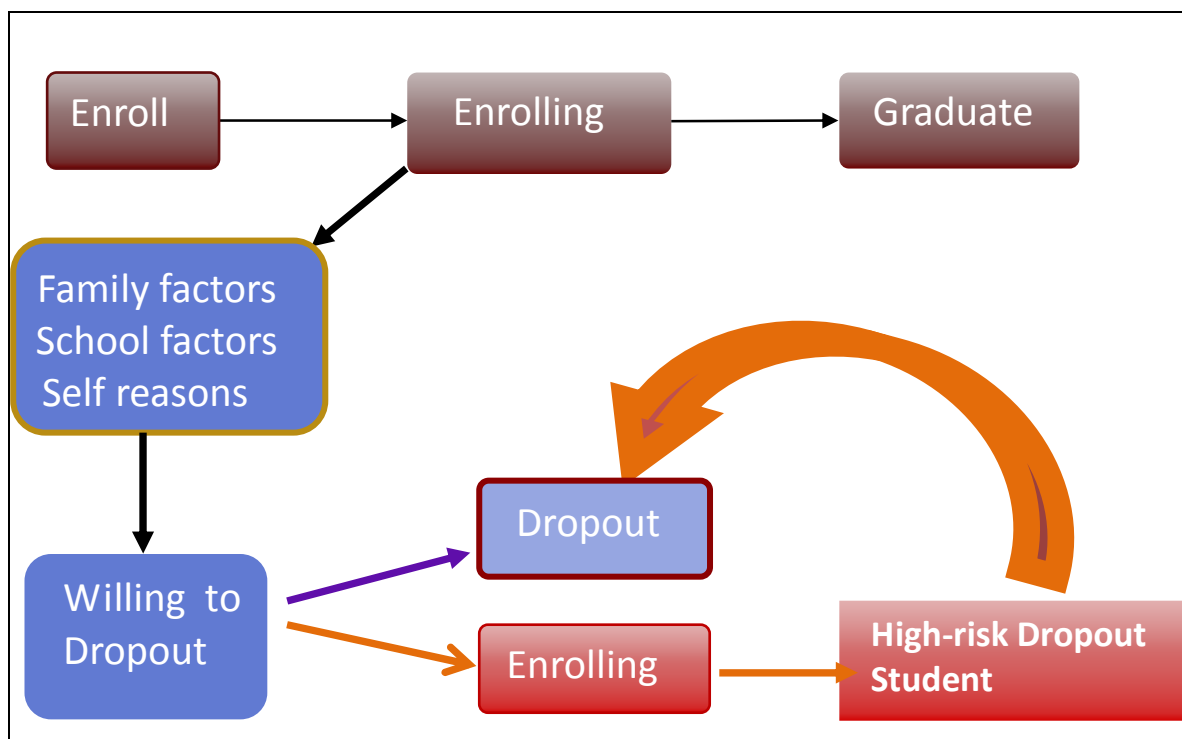
Figure 1. Conceptual framework

In general, students enroll at school and then experience different phases of schooling life. During these numerous phases, student experience both positive and negative phenomenon. These results the successful and unsuccessful graduate students in schooling period. Those who cannot graduate smoothly in every academic year are basically separated into two categories. One as a class-repeater who is most likely willing to dropout school but still continuing school as a repeater and the other one is school dropout. Like in above conceptual framework (figure 1), author has separately indicates the different phases of schooling from enrolling to graduation or dropout.

Starting from the upper phases which are a simple and common phases where children enroll in school and graduate regularly in each annual year (indicate: maroon color phrases). However after enrollment and during the enrollment period, there are numbers of such students who encounter with the different negative phases from different factors like family factors, school factors and self-reasons (upper blue phase). These factors are directly and indirectly distracting students from learning and school environment. As a result, students become willing to dropout school (lower blue phrase). Now, among these students, some dropout and live as there own way (purple phase). However, there are numerous students who are willing to dropout school but still try to keep enrolling school till their graduation (Red phase). Here the students who stand in red phases are literally define as High-risk of dropout, because those students can leave school at anytime and day and could be a dropout student.

1.4 Research Questions

1) What are the major reasons for dropout in the primary level of Nepalese public schools?

2) Does the teacher-student communication is responsible to lead "high-risk dropout" students? If so, how?

3) What kind of instructional strategies could be considered to maintain the teacher-student communication?

