Education to Work Transition: An Interpretive Inquiry of Status and Struggle of Pahari Youth

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Abstract

Education to work transition is the phase encountered by youths while moving to labor market in search of job. This study was conducted to examine how Pahari youths in Badikhel's Godawari Municipality-4 transition from higher secondary education to employment using a qualitative interpretative inquiry as a research paradigm. The research explored the experiences of Pahari youth who dealt with evolving circumstances, beliefs, and perceptions over the time transitioning from school to work. The theoretical bases of the study are Social Cognitive Career Theory, Capability Approach, and Schlossberg's transition theory. Following the theoretical sampling method, 5 participants were selected purposively as a sample for the study. Two males and three females were chosen by applying the purposive sampling method. In-depth semi-structured interviews were conducted and categorized themes into three categories; social and economic situation, the importance of support in a transition period, and uneven transition of Pahari youth. The study found that Pahari youths are struggling to pursue higher education due to financial problems, family issue, social pressure and the like. Because of this, transitioning Pahari youths from education to work is very challenging. They cannot complete their education, which limits the skills related to the professional sector. As a result, getting engaged, even in a small part-time job with few wages, has become essential to sustain their lives and their families. Despite this, Pahari youths are found aware of these challenges and trying to overcome the situation. This study suggests the government prioritize the Pahari community for education, which could benefit Pahari youths to get the higher qualification and find better employment opportunities in the long term.
Keywords: Pahari youth, school-to-work transition, interpretive inquiry, youth struggle

Introduction

In the twenty-first century, most youths in developed nations are increasingly facing difficulties in employment (Wanjohi, 2014), and at crucial moments, such as when transitioning from

education to work (OECD, 2000). Graduating from school to first employment is a significant personal and professional transition in a student's life. Transition and change are necessary parts of life as both are exciting and stressful. However, transitions may adversely affect and challenge (Sperling, 2012) when individuals move out of their familiar environment (Kashdan & Rottenberg, 2010). They may feel happy or have unpleasant thoughts, or a combination of both, with pleasures and difficulties that keep people's minds engaged and find it challenging to perform in life.

Research has shown that low achievement in school, failure to complete yearly school courses, socioeconomic background, and disabilities were all associated with high rates of difficult school-to-work transitions and difficulty finding work (Lamb & McKenzie, 2001). According to Jeffrey and Young (2012); Chen 2018; Juárez and Gayet (2014), young people are becoming more vulnerable to directorial things that contribute to deficiency and societal disparity as a result of the growth in educated youth unemployment that is delaying the transition to social adulthood. The transition of Pahari youth from education to employment is significantly influenced by economic issues he children can pursue and complete their higher education when a family is in good financial standing. This helps them assured the abilities obligatory for employment that is assured.

Nowadays, the transition from school to employment is frequently depicted as long and risky, in contrast to the short and simple path from childhood to adulthood. Moving from school to one's first job opportunity is a significant step in a student's life, both professionally and individually (Hodkinson et al., 1996). Some Pahari youths with the importance of education have been able to graduate as they want to build their professional careers in the future. At the same time, some are motivated to graduate higher education for employment and future security. As cited in Marcía (2014), aligning a better knowledge of these consequences with Schlossberg's Transition Theory (1981) helps people understand difficulties that affect adults in transition.

The transition from school to work is something that Pahari people go through. Pahari youths who have taken the SEE or are in higher secondary school are employed both formally and informally. Even though they are unable to continue their education while working or they do so for a variety of reasons to this end, they are still getting the job. To the study of Adhikari (2022), the Pahari individuals are changing careers while still working in their traditional occupation, which is mostly bamboo enterprises, as a consequence of several reasons, including education, the financial system, human capital, culture, and tradition.

Due to their lack of access to education, Pahari youth drop their studies and seek employment in informal markets. Joblessness is another factor to take into account because it is a significant problem in the transition from school to work for young people. While some of them are obtaining formal employment, such as working in NGOs or teaching, and others are working

informally in industries like farming, business, self-employment, and wage labor. SEE, or Higher Secondary graduates among the Pahari youth, are employed in jobs that do not match their level of education. Due to many reasons, they do not go for formal employment like government-based jobs. Though they are gaining short-term jobs, or it can be said that education leads them to gain jobs, either formal or informal, graduates still cannot get formal employment as per their academic qualifications.

