

School Students' Perceptions on School Management and Pedagogical Approaches

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Abstract

This study investigates students' perspectives on teaching-learning pedagogy and school management techniques. The information was collected from 240 students attending schools in urban, suburban, and rural areas, across different grade levels. To get this data, a variety of research techniques were combined. Through surveys, interviews, and focus groups, the study looked at students' attitudes, beliefs, and experiences in the classroom. The results provide a comprehensive understanding of students' viewpoints on a range of school administration topics, such as classroom dynamics, teacher-student interactions, administrative policies, and the use of technology in the classroom. An extensive analysis was conducted to obtain a comprehensive understanding of students' inclinations, difficulties, and recommendations concerning instructional strategies, evaluation procedures, and the school's general ethos. The study underlines the value of taking into account students' opinions when making decisions about education and stresses the necessity of creating a welcoming and stimulating learning environment that can accommodate a wide range of learner needs. The implications for educators, policymakers, and school administrators are examined in this paper. It makes recommendations for improving teaching-learning pedagogies and school management techniques to support student engagement, academic achievement, and general well-being.

Keywords: School students, Teaching-learning pedagogy, School management, Classroom dynamics, Educational effectiveness.

1. Introduction

The school students' perceptions toward school management and teaching-learning pedagogy pertain to the attitudes, beliefs, opinions, and subjective experiences that students possess regarding the way their school is governed and the approaches employed for instruction and learning. Gaining insight into how students perceive and respond to various elements of their educational setting is crucial. The key elements encompass administrative policies, pedagogical approaches, classroom interactions, evaluation techniques, and the overarching school culture. An investigation into students' perceptions can provide valuable insights into the satisfaction, engagement, and effectiveness of the educational practices employed in their schools.

[Douglas College \(2017\)](#) says educational policy outlines academic handling procedures. The policy includes a purpose statement, policy statement, scope and definitions statement, and sometimes procedural guidelines. Competent educational leadership can enhance learning. Education reforms aim to improve instruction and learning. However, their methods differ greatly. Reforms aim to improve all schools in a district, state, or country ([Devita, 2004](#)). Educational policy implementation creates diverse experiences ([Viennet & Pont, 2017](#)).

[Fullan \(2015\)](#) examines educational policy implementation professionally. He emphasizes the importance of cautiously introducing new ideas, initiatives, or projects to change agents. External factors or active pursuit can cause this change. Implementation can be explicitly defined or gradually adjusted. It can be designed to be used consistently or deliberately to help users understand and respond to their situations. His perspective revealed two aspects: Moving between schools and the educational system

Nepal's present education policies have evolved and priority has focused on inclusion and increase in access to educational opportunities. Knowledge of technology and extended educational programs are necessary to improve the country's economic situation. The researchers can no longer remain outside of the world since they are integrated into the world. It requires constant advancements in education if people take and keep a position in the world. The development and advancement of the education system face several challenges. The school education system has been becoming more challenging due to a lack of scarcity of well-trained teaching staff in schools and universities. The product of the faculty of education in the universities is frustrating. [Smith et al. \(1995\)](#) illustrated that cooperation might be characterized as interactions between parties to resolve societal issues together rather than independently. Implementation of reforms to alter teaching and learning methods heavily relies on the attitudes and convictions of instructors ([Morris & Morris, 1999](#)).

Nepal's modern education system is one of the youngest ones in the world and functions within the political democracy established only in 1991. Although certain aspects of the system have been carefully thought out and are well implemented, others are still in their infancy and are only partially successful. There have been significant quantitative achievements throughout the last 50 years. Various studies conducted on the perception of students toward teaching-learning pedagogy and school management in different country contexts aim to investigate the school

students' perceptions regarding teaching-learning pedagogy and school management in Nepalese contexts.

2. Literature Review

The researcher analyzed the related literature, and policy documents, as secondary sources, and the field data as primary sources. Finally, meaning was generated from the results and findings as the outcomes of the analysis. The four policy dimensions were used to assess various policies developed in Nepal over time using policy theory as a theoretical framework. Different studies suggested that the size of classes, particularly larger classes, has had a significant influence on students' academic performance.