1.5 Significance of study

Academic significance: In most of the previous studies regarding "factors of school dropout" are mainly focused and limited on individual and nation's economic, multi-ethnic and social hierarchy, lack of infrastructure factors. During last couple of years, factors like, low quality of education and teacher quality are also indicated as the possible reasons for dropout. However, the effect of communication on dropout has not yet been studied. Therefore, this study will fill this gap by exploring how communication could be a possible reason for "high-risk dropout" student.

Practical significance: The study examines the most major reasons for "high-risk dropout" in the context of public schools of rural Nepal. The finding may gain the attention on such children who are at the risk of dropout but still going to school. On the other side, the results could guide and help to reform the way of teaching and learning especially in rural public school, which eventually helps to reduce the risk of dropout and increase the graduate numbers. Lastly, this will directly assist to gain the EFA goal.

1.6 Structure of study

As a structure of the paper, it is divided into five sections. The paper begins with the introduction of the study with keyword definitions, and then followed by purpose of the study with the conceptual framework of "high-risk dropout" student, research questions, significance of the study and structure of study. Secondly, methodology and then paper focuses on the findings of the study at third section. In Forth section, the paper will discuss the issues and then lastly, the paper introduces the conclusions together with some recommendations.

2. Methodology

The study has adopted mainly qualitative and quantitative methods. Students of grade one and five were selected as the target subjects from one of the public school of the Kavrepalanchok District, the target area of the study. Evidence of this school shows that yearly 40% student's had been dropout and the remaining current students might be considered as typically in high-risk dropout students. In addition to this, the reason for choosing grade one and five as the target audience was based on the school reports, which shows that dropout rate for grade one and grade five was significantly high in past years. Additionally, national report had also shown dropout for grade one and grade five is high.

During the survey, classroom observation was done in the first couple of days. Then, on the following days, an oral interview with grade one students (48 pupils), and the paper and pencil survey with grade five students (70 pupils) was done. Out of the total responses (118 pupils), 85 responses were valid. Additionally, a series of the semi-structured interviews were also conducted with eight primary school teachers including principal to find out the level of teacher-student communication. The entire survey questionnaires and interview protocols were developed based on an empirical literature review and, then peer-reviewed by the colleagues and experts.

The structure of the questionnaires had been divided into five parts, which begins with general personal information. In the second part, questions regarding family, daily life at home were asked. Additionally, in this section, students were asked about the experience of being willing to dropout of school. Thirdly, questions regarding school's atmosphere, rules and regulation were asked. Finally, in the fourth and fifth sections, questions were asked regarding teacher.

The questionnaires were simplified for grade one students as Yes/No questions, whereas, questioners for grade five were multiple choices questions from one to four different categories. To fill up a set of questionnaire, it took 20-25 minutes each and was conducted in the classroom.

Additionally, One-to-one semi-structured interviews (containing 14 main questions and sub-questions) with teachers had been conducted which took about 20-40 minutes each. For teachers, questions concerned the ways of conducting class, the procedure of class, the reason for dropout in school, and the interaction with the students regarding their learning and other matters. The study period was carried out during the period of 22nd September 2014 to19th October 2014.

3. Findings

This section presents the results of such students who are at the high-risk of school dropout. Additionally, it will also suggest why and how these students are at the high-risk of dropout. And finally, we find out the connection between communication and it's affect on "high-risk of dropout" which suggests some reasonable solutions. All the results are evaluated on the basis of the target subject's interviews and their quoted answers.

The study found that this school did not apply any type of strategies to control dropout. At the beginning of the interview with the principal, he said, about 7-10 children had dropped out of school yearly because of different factors like family, school, and personal reasons. According to the enrollment data of the selected public school year 2010-2015, the yearly dropout number was 7 (minimum) to 17 (maximum) in the primary level only. When the questions regarding the dropout rate was asked to the teachers, most of the teachers did not know the exact rate of school dropout or completion rate. Only one teacher indicated that more than 20% of children dropout yearly in primary level. On the basis of interviews with teachers, principal and the survey with children, we found that, poverty, lack of infrastructure, immigration, and lack of teachers according to the needs, are the reasons for school dropout. These factors were also observed in previous studies. Besides these factors, additionally, the study found that lack of communication between teacher and student also played a major role for the dropout among "high-risk of dropout" students.

The survey results found that, distance from home to school (94.1%), fear of teacher (57.8%), over age for grade (15%), exams (7%), bullying in school (4%), for work (4%) are the major reason for high-risk of dropout. Interview with teachers shows that, mostly first and fifth grade student's dropout commonly comparing to the rest grade. Additionally, dropouts of grade sixth student were also high.