On the other hand, the lack of opportunities and resources in the majority of rural areas has acted as a driving force for transition. In this regard, this research using an interpretive inquiry paradigm is conducted to explore the transitioning situation of Pahari youths from secondary-level education to work in Godawari Municipality, -4, Badikhel. Further, some specific objectives of the study are to answer how Pahari youths experience their transition from education to work, what is the socio-economic condition of the Pahari youth who have gone through the education-to-work transition period, and what kind of support they receive during their struggle and how do they cope with the challenges during their transition period.

Literature Review

The transition from school to work refers to the period between the end of individuals' enrolment in initial education or training and their stable and secure settlement in the labor market (Wolbers, 2014). The significance of education in enhancing the labor market is that individuals with higher academic qualifications/ education have a greater possibility of getting a job. However, the current mainstream education, which focuses on generic abilities, does not necessarily align with job market demands. The education-to-work transition became a leading issue in youth research when, and because, pre-1939 rates of youth unemployment returned to Europe during and after the 1970s (Roberts, 2018).

Dietrich et al. (2022) conducted a household-based panel survey of 13,969 Australian 15 years or old individuals. The investigation was made from 2001 to 2018. Based on life course theories, they analyzed subjective well-being during the sensitive period from school to work transitions. With three analytical steps (fixed effects regressions, fixed effects impact functions, and a set of robust checks) of a total of 28,082 records of the survey, the study revealed that students' subjective well-being increases when they transition towards employment while it decreases if they cannot transition towards employment. The study also revealed a decline in subjective well-being during secondary education and decreases further after the individual leaves school. Considering gender, the study found that dropouts and subject well-being decrease among females during secondary school, while among males, it decreases while transitioning from school to work.

French research conducted by Giret et al. (2020) analyzed the school-to-work transition of young people who are not in employment, education, or training (NEETs). The study found that more than half (70%) of young people experienced a NEET status at least once over three

years period. However, for most of the young people, it was a temporary situation, but still, a quarter of the young people were in the NEETs group for over three years. A study adapted and applied the Psychology of Working Theory to the specialties of the School-to-Work transitions (STWT) process.

Masdonati et al. (2021) explored the variables that impacted the continuation or discontinuity of work among young, rural-urban migrant workers at call centers in Kathmandu. They found that financial constraints were the major factor that influenced the decision to continue working. Future-oriented aspirations and demanding schedules were demonstrated to be the main factors influencing the decision to discontinue work among young rural-urban migrants. The decisions based on these factors were not that straightforward, though. The analysis of the factors revealed the complex situation and experiences of rural-urban migrants in their education-to-work transition and the participants' understanding and meaning of this process. The findings also show that the education-to-work trajectories could be linear and smooth for some and non-linear for others depending on access to resources. In addition, Rosvall (2022) stated that important factors for successful transitions may include short distances between school institutions (facilitating information flows); collaboration between teachers, other professionals, and students, and clear options for students.

Similarly, a study by Basnet et al. (2020) analyzed the experiences of youth transitioning from education to work in rural-urban migration in Nepal. The study evaluated four distinct patterns (short educational paths leading to jobs and underemployment, integrating education and work, and school, work, and returning to education) that represented the young rural-urban migrants' transition from schooling to employment in Nepal. The study found that those patterns were significantly affected by two factors: required waiting periods and immigration to the city.

The empirical reviews highlighted different socio-economic statuses and livelihoods of different social groups and the similar applies in the case of Pahari communities. However, it is hard to find any concern about the schooling transition phase faced by Paharis. In line with this, this paper has tried to explore the status and struggle of Pahari youths experiencing education-to-work transition.

This study is based on Schlossberg's Transition Theory, Social Cognitive Career Theory, and Capability Approach. Schlossberg (1981) defined the transition theory in the context of an adult development theory that focuses on how people deal with and adapt to transitions throughout their life. He defined transition as "an event or non-event that results in a change in assumptions about oneself and the world and, as a result, needs a matching change in one's behavior and relationships" The theory classified transition into three types: Anticipated transitions, Unanticipated transitions, and Non-events transitions. Further, Schlossberg (1981) offered 4S (Situation, Self, Support, and Strategies) components that one experiences in the transition phase. These 4S are taken as a framework for the study to explore the experience of Pahari

adolescents while transitioning from school to employment and to describe how they cope with the changes.

On the other hand, social cognitive career theory based on Bandura's (1986) social cognitive theory assisted this study in the development of several initiatives to create and evaluate treatments focusing on various aspects of Pahari youth career development during the transition period. Similarly, the study took consideration of the capability approach as it focuses on the capacity to attain valued resources and opportunities that comprise lives, and, more broadly, freedom to support purposes one has reasons to value.