Considering the available information, it was crucial to establish high-quality policies that could effectively decrease class sizes while ensuring students' progress. To increase the efficacy of learning gains, teachers' motivation and effort can be improved (Mbiti et al., 2019). The impact of motivation on learning and guaranteeing the quality of education was explored (Filgona et al., 2020).

The researchers highlighted the importance of motivation in educational settings, as it plays a vital role in driving students to achieve their learning goals. Based on solid evidence, the motivation of students plays a crucial role in determining their academic progress in school. Altinyelken and Hoeksma (2021) argued that employing an active teaching-learning methodology improves the quality of education and fosters the growth of students' skills. According to them, active learning was defined as a pedagogical strategy in which students took full ownership of their education and actively participated in the learning process.

The school environment is crucial for fostering and improving intellectual abilities. An environment that promotes focus and productivity, with ample learning materials and a pleasant climate, encourages students to fully engage in their academic pursuits. As a result, exceptional academic accomplishments are achieved (Byoung-Suk & Christopher, 2012). Schools' educational resources have a big part to play in ensuring that students have equitable chances and reducing the impact of socioeconomic characteristics on academic performance. To ascertain the association between academic success and educational resources (Savasci & Tomul, 2013).

Ulumiyah and Gozali (2023) examined how word morphology and syntax form coherent sentences, emphasizing the importance of grammar in English language studies. However, many students, especially those in Vocational High Schools (VHS) and ESP learners, place less emphasis on grammar as a crucial part of their English education. Instead, they practice production rather than language acquisition. The study found that VHS students are positive about learning English grammar. They also like guided learning and their English grammar teacher's variety of methods.

Stranger et al. (2022) changed learning from in-person to virtual. This has greatly impacted the management of training courses and educational events that initially gave students an interactive experience on-site, such as interstate summer schools. This case study describes

how this French university's summer school was reorganized in less than three months while meeting its goals. Students' opinions on online instruction, pre-recorded business scenarios, virtual social gatherings, and technological solutions were surveyed using qualitative and quantitative methods. According to a thorough analysis of didactics and pedagogics, perceived value has two main concerns belonging, which relates to students' identity and academic background, and performing, which relates to students' expectations.

[Ramdhani and Kholidi \(2021\)](#) examined students' and teachers' views on online English classroom challenges and solutions during the COVID-19 pandemic. The results showed that students and teachers struggled with internet data and connectivity. Teachers struggled with technology and pedagogical issues like time management and teaching methods. Students also struggled with motivation and understanding. Online learning during the COVID-19 pandemic, especially in rural areas, has presented challenges for educators and students. This has inspired them to actively seek solutions and communicate their positive wishes to educational institutions and stakeholders.

[Popa and Topala \(2019\)](#) found that teachers were dissatisfied with student engagement, motivation, and family-school collaboration. The evidence in that study contradicts existing beliefs. The study asked preadolescents what skills a good teacher needs. A rigorous qualitative transversal study was done. Responses showed students were highly engaged in learning. Many students wanted success and fun. Students value instructors who clearly explain new concepts and listen to their input and nonverbal cues. They value professionals who can communicate well, use constructivist methods, and manage student groups.

[Parmana et al. \(2023\)](#) surveyed students and teachers about the COVID-19 pandemic. That paper applied qualitative descriptive methods like interviews, questionnaires, and documentation. They identified four Kejar.id concerns during teacher interviews. Those include accommodating different learning styles and cultures, developing effective e-learning strategies, addressing technological issues, and improving time management.

[Olokwani et al. \(2022\)](#) examined how a strong command of English improves teaching and learning. A concurrent triangulation design was used in the mixed methods study. Secondary school teachers and students were surveyed, while school heads and English department heads were interviewed. Expert evaluation in the field established the study's validity, while the split-half method determined its reliability. The study suggests that it would be beneficial for the school administration and the Ministry of Education, Science, and Technology to support instructors by offering incentives, teaching materials, and physical infrastructure during the implementation of the LCP.

[Jimola \(2024\)](#) conducted a study on the methods employed by instructors of Literature-in-English. The survey study utilized four research tools. The data obtained from this research was analyzed using both descriptive and inferential statistical methods. The study found that English literature instructors employed various teaching methods, including delegation, facilitation, and serving as role models. However, the frequency of using expert and formal authority styles was quite low. The findings indicate that the instructor's teaching methodology plays a crucial role in predicting students' academic performance and attitudes towards

literature-in-English. That study has important pedagogical implications and stakeholder recommendations for education.