Focusing on the conversation factors between teacher and student, we have found that the interaction between teacher and students is very low. This paper concludes five major dimensions, which were creating the barrier for low interaction. They are: 1) Teacher-centered learning pattern 2) curriculum center learning ways 3) evaluation of teacher 4) corporal punishment and anger 5) negative image of teachers formed by parents. Except Factor number 4 (corporal punishment and anger), all the data had been analysis based on the interview of teachers and principal. Factor 4) was analysis on the base of students' question-answer survey.

1) Teacher-centered learning pattern

After conducting a couple of class monitoring sessions, and on the basis of teacher and principal interviews, firstly we found that the school is mostly following a teacher oriented one-way communication learning pattern. In grade one, most of the children are putting their finger on mouth to shut their mouth. When we asked the teachers regarding this learning pattern, five out of eight teachers replied as, "The purpose of this kind of learning method is in order to get concentration on learning and for a good understanding of contents in the classes. The study found that students are hardly speaking with the teacher during class.

2) Curriculum center learning ways

All teachers (eight out of eight) said that the curriculum focused teaching and learning pattern is very necessary to complete the task within educational year. According to the ministry of education's (MOE) rules, school needs to conduct terminal exams (yearly three times) in every four months. The curriculum for each terminal is almost fixed (private school may vary). So, to get prepared for the terminal exam, scheduled curriculum should be finished before the test period. However, due to frequent natural disasters, like floods,

soil collapse and unscheduled holiday because of Nepal Banda (strike), teachers are unable to complete the curriculum on time. As a result, teachers are much more concerned about the curriculum task rather than any other activities and general conversations.

3) Evaluation of teachers

According to the five teachers out of eight, they said that teacher's efficiency is evaluated by how much they can control classroom and students. In short, teachers are evaluating on the base of classroom's level of silence and the level of control on class. In every month, a crosscheck has been conducting by the DoE, without noticing the school. During the check, teachers were evaluated and fix their promotion, salary increment or transfer etc. one of a teacher added that they have no other option to maintain their good performance. So, the study found that even teachers are compiled to conduct strict, boring and teacher-centered classes.

4) Corporal punishment and anger

Based on children questionnaire survey, this study found that corporal punishment still exists in rural schools. On the existence of child right act Article 4 of Chapter 9 of the Muluki Ain[2] (Rimal & Pokharel, 2014; Thapa, 2010), corporal punishment is taking place in most of the rural and urban public schools (commonly public schools), which was committed by the teachers of study school as well. Shrestha and Thakuri (2004) and Mishra, Thakur, Koirala, Shrestha, Poudel, & Jha, (2010) have also mentioned that over 60% of teachers believe that without punishment teachers cannot control students. Hence they concluded that punishment system is very common in public schools of rural Nepal.

During the query regarding the punishment of teachers, most of the students were hesitate to answer. Survey shows that teachers used to punish and scold students when they forget to do homework, late entry in class, absence without reasons, lying, fight or argument among friends, sleeping in class, not bring educational material like notebooks, pen or pencils.

Table 1 is about the question asked students that, whether teachers punish them for late entry in class? More than 80% of the total students said yes. Similarly, Table 2 represents the results of children in which 84.7% children agree that teachers used to punish such students who fight or argue with other students. During the survey and informal conversation with the children, the author found that students are very much scared of teacher punishment and anger though he/she didn't experience it. A girl (11 years) has requested me to not to show her answers to one of her teacher, who is very strict to them.

In response to questions regarding the communication with teachers (Table 3), a total of 80% of students were scared of teacher's behavior and punishment and try to escape from the teacher. Among them, the majority (74.1%) of a high level of fear founds on fifth-grade students, whereas, in Grade One it accounted for only 5.9 percent.

Further, Table 4a indicates the correlation between age of children and their fear towards the teacher. We can clearly notice that, as the children become young enough to understand the feeling of fear, the number of students who are feeling fear from teacher has increased. In particular, in the age of nine and ten (medium age), which is the common age of grade five, there was more feeling fear of the teacher. Similarly, in Table 4b too, medium age and older aged students are comparatively more scared with teachers than younger aged students. Younger children were mostly not sacred of teachers. The possible reason for it may be they don't understand the feeling of fear or emotions.

