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यस प्रकाशन लाई सफल पार्न सहयोग गर्नुहुने सम्पादक मण्डल, लेख रचनालाई पुनरावलोकन गर्नु हुने पुनरावलोकनकर्ताका साथै लेख प्रदान गर्नु हुने लेखकहरू तथा यस प्रकाशनमा सहयोग पुऱ्याउन हुने सहृदय सहयोगी सबैमा हार्दिक धन्यवाद आभार व्यक्त गर्दछु । यसका साथै यस जर्नलमा भएका कमिकमजोरी केलाइ यसलाई सवल र स्तरीय प्रकाशनलाई, सम्पूर्ण सहयोगीहरूलाई सकारात्मक र सिर्जनात्मक सल्लाह सुभावाको अपेक्षा सहित यस प्रकाशनलाई निरन्तरता दिदै अगामी दिनहरूमा अझ गुणस्तरीय सामग्री सहित निरन्तरता दिने दृढ विश्वास व्यक्त गर्दछु ।

प्रकाशक

Dogadakedar Journal of Academics

Peer-Reviewed Multi-Disciplinary Journal

Editorial

A New Chapter in Local Academia

It is with immense pleasure and great anticipation that we present the inaugural volume of the *Dogadakedar Journal of Academics*. This moment marks a significant milestone for Shreekot Multiple Campus and the entire academic community of Baitadi. We are committed to fostering academic discourse and enriching the body of knowledge by providing a fair and impartial venue for scholarly work. To ensure the authenticity and ethical integrity of every article, we adopt a double-blind peer-review process. As a Multidisciplinary journal, our scope encompasses Education, Management, Humanities, and Social Sciences, reflecting the core academic strengths and societal relevance of our institution and community.

This first volume is a testament to the diverse and impactful research being conducted. It features five compelling articles that delve into critical issues. The articles in this volume offer valuable insights across various fields. In education, Dan Singh Karki's study explores curriculum ideologies among local teachers, a crucial topic for understanding the gap between policy and classroom practice. Another paper, co-authored by Puja Bhatta and Sanjeet Thapa Magar, investigates junk food consumption among children, providing an important health perspective for our schools and families. The third paper, authored by Bhagawati Subedi, provides a powerful autoethnographic account of women's entrepreneurship, highlighting the socio-cultural and institutional barriers faced by women in business. From a financial perspective, a study on the Navayug Saving & Credit Co-operative (SACCO) sheds light on the performance and social impact of financial institutions in rural Nepal. Finally, a detailed analysis of English language performance among high-performing students provides invaluable feedback for teachers and a guide for developing more effective teaching methods. We believe that these articles, along with future contributions, will serve as a vital resource for scholars, students, policymakers, and community leaders. Our commitment to an Open Access Policy and a Creative Commons (CC BY-NC) license ensures that this knowledge is freely available to all, removing financial barriers and

maximizing the global reach of our local academic voices. To further enhance visibility and scholarly recognition, we are proud to announce that our journal will be available on NepJOL (Nepal Journals Online), with each article assigned an individual DOI (Digital Object Identifier). This ensures persistent links and easy citation for all published works. Furthermore, our authors are registered with ORCID (Open Researcher and Contributor ID), which uniquely identifies them and connects their contributions across their academic careers. We are also proud to publish the journal without any fees for authors, upholding our dedication to making research accessible and equitable.

We recognize that the journey of academic publication is a collaborative one. We extend our sincere gratitude to our publisher, Shreekot Multiple Campus, for their unwavering institutional support and financial commitment, which made this inaugural volume possible. Our heartfelt thanks also go to our esteemed reviewers, whose rigorous and fair assessments are the bedrock of our journal's quality and credibility. We acknowledge to the authors for their dedication and insightful contributions, to our reviewers for their rigorous and fair assessments, and to our readers for their intellectual curiosity. We invite all academics to join us in this endeavor. *The Dogadakedar Journal of Academics* is more than a publication; it is a community dedicated to the pursuit of knowledge and the advancement of our society. We look forward to your future submissions and to the continued growth of this important academic forum.