Research Methodology

This qualitative research is based on the interpretive research paradigm. Interpretivism supports knowing other people's lives and cultures. Interpretivism allows one to see the world through the lens of participants' perceptions and experiences (Thanh & Thang, 2015) and includes the researcher's feelings, thoughts, and knowledge, which is a key part of the research study (Cohen et al., 2000).

The philosophical framework of the study is based on axiology, ontology, and epistemology. As there is variation in every individual, the single reality would not be significant to know about the transition experience from education to work. This study explored the individual perceptions, opinions, knowledge, and understanding of the research issue that demanded the analysis of multiple realities (Creswell, 2012). The data required are gathered by a two-way process: the researcher became part of the knowledge-generating and meaning-making process based on the ground that epistemology assumes that researchers can not separate themselves from what they know. It is done by interacting with Pahari youths in various contexts, such as individual perceptions, practices, and experiences. Further, the study believes in different people and their different perspectives of the world (Willis, 2007). So far the concern of axiology, equal value was given to all the participants, they listened carefully to what they said in all their voices without any bias.

Badikhel area of Godawari Municipality has been selected as study place of this research. I, as a researcher, also belong to the same place and felt convenient in selecting it. Following purposive sampling method, 5 participants were selected purposively as a sample of the study. Two males (Lokendra and Rajan) and three females (Pooja, Sabina, and Preeti) were chosen. Gender-inclusive participants are of above 25 years of age, have discontinued their study, and transited into work. Required data were collected in September and October 2022 by using in-depth random and open-ended interviews (Kim, 2019) with key participants (Patton, 2002).

Information Generation and Meaning-making

The face-to-face interview was taken for 30 to 45 minutes for each participant, and sometimes virtual. Participants were observed during the interview and took field notes accordingly. Varied information and participants' sharing from interviews, observation, and field notes were recorded following a systematic guide to coding prescribed by Saldana (2015). Some codes were created based on the concepts that the participants had discussed. Other themes were also been coded according to several explanations and categorized as emerging themes. Finally, each coding category was named and grouped them depending on how similar they were. After that, all the transcribed data were edited with the original record, also to check if there was anything left out. Then a detailed analysis was done with the coding process under different topics or themes (Creswell, 2007). All those emerging themes and sub-themes were described in a narrative so that the findings would be materialized rationally and originally from the participants' responses and expressions. Some important ideas from the participants were also considered while developing the final theme. Then the data were analyzed based on theories, policies, literature, and some own experiences of the researcher. Creswell (2007) claimed that the researcher's background plays an important role in her dependability towards a theoretical lens.

The study is claimed to be credible as the entire research work and the stages were purely aimed to understand the participant's perspectives.

Findings

Social and Economic Situation during the Transition Period

A family's socioeconomic condition determines the path youth take as they complete their education and move toward job opportunities (Mistry & Elenbaas, 2021). Though families could experience uncertainty and vulnerability when young people transition to adulthood while seeking autonomy (López et al., 2021), family support is recognized as a social protective function (Thomas et al., 2017).

Lokendra, the one with hope

Lokendra is the son of a shopkeeper father, a housewife mother, the brother of two sisters (one married), and a brother. Besides, his parents are engaged in preparing traditional baskets (made of bamboo) too to manage their hardly fulfilled financial needs. His elder brother is in Japan studying along with a small part-time job. Just as others do, his parents had taken a bank loan to send him abroad. Lokendra takes his brother's stay abroad as a moment of pride for his middle-class family.

On the other hand, once, Lokendra had been a student of Economics at the bachelor's level. Despite his interest in pursuing further studies, he had to drop out due to an accident with his mother during rice planting season. This situation triggered him to transition towards seeking

employment opportunities. The last five years of transitioning from education to work at Lokendra were bitter. He joined short-term technical courses in the hope of getting a better job. He has got some opportunities too but due to not having a personal vehicle, a low stipend, and high transportation cost, he left that and now searching for another.