[Saunders et al. \(2022\)](#) ignored other stakeholders and focused on shareholders. Thus, students who value social responsibility are in demand. They use a rigorous measurement model to understand students' ethics and social responsibility views. They advise business schools on how to use cutting-edge teaching methods to meet student's unique needs and foster social responsibility and commitment. To improve social responsibility perceptions in students with weak prosocial values, they suggested indirectly influencing their attitudes or directly adjusting their value system rank order.

[Bancong \(2023\)](#) examined high school physics teachers' thoughts on thought experiments. Thirty urban and rural physics teachers participated in this study. The analysis suggests that physics teachers value thought experiments in atomic theory and relativity. Teachers love teaching thought experiments. Teachers acknowledged the challenges of incorporating thought experiments into education. They suggest collaborative thought experiments to encourage students' idea-sharing.

[Aldossari and Altalhab \(2022\)](#) surveyed 114 secondary female English teachers via Google Forms. The goal was to understand these teachers' views on Saudi public school distance education during COVID-19. The results showed distance learning worked. Participants preferred in-person instruction over remote distance learning based on personal experience. Distance education encourages active class participation, especially for introverted ones. Technical issues, evaluation concerns, a higher workload, and some students' decreased motivation to learn have also plagued them. Distance education should be improved by training teachers in technology and teaching methods and providing students with online learning support.

This review examines students' views on school management and teaching-learning pedagogy. It emphasizes the importance of student perspectives in school administration and teaching strategies. Student satisfaction, classroom environment, teacher-student interactions, curriculum design, and engagement are the main themes. The review also stresses the importance of school culture, educational leadership, and student-centered learning on students' perspectives and academic success. There is a dearth of research in Nepal on the issue that has been recommended. This study is of substantial significance to a broad variety of persons and organizations, including academics, politicians, educators, members of civil society, businesses, government officials, and international communities. Indeed, it is pertinent from the point of view of both academics and policymakers.

3. Research Methodology

The study employed a mixed-method research approach, specifically targeting school students as the population of interest. The methodology employed to select participants (students) for the study will be elucidated. Examine the specific criteria employed to determine the inclusion or exclusion of subjects in the study, as well as the sampling techniques utilized, such as

random sampling and stratified sampling. The study presents a comprehensive elucidation of the sequential procedures entailed in formulating and disseminating surveys or questionnaires to acquire insights from students.

Elucidation of the underlying reasoning for the questionnaire design, encompassing the selection process for questions and response formats entailed thematic analysis, content analysis, or other qualitative methodologies. The ethical factors associated with conducting research involving school students, including acquiring informed consent, safeguarding confidentiality, and reducing potential harm or discomfort were thoroughly maintained.

As per Creswell (2000), it covers a variety of study models that employ distinct methods and processes. The research design in educational research is highly advantageous in both qualitative and quantitative approaches, as it places a strong emphasis on exploring contextualized meanings. This method allows for the exploration and examination of specific areas of interest and research inquiries as the study progresses.

Population, Sample, and Sampling Techniques

Most representative study samples were obtained by applying a well-defined set of procedures that define the target population by choosing a sampling method and determining the sample size (Hair et al., 2007). The target population was identified by gathering information regarding basic and primary education from different public schools. The researchers selected 120 students from 10 schools in the Kathmandu district by using purposive and convenient sampling techniques as the respondent for the study. Information was collected through questionnaires with prospective students. According to Flick (2009), observation of participants' speech is another key data source.

The secondary data were acquired from pre-existing documents and archival study material. The researchers collected secondary data from a range of sources, such as published books, journals, regulations, plan papers, and study reports. The collection and cleaning of primary data were conducted with the use of statistical software. Afterwards, the data was organized and analyzed. The data obtained in this research was utilized to create descriptive statistics.

4. Results and Discussions

This section offers a comprehensive analysis of the data gathered from the questionnaire survey, followed by a detailed explanation of the findings. The data were analyzed using the SPSS-24 Version to investigate the research topic of the study.

Student Perspectives on Education Management in Schools

Students perceived that there was a provision of free education in the schools. Table 1 presents the details of the provision of free education policy.