Editorial Team

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Curriculum Ideologies among Public School Teachers: A Study in Dogadakedar Rural Municipality, Baitadi, Nepal

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Abstract

Understanding teachers' curriculum ideologies is essential for aligning classroom practices with national educational goals. This study investigates the curriculum ideologies of 200 public school teachers in Dogadakedar Rural Municipality, Baitadi District, Nepal, using Michael Schiro's Curriculum Ideology Survey. The research explores how historical, social, and cultural contexts shape ideological orientations and influence educational delivery in rural Nepal. Employing a descriptive survey design complemented by interpretive analysis, the study categorizes teachers' preferences across four ideologies: Scholar Academic, Social Efficiency, Learner-Centered, and Social Reconstruction. Results reveal a strong inclination toward Learner-Centered and Social Efficiency ideologies, with lesser alignment to Social Reconstruction and Scholar Academic perspectives. These ideological patterns contrast with the priorities of Nepal's National Curriculum Framework (NCF) 2019, which emphasizes Social Efficiency and Reconstruction for societal reform and employability. The rationale for this study stems from a critical gap in policy-practice coherence—teachers' pedagogical beliefs are rarely examined, yet they profoundly affect curriculum implementation. In regions like Dogadakedar, where systemic support is limited, understanding ideological preferences is key to designing effective training, localized curriculum adaptations, and responsive educational policy. The study provides empirical evidence to guide more inclusive, ideology-sensitive curriculum reforms that harmonize teacher beliefs with national aspirations.

Keywords: Curriculum ideology, Contextualization of curriculum, Dogadakedar Rural Municipality, Multi-ideological curriculum, National Curriculum Framework

Context and Problem of the Study

The National Curriculum Framework (NCF) 2019 of Nepal envisions education as a means to achieve the holistic development of learners, encompassing cognitive, emotional, social, moral, and

physical dimensions (Government of Nepal, Ministry of Education, Science and Technology [MoEST], 2019). It emphasizes the importance of fostering democratic values, critical and creative thinking, problem-solving skills, lifelong

learning habits, and respect for social justice and national diversity. To this vision, the curriculum must be multi-dimensional, inclusive, and context-responsive, integrating both global competencies and local knowledge

(MoEST, 2019). Implementing such an ambitious and transformative vision of education requires teachers not only to be facilitators of learning but also to act as curriculum designers, interpreters, and change agents (Fullan, 2007; Priestley & Biesta, 2013). However, teachers' beliefs about the purpose of education, knowledge, learners, and teaching significantly shape how they understand and deliver curriculum content. These beliefs are best analyzed through the lens of curriculum ideologies.

Michael Stephen Schiro (2013) classifies curriculum ideologies into four categories: Scholar Academic, Social Efficiency, Learner-Centered, and Social Reconstruction. Each ideology presents a different purpose of education—ranging from the transmission of academic knowledge to the development of individual potential and the transformation of society. Teachers' orientations toward these ideologies directly influence their pedagogical practices, curricular decisions, and educational expectations (Schiro,

2013). Despite the critical role of teachers in curriculum implementation, empirical studies in Nepal rarely examine their ideological orientations. Most educational reform efforts focus on structural and policy changes while overlooking the philosophical and ideological beliefs that guide everyday teaching practices (Poudel, 2020). Without understanding the distribution of teachers across different curriculum ideologies, curriculum implementation may remain inconsistent or even contradictory to the holistic ideals envisioned in national policy.

For example, if most teachers unconsciously adopt a Social Efficiency ideology, prioritizing exam results and standardized content, it may hinder creativity, local contextualization, and deeper learning. Conversely, a dominance of Learner-Centered or Social Reconstructionist ideologies could foster critical thinking, inclusive values, and contextual relevance, aligning more closely with the goals of the NCF. Thus, identifying the distribution of teachers' curriculum ideologies is essential to assess the strengths and weaknesses of curriculum implementation, enhance teacher training programs, and support alignment between educational policy and classroom realities. A study was carried out seeking to fill this gap by using

Schiro's ideological framework to analyze teachers' beliefs in the context of the NCF 2019. The findings will offer important insights into how educational goals are interpreted on the ground and contribute to more informed, ideology-sensitive policy and practice. The study aimed to identify the dominant curriculum ideologies held by public school teachers by taking a field of Dogadakedar Rural Municipality by selecting 100 teachers purposively and collecting their curriculum ideologies with the help of a questionnaire developed by Schiro (2013, Appendix, p. 263.); and draw out implications for curriculum development, teacher training, and educational policy in rural settings. Curriculum ideology studies provide a framework to understand how educators interpret and implement curricular goals. In regions like Dogadakedar, teachers are often the most influential agents of curriculum, particularly when systemic support is lacking. Exploring teachers' curriculum ideologies allows stakeholders to: (a) Align curriculum reform with teachers' beliefs and capacities. (b) Design teacher training that addresses ideological diversity. (c) Develop context-sensitive curricula rooted in local needs. Moreover, the study contributes to the limited body of literature on curriculum studies in Nepal, particularly from rural, non-mainstream perspectives.