Lokendra's transition to employment opportunity was off-timed since he was unable to continue his education. Lokendra's role changed from being a student to one seeking employment opportunities. However, Lokendra is in a temporary situation as he can try to seek job opportunities. Besides the stress of being unemployed and having trouble continuing their education, Lokendra faced other stressors in life, such as the situation raised by the COVID-19 pandemic that caused his family member's health to fall and create chaos. However, he hopes that things will get better slowly and states the "*pandemic made me learn ……….. to be prepared for any situation which may change every individual's life".*

Unfulfilled Dream of Sabina
Like Lokendra, Sabina belongs to a middle-class joint family. Her grandparents were purely farmers, they used to take land on rent to farm. Her father started farming following family work. Due to the illiteracy of both her father and mother, they had to work hard from morning to evening to fulfill their dreams of educating their daughter: Sabina. She explained the context by saying that "w*ith day-to-day hard work, my father saves some money to get a quality education for me……. so that I would not get any difficulties in my coming life."* So, they admitted her to a private school.

Her parents gave birth to a son while she was in grade four. This increased their regular expenditure. Meanwhile, her grandfather undertook heart surgery but unfortunately passed away after a year. To educate children, repay the loan that was taken for the treatment of her grandfather ad manage a good shelter for the family, Sabina's parents started a restaurant in a rented house by taking a loan. However, the Gorkha earthquake damaged the house where they had been running the restaurant. After six months they restarted business near the old restaurant but not functioned properly. She explained the consequence as "*Due to weak economic conditions, I could not join the nursing course. I remember that it was a painful moment for me. Even in grade 11, I did not score better because I was frustrated with my life.*

As a result of the weak financial position of her family, Sabina was triggered to transition from her education to work early in her life. She started her journey to employment while studying in grade 12. She did a job in a restaurant as a waiter. She used to go to college in the morning and work at a restaurant in the daytime. She used to share her income with her parents too. In this way, Sabina's role shifted from that of a dependent student to that of an independent person who financially supported her family too. In the main time, she added that "*It would be better to let my younger brother get higher education and a good job in the future so that he does not*

have to quit his study during the academic year. I want to fulfill my brother's will without any problem as I faced hurdles during my study period.

This depicts that her responsibility of Sabina towards her brother was also an important factor in her transition from study to work.

Hardworking and Responsible Daughter, Preeti
Preeti is in her late twenties. Out of only six daughters (including 2 of her stepmother), she is 3rd. They live under one roof but have two separate kitchens. As a retired government officer, Preeti's father was the only source of income in her family. Preeti was supported by her paternal uncle. Because of the uncle's family issue, the uncle separated and as a result, the support could not last long.

Eventually, the sudden death of her father made the situation even worse. Preeti along with her mother took the responsibility for her sisters and their small restaurant business. They both worked hard to run the family and to guarantee the study of younger sisters.

Preeti's transition from education to work was precipitated by her father's death. Due to their poor financial situation, she could not continue her studies because she needed to take a break in the middle of the academic year. Her transition can be considered an off-time transition.

Rajan, the Breadwinner of his Family
Rajan is the eldest among three children of his parents and was a successful student at school. His father was a carpenter and mason. They used to live happily in a small hut made of raw bricks and topped with a straw roof. His mother was also hardworking: used to support household chores for neighbors and agricultural farming. He along with his brother and sister in childhood used to spend much time with their grandfather and in his maternal uncle's home.

Despite knowing the importance of education, due to a lack of sufficient income, Rajan's father sends all his children to a public school. They all studied on scholarship under reservation quota. After passing SLC, he cleared 10+2 in science under a full scholarship. Then he joined the bachelor's degree in Patan Multiple Campus. But along with his worst days also began. His father died soon after having paralysis. Being the eldest among three children Rajan was forced to assume his father's role to support his family. Taking care of a family of five members was difficult for him. He dropped his study and planned to go abroad for work. But that was not so easy because of the heavy investment. He was already in debt for his father's treatment and many more. However, he managed to go to Cyprus to work with the help of his friend.

The economic situation suddenly triggered Rajan to leave his home, drop his study and move towards foreign employment. Rajan shared, "*It was hard for me to decide to quit my studies, and even I had to leave the country to support my family. All the plans were changed, and even*

my life changed suddenly." For the next three years, he worked hard without returning home even on holiday, and cleared all the debt. He concluded by saying "*I stepped into the father's role and did everything a son and a brother had to do."*

Pooja, the girl who wanted to continue her study

Pooja was raised in a big family. She is the third daughter of her parents. Her parents were from a medium-class family and were not educated; however, they sent their children to public school. Unfortunately, Pooja failed SLC even on the second attempt. She felt sad and unsuccessful and at last abandoned her studies. She took three months of sewing and tailoring training and did she own a tailoring business, but could not last long. To support her family, then she started a job at a water beverage company.