Additionally, Table 5 represents the frequency of teacher punishment according to students in which 21.2% students answer "Never". However, percentage of students who had answered as rarely, mostly and always was, 42.2%, 24.4% and 11.8% respectively. Therefore, on the based on table2, 3, 4a, 4b, and 5, it can say that teacher's behavior towards students is being a significant reason for low communication with the teacher and finally is an effecting factor for high-risk of dropout and dropout.

5) Negative image of teachers formed by parents

Lastly, asking with teachers about their opinion regarding the fear of students toward teachers, a teacher (age 45) expressed his view as; "I have to be strict with children in order to control them. However, it is not true that I don't try to communicate with them. I do try to talk with students in class as well as out of the class. But the problem is, when I approach a step ahead to them, students take three steps back."

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[2] Muluki Ain: National code of Nepal.

Six out of eight teachers had claimed that child's parents too are responsible for creating distance between teacher and student. At home, in order to make children do their homework by themselves, most of the parents threaten them like "If you don't complete your homework, I will complain your teacher to punish you in school." Teacher added, "Surprisingly, in most of the student's cases, these kinds of threats worked and students do their homework by themselves. However, the problem is that children are observing the negative impact of parent's words and they create a strict and cruel image of teachers in their mind. Via, children get scared with us and hesitated to talk with us and try to keep distance with us."

Questions regarding punishment system of school, all teachers said, we try to avoid punishment as much as we can. However, five out of eight teachers agree with this system. One of a teacher (age 58) said, "Yes, I agree that sometimes I give punishment to children when they don't bring their homework, skip schools and when they lie. It's our traditional way of teaching. Some take it positively some not."

Hence, the study found the correlation between communication and current school's learning system, Education system, teacher's evaluation, and teacher's behavior. Via this, it is directly effecting on low chances of communication between teachers and students, which results as "high-risk of dropout" students.

3.1 Qualificaiton of teachers

The qualification of the teachers is comparatively low in the study area. Among the eight teachers, the majority of over half of participant teachers, had obtained SLC (School living certificate), followed by two having intermediate level in Arts, and one each in Bachelors degree in education and Master degree in Education. Regarding age, all are between 29 to 58.

Seven out of eight teachers have gained teacher training at least once from different programs like school sector reform Program (SSRP) JICA. Surprisingly, teachers who had SLC qualification were former x- students of the same school. However, unsurprising fact is, most of the teacher's own children were enrolled in private schools except of one teacher. Unfortunately, most of the female teachers were absent during the study period.

4. Discussion

In Nepal, a high dropout remains a significant issue which is considering as a huge barrier for receiving EFA goals. According to the MoE, the dropout rate is comparatively decreasing in last couple of years. However, it contradicted with other organizational data. It was found that, average dropout rate of study area (Kavrepalanchok district) is quite far high than the data provided by the GoN of same area. Hence, the variations of this data signify the quality of accuracy and demands more transparency of data.

This study found that dropout rate is very high in grade one, comparing to the remaining grades, which is similar with the government data of Nepal (MoE and GoE). Additionally, this study shows that dropout rate is also high in grade five (after grade one) comparing to the grade two, three and four which came to unmatched with the governmental report. It came to know that working opportunities as an unskilled manpower at countries like India and Tibet has found to be a major reason of dropout at grade five due to the unwilling for repetition of same grade (K. Poudel, personal communication, Nov 20, 2014).

According to Flash 1 Report (2012), out of total enrollment at the primary level, 84.9% are in government public schools. At the same time, Manandhar (2012) mentioned that dropout rate is higher in government public schools than at private schools. Hence, the "high-risk of dropout" student is also comparatively high in public schools.

4.1 Causes of high-risk of dropout

In addition to the "Teacher-Student Communication", following factors had been also observed during this study period.

Poverty is the key reason for the high-risk of dropout. However, in the study area, the minimum chances of communication between teachers and students are also creating a vital role for "high-risk of dropout" students.

This study shows that some students of lower grade were unwillingly getting absent from the school due to far distance between schools and home. In the result of Manandhar (2012) and Rumberger (2001b) studies, they concluded that distance between schools to home is an insignificant factor for school dropout. However, disagreeing with this point, this study showed that, distance from home to school is a significant factor for

dropout. Especially in lower grade children. The study believes that this factor effects according to the size of the area, number of schools and vary as per population of the local area. But still the study wants to highlight that distance between schools to home does have a positive correlation on dropout and risk of dropout.

The study strongly believes that students, who are usually at high-risk of dropout from school, tend to suffer from the lack of educational materials, lack of financial support by family and parents. Similar phenomenon had been also found in the study done by Karim (2004).