Review of Literature

The concept of curriculum ideology provides a critical framework to understand how educators interpret and implement curricular goals. According to Schiro (2013), curriculum ideologies represent educators' beliefs about what knowledge is of most worth, what learners should become, and what the role of teachers and schools should be. Schiro identifies four major ideological orientations: Scholar Academic, which values disciplinary knowledge and intellectual rigor; Social Efficiency, which focuses on preparing students for societal roles through measurable outcomes; Learner-Centered, which prioritizes individual growth and learning experiences; and Social Reconstruction, which aims to address social inequalities through education.

Several international studies have shown that the ideological orientations of teachers have significant implications for curriculum delivery, assessment methods, student engagement, and educational outcomes (Graham, 2003; Cotti & Schiro, 2004). For instance, teachers with a social efficiency orientation often prefer direct instruction and standardized testing, while those with a learner-centered orientation are more likely to adopt project-based and student-driven learning. Moreover,

teachers who embrace the social reconstruction ideology tend to emphasize critical pedagogy, democratic participation, and social justice (Schiro, 2013; Zeichner, 2008).

In the context of Nepal, the National Curriculum Framework (NCF) 2019 advocates for an integrated and holistic education that is inclusive, competency-based, and locally relevant (MoEST, 2019). The framework promotes values such as critical thinking, democratic participation, social cohesion, respect for diversity, and environmental responsibility. These goals are more aligned with the learner-centered and social reconstructionist ideologies. However, classroom practices in Nepal are often dominated by rote learning, textbook dependency, exam-oriented teaching, and lack of contextual adaptation (Mathema, 2007; Poudel, 2020), which resonate more with social efficiency and scholar academic orientations. Studies conducted in Nepal have highlighted the disconnect between curriculum policy and classroom implementation, indicating a lack of ideological coherence among educators (Bhattarai, 2017; Poudel, 2020). While educational reforms have emphasized constructivist and inclusive pedagogy, teacher training has not adequately addressed underlying philosophical beliefs

and value systems. Consequently, teachers may unknowingly resist reforms or reinterpret curriculum goals through their own ideological lenses (Koirala, 2011). Research on curriculum ideologies among Nepali teachers remains limited. Most existing studies focus on content delivery, examination results, or infrastructural challenges, rather than examining teachers' deep-seated beliefs and curriculum thinking. Identifying the distribution of teachers across Schiro's four ideological types can therefore offer crucial insights into how education policies, like the NCF 2019, are being enacted in schools. Such analysis is necessary for diagnosing systemic mismatches, strengthening professional development, and guiding context-sensitive curriculum reform.

This literature review supports the need for the present study, which aims to explore the ideological orientations of public school teachers in Nepal and assess how these orientations align or diverge from the holistic goals outlined in the NCF 2019.

As posited by Schiro (1008), a curriculum worker—whether a developer, implementer, manager, evaluator, or participant—makes decisions, plans, and actions based on their personal beliefs, values, and assumptions. He states: “A person’s ideology—whether conscious or

unconscious, emotional or cognitive, systematic or fragmented, implicit or explicit—guides how he or she thinks about the curriculum." The ability of an individual to construct a philosophical perspective on fundamental questions like why, what, and how to teach is a minimal yet significant requirement for ensuring quality. When curriculum designers (leaders or scholars), administrators (directors, officers, head teachers), and implementers (teachers) have a clear understanding of ideological perspectives, it brings several benefits:

- a) Understanding ideological diversity, differences, and preferences allows one to locate their own position and define curriculum and teaching objectives more clearly.
- b) It helps coworkers understand each other's preferences and disagreements, making it easier to work collaboratively rather than confrontationally.
- c) Recognizing that ideologies influence language, methods, and styles helps reduce and misunderstandings, fostering ease in interaction.
- d) Understanding ideological diversity makes it easier to express one's standpoint in public debates.
- e) Clarity about the societal, institutional, or individual preference for a particular ideology allows for unity or differentiation

without necessarily having to remain in a state of confusion or dissatisfaction.