On the other hand, her parents had managed to pay the private school fee for her only two younger brothers. Due to the feeling of loneliness as the school was far (1-hour walk), they were becoming irregular. Meanwhile, her grandfather died after hospitalizing for more than a month and spending a huge amount. After that, her parents took off her brothers from private school and admitted them into public school. However, something went wrong. She said "*one of my brothers dropped to school in grade 10. He did not attempt the SLC examination. Once he left the school, he joined temporary work as a laborer in a construction site where he got some stipend which helped him with pocket money as well as support for the family."*

Pooja and her brother began their transition to work at a young age, their role shifted from student to that of someone looking for work to support their family simultaneously. The situation of Pooja is precarious because she lacks a stable job and deserves growth and promotion. In such a case she feels bitter about not continuing the study.

She was engaged in one cooperative where she worked as a field CASH collector for over two years. But her level of education frequently interfered with her professional sector. Despite this, she had positive thoughts. Pooja shared, *"I am planning to develop my own business .... Before I marry, I want to be independent and able to support my family."*

Similar to the situation of the study participants, many young adults around the world continue to struggle with even the most basic aspects of life, with few opportunities for worthwhile learning and/or earning, and as a result, they are unable to adjust socially and economically to their changing personal and professional situations. Furthermore, numerous studies have shown that factors such as family socioeconomic status and parental influences are very important in shaping how youths build their careers. This finding is in line with Liu et al. (2004); inconsistent family socioeconomic status measurements are responsible for differences in the association between family socioeconomic status and youth career development.

Importance of Support during the Transition Period

According to Schlosberg's transition theory, social support is one of the key components that contributes to an individual's experience, which plays an important role in the transition. Social support during the transition from school to work is critical in shaping the future of young people (Paulsen & Berg, 2016). It is classified into three types: informational, appraisal, and emotional. It can be obtained from close friends, family members, professors, staff, and community members. All the participants in the study mentioned that they got support from different units of their family and society during their transition period.

For instance, Lokendra got remarkable support from his parents and siblings. He mentioned that he was grateful for his sister's support. Their advice in advancing his career was also a milestone. His sister was a big support in helping him complete his intermediate level. Lokendra got continuous support from his friends and family during his transition.

Friend's support during the transition played an important role in Rajan's life too. He had gone abroad for employment with the support of zero-interest finance from his friend. In addition, he mentioned that the support of his grandparents, uncle, and friends was inevitable during his abroad stay.

Similarly, Pooja is pleased with her parents who motivated her to reappear SLC examination. Even after she failed the re-exam, her family continued to support her. She took sewing and tailoring training, started a tailoring business, changed jobs several times, and at last established her own business. Pooja emphasized that, despite her failure, the support of her family members made her strong enough to plan and become independent in her life.

Though the family situation of Preeti was different from other participants, she mentioned that she could not have completed her higher secondary education without the help of her widow's mother. She is also aware that her mother has ensured a better life for her, and she wishes to reciprocate. She wishes to provide her with everything that will make her life easier, happier, and more comfortable. Besides, she remembered her paternal uncle's support to her family during her hardship.

Sabina, like others, also belongs to a middle-class family. Her parents were illiterate but their dream was to educate their children. They used to run their family with daily wages. In childhood, her grandparents supported the family with agricultural income. Before the birth of her brother, she even used to go to private school. However, due to financial difficulties, Sabina found herself without support from her parents when she most needed it. Sabina was interested in studying nursing after completing her SLC. Her parents, however, could not afford to fulfill this aspect of her dream and could not support her in any way. Sabina was devastated by the lack of support in this matter. This depicted that parents of Pahari youths may not be able to

support their children in every aspect of their lives due to different barriers and challenges, such as in the life of Sabina.

Additionally, factors that led all five participants self-sustaining to tackle the transition are presented in Table 1.

Table 1

Self-sustaining Factors

S. No.	Participants	Self-sustaining factors
1	Lokendra	Positivity towards life
2	Rajan	Loyalty as protagonist
3	Sabina	Optimistic Character
4	Pooja	Future-oriented
5	Preeti	Enhanced maturity

One of the most important transitions that young people must make on their way to adulthood is from school to work. Transitioning from school to a productive livelihood is a critical stage in the lifelong process for all learners as they move from more familiar, predictable environments with clear pathways to less controlled environments (Pavlova et al., 2017). Similarly, some traits of uneven transition from school to work depicted from the study of Pahari youths are presented as follows:

Academic Journey – Failures and Dropouts
Participants in this study could not achieve a higher level of education, owing primarily to financial constraints. Sabina and Preeti had completed their intermediate level, Lokendra and Rajan had dropped out of college, and Pooja had failed her SLC examination. This pattern demonstrates that Pahari youths cannot complete their higher education and transition into the labor force.