Table 1. Toward the Provision of free education policy

Responses	Frequency	Percent
Admission and monthly fees	16	13.33%
Books and stationary materials	41	34.17%
All frees	6	5.00%
Extra classes and computer fees	23	19.17%
Food and drinking water	6	5.00%
Books and Uniforms	23	19.17%
Others	5	4.16%
Total	120	100.00%

Source: *Field survey (2021)*

Following the free education policy, the students were provided with books and stationary materials, the study found that only 34.17% of students were getting books freely, and 19.17% mentioned that they got books and dress free in their attended schools. There was also mention of admission fees, and monthly fee provisions provided to the students. There was free food provision for 5.00% of the students. Alongside, the facilities of the library, stationeries, science labs, and computer lab are freely available in the school. Likewise, Maximum of the students (19.17%) mentioned that they had to pay the admission fee and exam fees.

Table 2. Contents of pay charges

Response	Frequency	Percent
Admission fee and exam fees	30	25.00%
Computer fees and coaching fees	26	21.67%
Annual fees	13	10.83%
Books, Admission fees, and Exam fees	15	12.50%
Canteen	4	2.92%
Exam fee and Coaching fee	11	9.17%
Exam fee, coaching fee, tie and belt free	17	14.17%
OPT math and Computer fees etc.	4	3.33%
Total	120	100.00%

Source: *Field survey (2021)*

Nepal’s constitution and education policy have ensured the provision of free and compulsory Basic and Primary education to all school-age children. However, educational institutions have been charging fees on different headings rather than monthly fees. Most of the students (25%) reported that schools were charging fees on admission and exam fees while 21.67% answered they had to pay for computer and coaching classes. The schools were charging on books, canteen, exam fees, Opt. Maths and so on (Table 2).

Table 3. Types of scholarships

Scholarship	Frequency	Percent
No Scholarship	68	56.66%
Dalit Scholarship	15	12.50%
For Dalit and Female students	13	10.83%
For deserving and female students only	2	1.67%
For female student	9	7.50%
For Indigenous Student	2	1.67%
For poor and talented students	7	5.83%
Disability scholarships	2	1.67%
Others	2	1.67%
Total	120	100.00%

Source: Field survey (2021)

Regarding the scholarship, most students were not getting any scholarship (56.66%) besides free education. There were the provisions of Dalit scholarship, female scholarship, indigenous scholarship, poor and talent scholarship disability scholarship, etc. As per the responses from the students, there were only limited scholarship programs for certain determined categories (Table 3).

Table 4. Opinion toward supplementary books

Subjects	Frequency	Percent
All subject books available	14	11.67%
Biography and GK	12	10.00%
Computer and religious books	18	15.00%
Computer lab, Science lab, and Library	19	15.83%
Grammar books in English and Nepali	11	9.17%
Poems, Political books, and history	8	6.67%
Science instruments	3	2.50%
Set book and question banks	8	6.67%
Storybooks, poems, and History, political books	6	5.00%
Subject related materials	17	14.17%
Supported reading materials	4	3.340%
Total	240	100.00%

Source: Field survey (2021)

As per responses by students, there were other supplementary materials such as all subject books (11.67%), computer and religious books (15%), computer lab, science lab, and library (15.83%), grammar books in English and Nepali medium (9.17%), other subject related books (14.17%) as well (Table 4). However other essential materials such as dictionaries, globes, maps, literature books, books related to culture, and the Sanskrit language were not sufficiently

available in those schools. As per inquiry toward the conditions for textbooks and teaching learning materials, there is sufficient available (60.42%) while 39.58% ignored this statement.

Table 5. Problems regarding the availability of curriculum and textbooks

Options	Frequency	Percent
Books are not available on time	21	17.50%
Delay in the distribution of books	24	20.00%
Lack of sufficient books	18	15.00%
Financial problem	10	8.33%
Lack of Materials	17	14.17%
Locally not available	5	4.17%
No problem	10	8.33%
The school does not provide the quality of the book	6	5.00%
Time Management	9	7.50%
Total	120	100.00%

Source: *Field survey (2021)*

As per [Table 5](#), students complained about the curriculum, textbooks, and other materials. The books' late availability affected 17.50% of cases. Additionally, 20.0% of books were distributed late. In 15.00% of cases, books were scarce. Essential materials were scarce in 14.17% of cases. Finally, 4.17% of books were unavailable locally. Additionally, 7.50% of respondents had time management concerns ([Table 5](#)). About 72.92% of students said the library was good and sufficient. Regarding the library, few students said their school libraries were inadequate. Students had different views on school tiffin management. Around 40% of students supported this facility, while 60% opposed it. The students also received supplementary educational materials in the school. Mostly, the students received additional subject-related materials, computer lab, science lab, library, stationery, and other study materials.