According to Walker (1971), there are four types of curriculum development approaches: the procedural approach that emphasizes technical-product orientation, the descriptive approach that focuses on events and decision-making processes, the conceptual approach that stresses the stages of planning, and the critical approach which aims for the empowerment of learners. Schiro (2013) organized curriculum theories into four ideological perspectives: Scholar-Academic Ideology – emphasizes subject matter and seeks to transmit the knowledge produced by scholars and intellectuals. The teacher acts as a mediator to make students future scholars. According to Schiro, scholar-academic ideology emphasizes transmitting the organized and validated knowledge of disciplines to the next generation. The curriculum is subject-centered, and teachers help students understand core academic content. Social Efficiency Ideology – emphasizes producing skilled individuals according to societal needs. It aims to prepare good citizens who are economically productive and socially responsible. The return on investment in education is measured by the extent to which individuals become economically

productive and fulfill civic duties. Curriculum efficiency is judged by input-output ratios, and this approach focuses on maximizing functional efficiency in education systems. Learner-centered ideology – emphasizes the holistic development of children, nurturing their natural characteristics and humanity. The teacher's role is to facilitate and support the child's growth. According to Schiro, this ideology sees the curriculum as a means to develop the child's inherent potential by respecting their individuality and nurturing creativity, curiosity, and humanity.

Social Reconstruction Ideology – emphasizes educating individuals who can work toward justice and equality in society. It criticizes existing education systems for reinforcing inequality and failing to address issues like poverty, discrimination, and environmental degradation. The curriculum under this ideology aims to create critical citizens who actively participate in social transformation.

The review above suggests a few themes in the context of school curriculum in Pluralism reflects democratic and multicultural societies. In heterogeneous societies like Nepal, India, the United States, and South Africa, schools are

Nepal. Curriculum ideology in Nepal is a multi-ideological orientation. It is more effective if coherently managed. A curriculum rooted in multiple ideological perspectives, aligned with national context, and implemented with systemic coherence offers the most promise for preparing well-rounded, competent, and responsible citizens. This is especially crucial in complex societies like Nepal where economic development, cultural diversity, political restructuring, and social transformation must all be addressed.

Harmonization of curriculum orientations in a single school setting is possible. In the evolving landscape of education, schools increasingly face the challenge of accommodating diverse ideologies. Rather than isolating orientations into different schools or insisting on ideological purity, a complementary multi-ideological curriculum within a single school presents the most effective model. Such pluralism not only reflects the complex realities of modern, democratic societies but also better prepares students to navigate multiple worldviews with critical awareness, empathy, and adaptability.

expected to serve students from varied linguistic, cultural, religious, and socio-economic backgrounds. A curriculum that reflects only a single ideology risks

alienating groups and reinforcing exclusion. As Eisner (2002) argues, the curriculum must be broad enough to "prepare children for the complexity and diversity of modern life." A multi-ideological curriculum enables inclusion by offering diverse perspectives—academic, ethical, spiritual, and pragmatic—thus fulfilling the aims of democratic education (Dewey, 1916).

Complementarity strengthens holistic development. Different ideologies emphasize different aspects of human development. For instance: Academic Rationalism develops cognitive rigor and disciplinary knowledge. Progressivism fosters creativity, autonomy, and problem-solving. Social Reconstructionism cultivates critical consciousness and ethical citizenship. Cultural traditionalism anchors identity and values through heritage.

When blended thoughtfully, these orientations do not necessarily conflict but complement each other. For example, a learner-centered classroom (progressivism) that incorporates civic engagement (reconstructionism) and deep disciplinary inquiry (academic orientation) offers a rich and integrated educational experience. This resonates with Tyler's (1949) idea of

curriculum as a set of educational purposes that must address multiple dimensions of learners. Evidence from international models supports this view. In Finland, which consistently ranks high in global education indices, schools integrate academic excellence with social equity, arts, ethics, and project-based learning—a clear blend of ideologies (Sahlberg, 2011). Similarly, Nepal's new Secondary Education Curriculum (2019) incorporates life skills, local knowledge, spirituality, critical thinking, and national values, suggesting an intent to reconcile diverse ideological positions within a unified national framework

The multi-ideological curriculum demands the role of teacher professionalism and dialogue critics argue that conflicting ideologies confuse teachers and dilute educational goals. While this is a valid concern, the solution lies not in ideological segregation but in empowering teachers through continuous professional development and reflective dialogue. Freire (1970) emphasized education as a dialogical process; by engaging in critical reflection, teachers can reconcile tensions and construct pedagogical coherence. When teachers are viewed as curriculum thinkers rather than mere implementers (Schwab, 1973), they are capable of

negotiating ideological diversity into meaningful practice.