The Degrading Economic Status was Forceful
The economic situation, directly and indirectly, impacts the educational status of the individual. Similarly, a lack of proper education makes it difficult for the individual to seek better income-generating opportunities. Both education and economic aspects are interconnected to one. However, different social factors influence both aspects. Similar was the case with participants of this study.

Unique, Tough, and Undesirable Experience
The experience encountered by all the participants on the journey of transition was unique, tough, and undesirable to them. For example, Lokendra joined a short-term computer course but could not continue, and did a private job with a low stipend. The COVID-19 pandemic caused chaos in his family. Similarly, Pooja failed SLC even on the second attempt, took sewing and tailoring training but could not utilize the skill and got frustrated because of the

success of her friends. Rajan was a good student but unfortunately flew abroad for work to fulfill his family's basic needs. He hardly got financial support from his friend to go abroad. Due to the sudden demise of her father, Preeti dropped study after 12th grade. She started supporting her sister's studies. Sabina was sifted to a government school from a private one after the birth of her brother. At last, she had to transition from study to work and prioritized her brother's education.

Transition Differs from Person to Person
It is depicted that each participant in the study had an uneven transition from school to work. Except for Rajan, the remaining participants were still struggling to pace up with their transition and seeking stable jobs to fulfill their needs. This depicts that the transition process is not the same for all the youths in this study despite being from the same ethnic background.

Coping Strategies
Besides, all the participants are found to be aware of how to tackle the rough transition. They used different strategies to cope with the situation. After dropout, Lokendra took a computer hardware course and did part-time work. Pooja took three months of sewing and tailoring training and kept herself engaged in work that could help her earn money, support her family, and keep herself busy. Later, she also changed and joined a new job at a water beverage, where she had to clean the water jar and fill up the water. But she soon left that job and waited for a new opportunity. And after a few months, she got a temporary job in a cooperative nearby home as a cash collector where she had to visit every family daily for the collection. This shift in the job shows that Pooja wants something big in her life. She wanted a secure job that could make her feel independent and fulfill her needs.

Although belonging to a low-middle caste family, Preeti was supported in her studies by her family until her father's death while she was in the middle of 12th grade. Due to various reasons, she could not apply for the scholarship for her further studies, and her family did not have enough money to pay her fees. In the meantime, her father passed away. Being the eldest daughter, she coped with the situation by engaging in a small restaurant business run by her father.

Similarly, after the demise of his father, Rajan went to Cyprus to work. He had never imagined that he had to quit his studies under such circumstances. It was hard for him to decide to quit his studies, and even he had to leave the country to support his family. He worked hard and did the extra shift after work to earn money. For three years, he did not think of coming on holiday and worked hard to clear all the loans for his father's treatment and the loan given to him by his friend. After five years, he came back to Nepal for the first time and cleared the loan.

Sabina wanted to be a staff nurse, but due to economic conditions, she was unable to join the nursing course. She requested her parents, but joining the nursing course was impossible. After

she got enrolled in grade 12, she started to search for jobs in different places. She got a job in a restaurant as a waiter. In the morning, she used to go to college and during the day, she used to work at a restaurant. Despite this, she believes it would be better to let her younger brother pursue further education and find a good job in the future rather than continuing her studies. So she does not want her brother to quit his studies. Even though she prioritized her brother's education, it is still important for her to someday fund her studies, even if it is later. She wants to find a job that will pay her more and save enough money to fund her studies.

Discussion

A crucial stage in the lives of young adults is the transition from education to employment. Taking care of the family and meeting one's own basic needs and savings obligations are becoming more and more important. According to Häggman-Laitila et al. (2019), it is difficult because there are fewer opportunities for self-employment for young people because they lack business experience and financial knowledge. Wilson-Clark and Saha (2019) found many ups and downs during this transitional period. This is because young people may be studying while holding jobs, getting back to study, or having irregular employment. Similar pattern can be spotted in youths of every community.