Table 6. Extra-curricular activities in the schools

Responses	Frequency	Percent
Volleyball, Badminton and football, table tennis	21	17.50%
Handwriting competition, Quiz contest, poem, speech, debate/dialogue, spelling competition, drama	30	25.00%
Dance, sing,	9	7.50%
Sports week and extra-curricular activities	16	13.33%
Drawing competition	10	8.34%
Chess, Ludo, High Jump, Long Jump, spoon race, banana eating competition, musical chair	18	15.00%
Friday entertainment programs	16	13.33%
Total	120	100.00%

Source: *Field survey (2021)*

Similarly, students were getting opportunities like games like football, badminton, and volleyball; and programs that include quizzes, dance, singing, drama, debate/dialogue, handwriting competitions, and other activities in the school for the overall development of the students (Table 6).

According to the students in regards to the challenges indicated the lack of materials, delay in receiving the books, availability of the books, delay in the receiving of the study materials and financial problem are prominent. Similarly, there was a problem with the condition of library management and the availability of books, few students mentioned that they were having trouble in terms of the library access and availability of books in the library. The greatest challenge as mentioned by the students was the lack of materials needed for school due to time management and management problems.

Students' Perceptions towards Teaching Pedagogy

Different studies examined the educational value of educator tools and methods. More teachers are using a student-centered approach to improve learning and program satisfaction. Most of students participated in discussions and attended lectures. Singing, acting, and other extracurricular activities were popular with students. Most students were comfortable with the teacher's language. The teaching load reflects schools' high-quality education.

Teachers are responsible for teaching subjects within their area of expertise, which makes up of their duties. In addition, a significant majority of instructors are tasked with teaching multiple courses. Some of the students did not respond to the question. This indicates that the professors were engaged in multiple areas of instruction. When assessing the quality of education, it was observed that a significant majority of students displayed a favorable inclination towards reading. On the contrary, a student expressed a different viewpoint.

Table 7. Enhance the interest in reading

Responses	Frequency	Percent (%)
Availability of reading materials in school	20	16.67%
Build interest and a reading environment in school	15	12.50%
Entertainment and Discipline	7	5.83%
Focus on study and teaching methodology	10	8.33%
Good relationship between teachers and students on study	13	10.84%
Maintain discipline and follow the teacher's instructions	11	9.17%
Motivated students to study	10	8.33%
Need to change teaching pattern & students should work hard	8	6.67%
Sports will encourage for study	10	8.33%
To make availability of educational instruments	6	5.00%
No response	10	8.33%
Total	120	100.00%

Source: *Field survey (2021)*

To create reading interest, 16.67% of students emphasized the availability of reading materials, and 12.50% stressed building a reading environment in the school, establishing good relationships between teachers and students, focusing on the study (10.84%), motivating students to study (8.33%) as well (Table 7).

Most of the students ignored their parents visiting their schools whereas 42.9% of students said that their parents visited their schools. As reported by the majority of students, parents did not pay importance to visiting their child’s school due to their socio-economic problems. Regarding the guardian's visits to schools, most of the guardians visited their children's schools on parent’s day whereas few students said that their parents did not visit their school because of ignorance while some students did not pay attention to this inquiry. This response reflects that parents seem less conscious of their programs and studies. Regarding support by guardians, almost all the students were supported by their guardians whereas few students had not been supported by their guardians.