Ideological pluralism is "A Tapestry, Not a Tug-of-War". The curriculum should not be a battlefield of ideologies but a tapestry where different threads are woven to enrich the learner's life. While ideological conflicts can arise, the key lies in open dialogue, collaborative planning, and context-sensitive integration. A single school with multiple complementary curriculum orientations is not only possible—it is preferable for developing critically aware, ethically grounded, and intellectually versatile citizens. Segregating schools based on ideology may lead to echo chambers and social fragmentation. In contrast, pluralistic schools reflect and strengthen the democratic ideals of coexistence, empathy, and collective growth.

The review of literature has helped me recognize the critical role that teachers' curriculum ideologies play in shaping educational practices, especially in rural municipalities like Dogadakedar. It became clear that despite progressive national policies such as the NCF 2019, teachers' underlying beliefs often remain rooted in traditional orientations, creating a gap between policy and classroom reality. This understanding highlights the importance of surveying teachers'

ideological positions to identify mismatches, foster reflective practice, and inform more context-sensitive professional development. By doing so, we can move toward a more coherent and inclusive curriculum implementation that honors both national goals and local needs.

Research Methodology

This study is grounded in a subjectivist ontology, recognizing that the reality of curriculum ideology is not fixed but socially constructed through individual teachers' beliefs, experiences, and perceptions (Guba & Lincoln, 1994). Curriculum ideology, therefore, exists as multiple, context-dependent realities rather than a single objective truth. Epistemologically, the research adopts a constructivist and interpretive stance, understanding that knowledge about teachers' curriculum priorities is co-created through their self-reported opinions and rankings (Crotty, 1998; Creswell & Poth, 2017). This approach acknowledges that the researcher's access to knowledge is mediated by participants' subjective understandings, shaped by their cultural and institutional contexts. The use of accidental (convenience) sampling, selecting participants based on accessibility rather than randomization, aligns with pragmatic axiology, emphasizing feasibility and inclusiveness

over representativeness (Etikan, Musa, & Alkassim, 2016). This sampling approach reflects the study's commitment to respecting the local context and valuing the voices of all available teachers, despite the limitations in generalizability. Methodologically, the study employs a descriptive survey design using a priority ranking questionnaire to systematically gather and analyze teachers' curriculum ideology preferences (Fraenkel, Wallen, & Hyun, 2019). The combination of quantitative data with contextual interpretation allows for an insightful exploration of the ideological distribution among teachers, supporting the goals of curriculum reform as outlined in Nepal's National Curriculum Framework (MoEST, 2019).

This study adopted a descriptive survey research design with a quantitative orientation, supplemented by qualitative insights for interpretation. The descriptive design was appropriate as the primary objective was to explore and map the ideological orientations of school teachers in Dogadakedar Rural Municipality based on Schiro's (2013) four curriculum ideologies: Scholar Academic, Social Efficiency, Learner-Centered, and Social Reconstruction. The design allowed the researcher to collect factual information from a target population and describe the

existing patterns, tendencies, and variations in teachers' curriculum beliefs. Given the transformative aspirations of the National Curriculum Framework (MoEST, 2019) and the need to align classroom practice with these goals, this design supports evidence-based reflection and policy recommendations for curriculum implementation in local schools. The study employed a purposive sampling method to select the participants. As the Chief of a Campus located in the same municipality, the researcher had access to institutional networks and local schools, which facilitated effective data collection. A total of 100 teachers from all public schools within Dogadakedar Rural Municipality were selected. These participants represented diverse teaching levels (primary, lower secondary, and secondary) and included both male and female teachers with varied educational and professional backgrounds.