This study explored how difficult it is for Pahari youths to transition from school to work. A clear transitional phase between education and employment can be assessed using predetermined outcomes like employment and income (Dougherty, 2022). Pahari youths are the study unit of this research. It is found that the transition forces Pahari youth to drop out of higher education. They were unable to grab the opportunity because they lacked access to education and employment. They are not receiving a quality education and are not being placed in jobs that match their academic qualifications. Education is very important to Pahari youth because once they are academically qualified, they have access to many opportunities.

According to Biggart and Walther (2006), since transitions have been longer and more difficult, a growing number of young people need assistance. Parenting is prolonged because young people anticipate needing help from their families during their transition and integration into the workforce. Parents have unchanging commitments throughout the rest of their lives, according to Millar and Warman (1996). According to Trusty (1998), young adulthood educational expectations are closely connected to the socioeconomic status of the family. Further study by Blustein (2001) is required to explore how socioeconomic class influences youths' occupational development.

The ability and willingness of the family to give financial support throughout the transition from school to work are significantly influenced by the socioeconomic status of the family (Blustein et al., 2001; Dey & Morris, 1999). It is not unexpected that young people expect their families to support them as they launch small enterprises that will provide them with a source of income and a way of life while they look for official work. Young adults who are both

autonomous and dependent on their parents fall under this category of parenting (Bradley and Devadason, 2008). This study depicts a similar situation because all of the participants stopped their studies due to financial difficulties. Other elements include how young people view their education, the program priorities set by school staff, the hiring decisions made by business and industry leaders, and changes to the workplace (Smith & Rojewski, 1999).

Furthermore, the learning outcomes of indigenous Pahari young students are affected differently by a variety of factors, including their locations, family situations, community cultures and languages, and the financial status of families. On the other hand, claimed by Adhikari (2019) that young people are increasingly migrating abroad to live to improve their quality of life, one of the participants of the study relocated to another nation due to financial issues with his family. As the family's eldest son, he had to drop his studies to support his family. Parental death affects the firstborn child psychologically and emotionally as a result of family reactions (Serrano et al., 2015). All the participants in this study were education dropouts due to financial issues. It showed a positive relationship between income level and educational attainment, implying that children from wealthy families tend to achieve higher levels of education. High school dropouts have a higher rate of unemployment, poverty, and health difficulties (Millenky, 2016). Similar circumstances applied to the participants in this study, all of whom worked menial jobs that were insufficient to fulfill the family's needs. When the participants compared their academic performance to that of their friends, they occasionally felt disappointed. According to studies, students who struggle with self-acceptance have the propensity to compare themselves negatively to others, which can have a detrimental effect on their mental health (Kam & Prihadi, 2021).

The parents of Pahari youth in this study had traditional occupations. Pahari community people are still doing traditional occupations besides other agricultural activities to run their life. However, the Pahari youths in this study were not actively engaged in the traditional occupation as they were seeking jobs in the present modern world despite their lack of education. Due to their lack of access to education, the Pahari youths abandon their studies and seek employment in unofficial markets. According to the study of Ballo et al. (2022), young people who lack the necessary training and experience to land a secure job are particularly vulnerable. Participants in this study were working temporary jobs that changed quickly. To support the current economic aspects of the livelihood situation, the wages were also extremely low. However, another study by Walmsley (2015) states that transitions from education to work affect not only those with low education attainment but every youth at all levels.

All the participants were engaged in off-time jobs, i.e., employment opportunities, without completing their education. A significant number of young people are pursuing education and seeking a (part-time) job and are therefore considered jobless or opting out of the labor market entirely. It also emphasizes many young individuals in many countries' workforces who are unemployed and have education or training (ILO, 2020).

As people who live in poverty stop attending school and start working, it is difficult for them to advance in their careers (Ferguson et al., 2007). The participants can be seen to be dealing with this issue because they were working part-time jobs with little job security and low pay, which made them unhappy with their lives. This insists them to go abroad for work.

According to Chen (2018), many individuals in South Asia believe that moving away for school and employment, either domestically or abroad, is necessary for successful adulthood. A similar case was found in terms of the study units.

The loss of the father and its effects on the participants were related to another important theme found in this study. Losing a parent is a very stressful life event that causes traumatic grief (Bergman et al., 2017) and causes disruption in achieving higher education (Madhavan et al., 2014). Grief over the loss of their father was also experienced by two study participants. Due to their increased family responsibilities, they had to give up their studies and become the family's primary provider of income. They had a strong desire to learn, but they were unable to finish their education, which is a sad aspect of their lives. Considering positive aspects include the fact that participants received assistance from important people during their transition from education to employment, including family and friends. One of the participants failed the SLC exam, which left her feeling demotivated.

