Impact of teacher-student communication on “high-risk dropout” students

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Contains

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Keyword Definition

**communication**: To engaged in social life, the transmission of feelings, thoughts, perception that takes place between the human beings are refer as communication. (Patrick, 1981).

Conversation between a teacher-student regarding student's personal and learning life, with in the classroom and out side too.

** Dropout Student**: Child who enrolls in school but leaves school without completing their relevant course or level of the educational cycle is defining as Dropout. (Ellen, 1984).

** High-risk Dropout**: students who are considered more vulnerable to permanently leaving school than is the average student (Cardon, 1998).
A dropout is a process rather than the result of one single event (Hunt, 2008),
Introduction

Major issues of Nepal (education sector):
- Access and Dropout in Primary public schools

 Dropout Data

Worldwide: 31.2 Million children
Southwest Asia: approx. 13.54 million
Nepal: ⋅⋅⋅

Out of total pop. of primary schooling age (5–10 yr) children, 38.8% dropout
(Index mundi, 2014)

(estimated possibility of re-join school: 0%)
Education system: 5-3-2-2

Literacy rate: 65.9% (M: 75% & F: 57.4%)

Primary school=NER: 84.9% (86.0%)

Drop out rate: 7.6%

Repeated rate: 19.9%

NERG1: 95.2% (95.1%)

Survival rate to G5: (82.8%)

Promoted to next grade rate: 72.5%

(FY2014)
Purpose

• to investigate the major reasons for Dropout in Nepalese primary public school.

• investigate the impact of teacher-student communication on “high-risk dropout” students.
Research Questions

1. What are the major reasons for drop-out in the primary level of Nepalese public school?

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?
Significant

• Focused on high-risk dropout students:
  The findings of this study gain attention for primary level students who might be at “high-risk of dropout”.
  Dealing with the barriers of high-risk school dropout children and bottleneck them is comparatively ‘approachable’ ‘victorious’ and ‘cost-effective’ than to reach the children who were already dropped out school. UNICEF (2013)

• The study gain attention for “high-risk of dropout” students of primary level schools, due to teacher-student communication that had not been studied yet in Nepalese context.
Methodology

1. Literature Review
2. Mixed Method (qualitative and quantitative)
3. Target Subjects:

   Public schools students, teachers and Principals

Students : 118 (valid 85)
Grade one : 49, Grade five: 69

Methods:
• Teachers including principals: Eight
• Paper–pencil survey: grade five students.
• One to one interview survey: grade one students
• Semi–structural interview survey : Teachers and principal.
Most affecting factors for high-risk dropout students

• Weak Economy
• Infant of infrastructure
• Frequent Migration issues
• Lack of teachers.
New Findings

- **Impact/Lack of communications**
- Migration for Income generating work (in/out side of Nepal)
- No gender gap
Important of communication with in classroom.

• There are many factors to dropouts, among which, lack of communication between teachers-students is one of them. (National dropout prevention center, 2011).

• The Lack of guidance and motivation from Teachers and severity of teachers, accelerate the act of dropout from schools. (Carol Chung, 2012)
Impact of communication on high risk of dropout

During classes, teacher and student are not taking any kind of communication.

5 major reasons are

1. one way communication system
2. curriculum focused learning / teaching pattern
3. Teacher’s evaluation
4. Punishment system and scolding
5. negative and evil image of Teacher’s created by parents
1. one way communication system

In all school and classed, the role of teacher is to speak and teach on his/her pest. At the other hand, students are suppose to listening only. This is the common pattern of teaching/learning in Nepalese government schools. (based on interview and sight visit)

Reason: To make deep listen and understand the lessons. (75%)

Result: There is almost no chance to communicate with each other.
2. curriculum focused learning / teaching pattern

All the teachers are more focused on completion of curriculum for each fix term. (100%)

Reason: Three Terminal Exam
Fix curriculum
Unscheduled strike (Nepal Banda and other holidays),

Result: so, the student along with teacher have almost no time to enjoy class and and do some extra activities during class. The most imp. fact is Teachers don’t even try to change the teaching pattern/pedagogy.
3. Teacher’s evaluation

**Reason**: Teacher’s efficiency is evaluated on the base of class silence. I.e. Noise of children’s high = Teacher’s efficiency/ grading Low (62.5%)

**Result**: Most of the teacher’s keep their classes in discipline and silent. I.e. mean no communication with children.
4. Punishment system and scolding

60% of teachers.. In public schools, giving punishment is very normal and everyone is used to it. (Thakur; 2010)

Reason: students were Physical punishment when they came late, incomplete H.W, personal talk, fight between students, don’t bring books, notes, and other stationary good.

Result: students were afraid to communicate with teachers.
### Teacher’s Punishment (fight and scold)

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![Bar chart showing percentages of responses to teacher's punishment](image)
**Teacher = scary image**

### Pupil age and teacher’s Image (cross Tabulation)

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### Communication with Teacher Cross tabulation

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*Research Findings*
Parents are more responsible to create an image (good/bad) of Teacher’s in children’s mind (75%).

**Reason:** Illiterate parents, ---self study, ---parents normal threaten to complete the Task. “finish the task/H.W. otherwise your teacher will Punish you.”

**Result:** almost everyday, parents are keep creating negative image of teachers in children’s mind.
Conclusion

There are various reasons for dropout especially in public schools of Nepal. Among those Various reasons, lack of communication between teacher-student is one of the major one.

• Students are not being able to learn and concentrate on their study at the absence of communication with Teacher.
• Teaching doesn’t mean that students are learning.
• Reason for Willing to Dropout: Distance (94.1%), Terminal Test (7%), Bulling (4%), work with friends (4%). Influence of friends founds very less effect, where early marriage, age, gender gap counts 0% effect.
• Reason of dropout vary according to grade.
• Lack of williness to communicate with each other (teacher- student) is very less.

![Bar chart showing reasons for dropout]
Discussion

• Migration (domestic/international)
• Dropout Reasons are vary according to Grades.
• Gender discrimination is not exist.
• Need Teacher’s behavior transformation and understating toward children rather than teacher’s rights.
• Need to reform the grade promotion system in Nepal. Such as Auto promotion.
Further research

• Need to focus on more group activities/work in/outside of classroom to create a fee communicable space. Instead of one to one communication one to all kind of communication is more effective.

• For that, transformation of teacher’s behavior and their effort can be more effective to keep maintain the interest of students on learning and school.

• Need to pay more attention for children’s behavior so that we can understand them to act against school dropout.
References


The Global Initiative to End All Corporal Punishment of Children www.endcorporalpunishment.org; info@endcorporalpunishment.org April 2014


URL


ユニセフ (1990) 『万人のための教育世界宣言』 ユニセフ。

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