The teachers selected were directly involved in implementing the national curriculum and thus held curriculum beliefs that influenced educational practice in the region. As a local educational leader, the researcher had legitimate access and rapport with the participants, ensuring cooperation and authenticity of responses. Although non-random, the sample covered a wide range of teaching contexts within

the rural municipality, thereby offering meaningful insights into the local implementation of national curriculum ideals.

The primary tool for data collection was the Curriculum Ideology Questionnaire developed by Michael Schiro (2013), which was adapted slightly for the Nepali context without altering the core constructs. The questionnaire included statements related to beliefs about teaching, learning, students, knowledge, and society, with items corresponding to the four ideologies. Teachers were asked to rate their agreement using a Likert scale.

Findings and Discussion

During the curriculum reform process, feedback from 100 teachers involved in teaching was collected through a structured questionnaire and in-depth interviews. The final draft was prepared based on an analysis of the collected data regarding their perceptions and expectations.

Perspective toward Curriculum

Teacher's perspectives on the meaning of curriculum have been found distributed as

Table 1.

Table 1
Teachers' ideological views on the meaning of curriculum

		Priority					
		1	2	3	4	N	
School	Social	f	35	30	23	12	100
	Reconstruction	%	32.1	30	24	12	
	Social	f	14	33	37	16	100
	Efficiency	%	12.8	33	39	16	
	Scholar	f	7	21	25	47	100
	Academic	%	6.4	21	26	48	
	Student	f	53	15	10	22	100
	Centre	%	48.6	15	11	23	

Perspective toward Teachers

The opinions of teachers on the role of the teacher in the process of education have been found in Table 2.

Table 2
Distribution of Teachers' opinions on the role of the teachers education process

		Priority					
		1	2	3	4	N	
Teacher	Social	f	47	20	21	12	100
	Reconstruction	%	49.5	22	21	10	
	Social	f	11	28	29	32	100
	Efficiency	%	11.6	30	30	28	
	Scholar	f	14	18	22	46	100
	Academic	%	14.7	20	22	40	
	Student	f	23	26	26	25	100
	Centre	%	24.2	28	27	22	

Perspective toward Teaching

The opinions of teachers on the role of teaching in the process of education have been found in Table 3

Table 3

Teachers' opinions on the role of teaching

		Priority					
		1	2	3	4	N	
Teaching	Social	f	21	19	22	38	100
	Reconstruction	%	21.6	21	23	33	
	Social	f	31	29	22	18	100
	Efficiency	%	32	32	23	16	
	Scholar	f	23	15	26	36	100
	Academic	%	23.7	16	27	31	
	Student	f	22	29	25	24	100
	Centre	%	22.7	32	26	21	

Perspective toward Knowledge

The opinions of teachers on the role of teaching in the process of education have been found in Table 4.

Table 4
Distribution of Perspectives toward Knowledge

		Priority					
		1	2	3	4	N	
Knowledge	Social	f	10	16	40	34	100
	Reconstruction	%	10.1	16	39	34	
	Social	f	41	34	19	6	100
	Efficiency	%	41.1	34	18	6	
	Scholar	f	14	13	27	46	100
	Academic	%	14.1	13	26	46	
	Student	f	24	36	17	13	100
	Centre	%	24.3	36	17	13	

Perspective toward Childhood

The opinions of teachers on the view toward childhood have been found in Table 5.

Table 5
Distribution of teachers' views toward Childhood.

		Priority					
		1	2	3	4	N	
Childhood	Social	f	16	26	29	29	100
	Reconstruction	%	16.2	26	28	30	
	Social Efficiency	f	23	28	25	24	100
		%	23.2	28	25	24	
	Scholar	f	14	32	29	25	100
	Academic	%	14.1	32	28	26	
	Student	f	46	15	19	20	100
	Centre	%	46.5	15	19	20	

Perspective toward Evaluation

The opinions of teachers on the view toward evaluation have been found in Table 6.

Table 6
Distribution of teachers' Perspective toward Evaluation

		Priority					
		1	2	3	4	N	
Evaluation	Social	f	11	45	28	16	100
	Reconstruction	%	10.7	45	28	17	
	Social	f	17	22	25	36	100
	Efficiency	%	16.5	22	25	38	
	Scholar	f	17	17	23	33	100
	Academic	%	16.5	17	23	34	
	Student	f	58	16	15	11	100
	Centre	%	56.3	16	15	11	

Perspective Toward Educational Slogan

The opinions of teachers on the view toward educational slogans have been found in Table 7.