Additionally, students prefer to have such teachers with whom they could share their different thoughts and feelings that might not be concerned with the school education only. However, a student does have a strong Psychological fear toward their teacher due to concept of "teachers were always right" which made them fearful in front of teachers. Via this, it resulting silent atmosphere in the classroom. Beside this, tight schedule of learning might lead lack of interaction with teachers in classroom.

According to teachers aspect too, teaching system, method of evaluating teachers ability, and non-favorable activities done by parents are creating such circumstances where teachers too unable to communicate with students properly. As results, boring classes, lack of willing, the pressure of exams, disappointment, the low expectation from education and school etc. comes out. And, these factors are directly and indirectly pushing children to fill like to dropout school for forever.

In case of gender, surprisingly, the study did not found any gender discrimination. In fact, girls are more likely to continue their study than boys. Past records of the school also proved that boys were more likely dropout comparing to girls. We believe that this is an effect of different campaign organized by national international organization's program like EFA and Millennium Development Goals (MDGs).

The study found that almost all the children are lacking the daily necessary nutrition. Most of the students don't have breakfast before came to school. Instead of lunch/tiffin, most of the students bring 5-10 rupees money for to buy lunch. However, it is not enough to buy a set of lunch. So, even the Food for Education (FFE) program is not success in many parts of Nepal, schools like the study areas, FFE program will definitely produce a positive result for "high-risk dropout" students.

Lack of parent's interest on children education and low expectation of the return of education is also the key reason for "high-risk dropout" students. In study, teachers and principal said, "parents meeting are conduct in every two-three months (sometimes monthly). However, there are very few parents who attend the meeting regularly." According to children survey too, more than 80% parents don't show concern about their study and hardly come to meet teachers. This factor is also the major reason of student's high absenteeism, involvements of drugs, child labor that finally connect with high-risk of dropouts. It has agreed by Knesting (2008) too.

During the interviews, teachers defended themselves, as they are comfortable with the teaching/learning method. Besides it, they claim that they are forced to follow such rules, in order to make children concentrate more on study and to prove that the class is in control. One of a teacher (28) said as "Once teacher lose the control on students, students start disrespect teachers."

Based on above findings, the study suggests some instructional strategies that might increase the "teacher-student communication" and decrease the "high-risk dropout". Inquiry-based learning (IBL), teacher-student informal communication, learners-centered approach and integration of technology in educations are some of suggestions for improvement.

IBL has been widely promoted to increase literacy and skill development. Edelson, Gordin & Pea (1999) concluded that Inquiry experiences can provide valuable opportunities for students to improve their understanding by the children's own ability. In Nepalese public schools too, by applying this learning method, we are honoring children's ability to drive their own learning. Students are encouraged to ask questions and then investigate their own queries about the world. In many private and international schools are adopting IBL method and it is a part of an emergent curriculum. Similarly, informal interaction between teacher-student in/outside of the classroom has also a positive effect on students mind regarding teachers. They accept a teacher like a guardian and a friend.

On the base of informal conversion with children, the author strongly believes that students do respect teachers. The problem is, children don't get the chance to express it freely and don't know how to express it (because of lack of communication). Similar findings was also concluded by previous research was given by (Knesting, 2008). He argued, "The thing about getting respect from the student is that you listen to them." He also added, "The existence of interactive caring relationship means that an educator must consider how they communicate, they are caring to the students in classroom and schools."

The author argues that school dropout is not a desire, but a helpless cause of surrounding (except few cases) forced children to do so. School, family, teachers and parents make him/her to make such decision. In order to protect "high-risk of dropout" students, schools and especially teachers, need to seek out on every individual students like who is struggle from what kind of problems and what are their expectations from school and teachers. Why they want to leave? What would help them to stay?

5. Conclusion and Recommendations

The study examined the major possible reasons for dropout students, who are enrolling primary schools but at the high-risk of dropout.

Besides the numerous factors of dropout, this study concluded that the friendly atmosphere at school/classroom and general communication between teacher-students are the most important factor to prevent the students from dropping out school. Through the questionnaire survey and informal conversations with the children, the study found that, In the Nepalese public schools, where students were not engage in any club activities and external classes as students of private schools used to have. Therefore children hold lots of expectation from teachers. Like as a friend with whom they can share their views, as a sister with whom they can share their problems, as a brother who protect them from any problem, parents who guide and show them a right and bright future and other such expectations. However, the teacher-centered learning pattern at school, hectic yearly schedule and rule of schools, and finally the rude and strict behavior of teachers is being a barrier to students and pushing them into the situation of dropout.