Further, one of the participants was supported by her mother throughout her educational journey, making her capable of tackling ongoing situations. Parents' support for students in schools is encouraged, which positively impacts the successful educational system (Đurišić & Bunijevac, 2017). Similar to family, friends are found to be important figures in the lives of the participants. A participant's life changed significantly over time as a result of the financial assistance his friend gave him during hard times. In the participants' stories, patriarchy is also briefly mentioned. One of the female participants was transferred to a government school, and her brother was sent to a private school to pursue their education due to economic problems. This shows gender discrimination depicting low priority to female children. A similar case was observed in a study where parents preferred sons to enroll in institutionalized schools and daughters in community schools (Adhikari, 2019).

Another case of patriarchy was observed in a participant who had a stepmother depicting the scenario of polygamy, which had an indirect impact on the participant's education and income. The incidence of skill mismatch is associated with poor education, and mismatched youths are more likely to live in rural areas and larger households. Similarly, youths in vulnerable employment such as self-employment, working without a contract or on a short-term contract, and in the agricultural sector were more likely to experience skill deficits and a lack of appropriate level of education (Morsy & Mukasa, 2020). Similar circumstances applied to the participants in this research, the majority of whom were doing temporary jobs that required insufficient abilities. Other studies mentioned specifically that they included job-seeking skills

training in their interventions (Benz et al., 2016; Posthill & Roffman, 2016). Further, this study depicts that some of those youths with greater levels of education may experience higher rates of unemployment. The findings demonstrate that adolescents who invest in education benefit from higher pay and easier access to "better" jobs.

Conclusion

Transitions can be difficult, but sometimes the fear of the change itself is scarier. Pahari youth experienced a plethora of feelings when going through a life transition. In these situations, it's appropriate for them to reflect on their lives and ask themselves questions about their achievement, what they are doing and why, where they are heading in life, and what is important to them. It is not a choice to be resilient to change in life. It is an essential aspect of the human experience. Whether one likes it or not, change happens. It could make one feel scared, worried, or apprehensive. However, there is a chance that it will also be accompanied by emotions of anticipation, hope, and promise. It's important to have coping techniques to get through the process.

Youth's perceptions of the support of family members and friends and barriers like insufficient funding will have an impact on how simply their vocational interests are converted into ambitions and then into actions. The hurdles and supports that Pahari youth feel would affect their transition into the workforce would be explicitly addressed by interventions based on the social cognitive career theory. For instance, barrier-coping strategies provide ways to recognize and address difficulties as issues arise. According to the social cognitive career theory, Rogers and Creed (2000) stated that youth should be motivated to recognize possibilities and resources for employment as well as to build support networks like those with their families, neighbors, and peers to help them achieve their professional objectives.

As a result of the numerous challenges, the Pahari youths faced their transition from school to work which appeared to be hard-hitting. Because of their low-socioeconomic status, they have not been able to pursue higher education. They are limited only to fulfilling their basic needs. Their family responsibilities made it hard for them to progress in their study and economic conditions. After quitting their study, they were engaged mostly in temporary and low-paid jobs, leading to unemployment of the community youth. These Pahari youths experienced a tough transition though they received family support. However, they anticipated better opportunities in the days ahead. The Pahari community is socially marginalized. This study depicts the upsetting scenario where they are not able to identify and grab opportunities despite residing in an urban area. The youths of similar communities in rural areas could even have pathetic conditions. The situation can be corrected by providing opportunities and resources to youths during their school.

The transition from school to education can be difficult for the Pahari youths, but putting extra emphasis on their education and giving them vocational training can help. This information

can be used by the government and other relevant parties to create or modify policies that deal with problems facing the underprivileged, including the Pahari and other groups. Further, Government of Nepal can help graduate youths in assisting their entrepreneurial efforts by increasing and mobilizing its Youth Entrepreneurship Fund. It is necessary to establish youth centers to provide graduates assistance and counseling as well as information on employment opportunities in labor market. This study recommends authorities to develop policy having potential to promote beneficial social change throughout the transition from school to employment for marginalized and indigenous Pahari youth and other communities.

For a successful transition, it would also be necessary to employ a job mentor, and community stakeholders to provide Pahari youth with assistance during their work. However, future research with the inclusion of parents and with special emphasis on factors behind the gap in the education of the Pahari youths or causes of unemployment can help to generate evidence on the root cause of rough transition and possible solutions.

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