Table 7
Distribution of teachers on the view toward educational slogan

		Priority					
		1	2	3	4	N	
Education Slogan	Social	f	17	33	17	33	100
	Reconstruction	%	17.2	33	17	32	
	Social	f	44	31	13	12	100
	Efficiency	%	44.4	31	13	12	
	Scholar	f	22	16	37	25	100
	Academic	%	22.2	16	37	25	
	Student	f	16	20	32	32	100
	Centre	%	16.2	20	32	31	

Popularity of Curriculum Ideologies

Based on teachers' opinions, the popularity of four competing curriculum ideological perspectives was compared using the priority given to seven aspects of each ideology. The comparison is presented in

Table 8.

Table 8
Comparison of the Popularity of Curriculum Ideologies

Aspects of Curriculum Ideology								
	School	Teacher	Teaching	Knowledge	Childhood	Evaluation	Slogans	Average
SR	f 35	47	21	10	16	11	17	22.43
	% 32.1	49.5	21.6	10.1	16.2	10.7	17.2	22.49
SE	f 14	11	31	41	23	17	44	25.86
	% 12.8	11.6	32	41.1	23.2	16.5	44.4	25.94
SA	f 7	14	23	14	14	17	22	15.86
	% 6.4	14.7	23.7	14.1	14.1	16.5	22.2	15.96
SC	f 53	23	22	24	46	58	16	34.57
	% 48.6	24.2	22.7	24.3	46.5	56.3	16.2	34.11

The data in Table 9 compares the popularity of four curriculum ideological perspectives- across seven curricular aspects: School, Teacher, Teaching, Knowledge, Childhood, Evaluation, and Slogan. The table reveals a clear preference for student-centered and socially efficient approaches among teachers surveyed, with less emphasis on traditional academic and critical-transformative ideologies- indicating a pluralistic but uneven ideological landscape in curriculum thinking.

Discussion and Interpretation

The study highlights that teachers hold varied perspectives on curriculum ideologies, reflecting a blend of progressive and traditional educational

philosophies. The structured questionnaire reveals distinct inclinations toward different curriculum orientations based on aspects like the meaning of curriculum, the role of teachers, teaching, knowledge, evaluation, childhood, and educational slogans. Here are some key findings.

Predominant preference is found for Student-Centered Ideology. It emerges as the most favored across the seven domains, receiving the highest first-priority average (34.57%). It particularly dominates in: Curriculum meaning (48.6%); Childhood (46.5%); Evaluation (56.3%). This preference indicates a strong belief among teachers in learner-centered pedagogy, viewing education as a process of personal growth, active participation, and intrinsic motivation. Teachers emphasize the importance of understanding childhood development, authentic assessment practices, and flexible, student-responsive curricula.

Moderate preference is found to the Social Efficiency Ideology. It is the second most preferred, with 25.86% average first-priority votes. It dominates in: Knowledge (41.1%); Teaching practices (32%); and educational slogans (44.4%). This reflects a pragmatic orientation where many teachers view education as a tool to equip students with skills necessary for

economic productivity and societal functioning. The high preference in knowledge and teaching domains suggests an emphasis on structured content delivery, measurable outcomes, and functional learning goals.

Lower preference is found in the Social Reconstruction and Scholar Academic Ideologies. The Social Reconstruction (SR) ideology, with a 22.43% average, shows relevance in the role of teachers (49.5%), highlighting the belief that educators should act as agents of social change. However, it is less prioritized in other domains, especially knowledge and evaluation. The Scholar Academic (SA) ideology ranks lowest (15.86%), showing limited endorsement for the traditional, content-heavy, discipline-specific approach to education. Teachers seem less inclined to view themselves or teaching as primary vehicles for transmitting established bodies of knowledge.

NCF (2019) Nepal has given the highest priority to the Social Efficiency ideology, as reflected in its strong emphasis on employment-oriented education, technical and vocational skills, ICT competence, entrepreneurship, and life skills aimed at fostering economic transformation and preparing productive human resources. The second major emphasis is on the

Social Reconstruction ideology, evident in its commitment to national identity, federal democratic values, human and child rights, gender and social equality, sustainable development, peace, and environmental protection—positioning education as a vehicle for societal reform and justice. The scholar-academic ideology is also present, particularly in the structured curriculum design, defined learning competencies, certification procedures, and the integration of global and national knowledge systems to produce competent citizens. While comparatively less prominent, the Learner-Centered ideology finds expression in the integrated and interconnected curriculum design at the early childhood level, with a focus on individual learners' potential and developmentally appropriate practices.