Table 8. Techniques of supporting parents to their children

Response	Frequency	Percent
Buy essential materials	30	25.00%
Buy essential materials for study and help me in my study	10	8.33%
Give time to study at home and support doing homework	30	25.00%
Help to learn and read	7	5.84%
Make a timetable for study & motivate me to study	24	20.00%
Provide a favorable environment for the study	12	10.00%
Time management	1	0.83%
Tuition & others	6	5.00%
Total	120	100%

Source: Field survey (2021)

When it comes to supporting children, a significant number of students, 25% to be exact, mentioned that their parents played a crucial role by purchasing the necessary materials. Additionally, 20% of students shared that their parents were actively involved in motivating them to study. In addition, a quarter of students mentioned that their guardians provided support by helping them with difficult homework tasks. Here is the information displayed in Table 8. Over half of the students (51.2%) did not encounter the problem of repeating classes. Nevertheless, a considerable percentage (28.7%) chose not to provide a response to this statement. However, 19.2% of students admitted to experiencing the challenge of repetition due to various factors such as financial difficulties, poverty, lack of awareness, and more. Schools need to develop a common responsibility for student performance in the education system to form partnerships with parents and respond to the student’s integrated support system. As a result, it increases parental involvement, facilitates parental efforts to support the school, and directly contributes to the success of the education system. Usually, guardians help students in their studies, by making a timetable for study, giving time to study at home, helping

in study, providing study materials and giving time to study. Parental participation in students' education begins from home by providing a safe and healthy environment, suitable learning opportunities, and support with a positive attitude toward school.

Perception of Racial Discrimination in the Student's Enrolment

The social status of different groups of people is determined by their origin regardless of gender, age, color, religion, etc., and their contribution to the prosperity of the world through labor. Despite the legitimacy of natural equality, there are several forms of discrimination within the family. The students (2.9%) perceived that there was racial discrimination in the student enrolment. However, this is on the lower side of the responses. The majority of them (82.9%) perceived that there was no discrimination about the students' enrolment in the schools.

Perception Towards the Punishment System in School

For a long time, schools have been connected with discipline, whether corporal punishment or whatever else it may be called. Punishment is related to something unpleasant and vexing. Teachers and educators have often advocated for the abolition of physical punishment in classrooms because pupils are burnt and fearful of it. Punishment is defined as being subjected to a painful stimulus or having a pleasurable stimulation withdrawn as a result of engaging in bad behavior (Mwamwenda, 2004).

The majority of the students (45.00%) mentioned that the schools were still using the punishment system to control the students while 37.9% said no and 17.1% of the students did not respond toward the punishment system.

Table 9. Causes of punishment

Punishment Areas	Frequency	Percent
Fighting with friends	5	4.16%
If a student breaks the school rules	2	1.67%
Incomplete homework	22	18.33%
Indiscipline	19	15.83%
Indiscipline and incomplete homework	2	1.67%
Restrict entering the classroom if someone fights	2	1.67%
No response	68	56.67%
Total	120	100.0%

Source: Field survey (2021)

About 18.33% of students said schools punished them for not doing their homework. Additionally, 15.83% of students reported being disciplined for lack of discipline. Students were punished for breaking school rules/not doing their homework (Table 9).

Student respondents disagree about following the code of conduct. Even though they helped create the code, students are not following it. They suggested reevaluating the school's education policy to include a student-centered policy. They also discussed the current

educational policy in schools and its limited impact on teaching and learning. Students worked to improve teaching-learning.

5. Findings of the Study

Towards teaching pedagogy, most of the students prefer to study Computer and English to Mathematics. However, most of the guardians wanted to teach their children in English language. During the conversation about the school's involvement in teacher development, the instructors mentioned that the schools arrange various training sessions, seminars, workshops, and tours to help improve the teachers' abilities and knowledge (69.70%). However, a significant number of instructors, approximately 12.12%, reported that schools do not offer any opportunities for teacher development.