The study found, students are facing more difficult and hesitate to communicate with teacher cause of strict image of a teacher. As in the previous studies, such as Paul and Vijayan (2000), and Chung and Mason (2012) had also concluded that teachers play a vital role in children's education and their dropout. However, the study also found that parents are indirectly affecting the teacher-student relationship.

Based on the main findings of this study, following few recommendations would help to decelerate the school "high-risk dropout" students. The teacher, school, and nation should also focus on such students who are going to school but at the very "high-risk of dropout" school. A class-teacher have much more understanding regarding children's interest, capacity of children's learning adaptions, like/dislike about learning, what is happening with children during classes and out of class etc. comparing with an illiterate family and parents. Therefore, the study believes that a teacher and school need to take a high responsibility of a student's learning in order to control dropout. However, it doesn't mean that the parents do not need to bear any responsibility. Here again teachers are expected to explain parents about children's situation.

In an underdeveloped country like Nepal, where more than 45% people are illiterate, the one and only hope for better transformation in the education sector is a "Teacher". A teacher's cooperation and willingness are much more important as well as effective than any other factors to control dropout especially in underdeveloped country where illiterate rate is high. Thus, the study believes that a state should more give priority for improvement of teacher's quality, which will directly effect on students action whether to dropout or not.

6. Limitations of the study and future research directions

There are limitations in the present study that should be considered in future research. First, as mentioned; this research conducts an interview and survey with students and teachers which might not be enough to know the entire reasons of dropout. Hence, in future key stakeholders like parents, community centers and local NGOs could be consider for depth interview to know more about the drop out issues of rural Nepal.

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List of Tables

Table 1. Punishment for Late Entry in classroom

		Frequency	%	Valid%	Cumulative %
Validity	Yes	82	96.5	96.5	96.5
	No	3	3.5	3.6	100.0
	Total	85	100.0	100.0	

Table 2. Punishment for quarrels/ fight among students

		Frequency	%	Valid%	Cumulative %
Validity	Yes	72	84.7	84.7	84.7
	No	9	10.6	10.6	10.6
	Unanswered	4	4.7	4.7	4.7
	Total	85	100.0	100.0	100.0

Table 3. Communication with teacher (cross Tabulation)

		Won't communicate cause of fear		Total
		Yes	No	
Grade	1	5 (5.9%)	11(12.9%)	16 (18.8%)
	5	63 (74.1%)	6 (7.1%)	69 (81.2%)
Total		68 (80.0%)	17 (20%)	85 (100%)

Table 4a. Student7s Age and lack of communication cause of fear (cross tabulation)

			Teacher is scary. So, I don't speak		Total
			Yes	No	
Age	Younger (7-8)	Frequency	10	0	10
		Age %	100.0%	0.0%	100.0%
		Teacher is scary. So I don't speak %	13.2%	0.0%	12.2%
	Medium (9-10)	Frequency	46	4	50
		Age %	92.0%	8.0%	100.0%
		Teacher is scary. So I don't speak %	60.5%	66.7%	61.0%
	Older (11-13)	Frequency	20	2	22
		Age %	90.9%	9.1%	100.0%
		Teacher is scary. So I don't speak %	26.3%	33.3%	26.8%
Total		Frequency	76	6	82
		Age %	92.7%	7.3%	100.0%
		Teacher is scary. So I do not speak%	100.0%	100.0%	100.0%

Table 4b. Student's Age and fear of teacher tabulation (%)

		Teacher is scary				Total
		Not at all	Not much	Scary	Very scary	
Age	Younger (7-8)	26.3　(50)	22.7　(50)	0　(0)	0　(0)	12.2 (100)
	Medium (9-10)	57.9 (22.0)	50.0 (22.0)	70.6 (48.0)	57.1　(8.0)	61.0 (100)
	Older (11-13)	15.8 (13.6)	27.3 (27.3)	29.4 (45.5)	42.9 (13.6)	26.8 (100)
	Total	100.0 (23.2)	100.0 (26.8)	100.0 (41.5)	100.0 (8.5)	100.0 (100)

Note: ( ) = % of individual age range only.

Table 5. Punishment by Teacher

		Frequency	%
Validity	Never	18	21.2
	Rarely	36	42.4
	Mostly	21	24.7
	Always	10	11.8
	Total	85	100.0

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