- It was not found that the teachers were provided with adequate opportunities for development and growth which is important for empowering a teacher. As per the students, there was academic support provided by the government for school education as well. The help like curriculum and teaching materials provided (34.58%), followed by teachers training (25%).
- Likewise the responses from students, different stakeholder extends their help by participating in the school by giving educational materials (25.00%), by giving financial/donations support (23.75%), by exchanging expertise and experiences (22.08%) as well as participating in the school education-related programs (22.92%).
- Most of the students perceived that free education is provided in the schools. Students were provided with books and stationary materials, only 34.17% of students mentioned that they were getting books free, and 18.75% mentioned that they got books and dress free in their attended schools. There was also mention of admission fees, and monthly fee provisions provided to the students.
- There is a mention of the provision of free food in the school by 5.42% of students. Alongside, the other mentioned that there were library fees, copy, pen, and computer fees in regards to the free provisions in school education. Likewise, some of the students (18.75%) reported that they had to pay admission and examination fees.
- Nearly 25 percent of students (25%) reported that schools were charging fees on admission and exam fees while 21.67% answered they had to pay for computer and coaching classes. The schools were charging on books, canteen, exam fees, Opt. Maths and so on.
- Regarding the scholarship, most students were not getting any scholarship (68.75%) besides free education. There were the provisions of Dalit scholarship, female scholarship, indigenous scholarship, poor and talent scholarship disability scholarship, etc. As per the responses from the students, there were only limited scholarship programs for certain determined categories.
- Students reported dissatisfaction with curriculum, textbooks, and other materials. Untimely book availability caused 16.25% of the problems. Book distribution was 20.0% late, worsening the situation. 15.41% of the issues were caused by a lack of books. Materials

shortages caused 14.17 percent of issues. Locally, books were scarce (4.17%). Time management (7.50%) was another issue.

- The majority of students focused on the problems of books and study materials and time management (13.75%) whereas 10.83% raised the issue of financial problems, 7.92% management problems, resources limitations (11.25%), playground problems (8.34% as well).
- There was a problem with the condition of library management and the availability of books, 15% of the students mentioned that they were having trouble in terms of the library access and availability of books in the library. The greatest challenge as mentioned by the students was the lack of materials needed for the school due to time management (13.75%), and management problems (7.92%).
- The perception of the students least like the particular subjects due to difficulty in study (14.17%), difficulty in understanding (10.42%), complexity (14.58%), lack of computer (13.75%), lack of computer and practical facility at school (12.92% as well were the causes of least like of the subjects.
- To create reading interest, 16.25% of students emphasized the availability of reading materials in school, building a reading environment in school (12.92%), establishing good relationships between teachers and students, focusing on study (10.42%), and motivating students for study (8.75%) as well.
- As remarked by the students, most of the guardians (82.5%) were been informed of the compulsory and free education in terms of all children's rights as quoted in the constitution and education policy as well as acts.
- Over 20% of students reported receiving financial assistance from their guardians for purchasing necessary materials. About 16.25% of students said their parents motivated them to study. Additionally, 12.92% of students said their parents helped them with difficult homework.
- Note that 2.08 percent of students did not respond. Many students (18.33%) were punished for incomplete homework, while 15.83% were punished for disciplinary issues. Students were often disciplined for mistakes, especially if they violated school policies or neglected their assignments.

6. Conclusions

A well-planned and successful pedagogy is essential for supporting students in more effectively learning and developing higher-order thinking skills. The learning process is examined in this section, as well as how it might be advanced through the employment of evidence-based teaching practices in the selected schools. The most common teaching approach was analysis, interaction, and presentation, followed by criticism and discussion practicals, field trips, and project work. The teaching and learning are supported by the teacher-student ratio. The teaching load reflects the level of education delivered in schools. Instructors were in charge of

teaching subjects linked to them, and many teachers were in charge of teaching several subjects.

The student's enthusiasm for reading was high when compared to the quality of instruction delivered. The majority of students (50%) choose to study computer and English, followed by Nepali and English. Math, on the other hand, was the least popular subject in schools. The majority of the sessions were held at least once a year, and teachers stated that they only held them when necessary. The compulsory and free education was communicated to the guardians. Nobody can be forced to do the impossible, thus guardians who cannot afford to send their children to school cannot be forced to do so.

There was a system in place to address issues caused by students who did not follow school rules and regulations, or complete their assignments. The students believe that they must concentrate on their studies. The majority of guardians were interested in their children's studies and visited school, especially on guardians' day. The majority of pupils stated that the schools continue to use the punishment system to maintain control over the students.

Understanding students' views on school management and teaching-learning pedagogy is essential to improving educational outcomes. As per the study, students' perceptions include classroom dynamics, teacher-student interactions, curriculum design, and school culture. This study prioritized marginalized student populations and digital learning environments' effects on students. To create inclusive and nurturing schools, teacher training, professional development, and student welfare are essential. The study suggests that educators and policymakers can improve school administration and teaching to address research gaps and prioritize student perspectives and experiences, improving student achievement.

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