A comparison between the curriculum ideology preferences of teachers and those embedded in the NCF (2019) reveals both alignments and gaps. The most striking mismatch lies in the Learner-Centered ideology, which is the top priority among teachers across all domains—particularly in curriculum meaning, evaluation, and childhood—whereas, in the NCF, this ideology receives relatively limited emphasis, mostly confined to the early childhood level. This suggests a disconnect between teachers' pedagogical

beliefs and the systemic prioritization within the national framework. On the other hand, there is a moderate alignment with the Social Efficiency ideology, which ranks second in teachers' preferences and is the dominant ideology in the NCF. Both value skills, structured learning, and employability, indicating shared ground regarding the role of education in economic productivity. However, the Social Reconstruction ideology, despite being the second most emphasized in the NCF, ranks lower among teachers, except in the domain of teachers' roles, highlighting a partial mismatch in values related to social justice and transformative education. The Scholar Academic ideology, while the least preferred by teachers, holds a more significant role in the NCF, especially in its structural design and competency-based approach—revealing a clear gap between teachers' progressive leanings and the framework's traditional academic structuring. This pattern suggests that for effective curriculum implementation, policy alignment with teachers' pedagogical orientations must be strengthened through professional development, participatory curriculum design, and ongoing dialogue. The gap between teachers' preferred curriculum ideologies and those emphasized in the National Curriculum Framework (NCF) (2019) likely stems

from multiple interrelated factors. One major cause is weak curriculum dissemination. Teachers in rural areas like Dogadakedar often lack adequate exposure to the intent and ideological underpinnings of the curriculum due to insufficient training, unclear guidelines, and limited access to updated curriculum documents (Carless, 1999). This prevents teachers from aligning their practices with national goals.

Another reason is the overlooking of local socio-cultural and educational contexts during curriculum formulation. While the NCF addresses national and global priorities, it may not fully incorporate the lived realities, cultural knowledge systems, and educational needs of regions like Dogadakedar, leading to a disconnect between curriculum expectations and ground-level classroom dynamics (Shrestha & Pant, 2018). Additionally, teachers' philosophical orientations and classroom experiences shape their ideological preferences. These beliefs, often rooted in an experience-based understanding of students' needs, may diverge from the more technocratic and policy-driven ideologies emphasized in the NCF.

This ideological gap can indeed weaken curriculum implementation. When teachers perceive a misalignment between

their pedagogical values and the prescribed curriculum, they may resort to selective implementation or superficial compliance, ultimately compromising educational quality and intended reforms (Fullan, 2007).

To address this, inclusive curriculum development that involves local stakeholders—including teachers from remote areas—is crucial. Targeted in-service training, reflective dialogues on curriculum philosophy, and localized curriculum adaptation frameworks can bridge this divide (UNESCO, 2017). Strengthening teacher agency through professional learning communities and enabling them to contextualize curriculum content can also promote more meaningful and coherent implementation.

Conclusion

The analysis reveals a notable gap between teachers' preferred curriculum ideologies and those prioritized by the National Curriculum Framework (NCF) 2019 of Nepal. While teachers predominantly favor a learner-centered approach, the NCF places greater emphasis on social efficiency and reconstruction ideologies. This mismatch is likely due to inadequate curriculum dissemination, limited consideration of local contexts such as Dogadakedar, and the persistence of

teachers' personal beliefs and classroom experiences. Such a gap can hinder the effective implementation of the curriculum, resulting in inconsistent educational practices and weakened reform outcomes.

This study draws some recommendations for the different agencies. The gap in the ideology between NCF and teachers demands enhanced curriculum dissemination. Strengthen communication channels through teacher training, clear orientation programs, and continuous professional development to ensure teachers understand the ideological foundations and expectations of the NCF. Meanwhile, the contextualization of the curriculum locally has been realized. It promotes local curriculum adaptation by involving teachers and local stakeholders in the development process, ensuring relevance to community needs and realities. Another is to support teacher agency that encourages reflective practices and establish professional learning communities to help teachers align their values with national curriculum goals while respecting their pedagogical autonomy. Next is policy-practice integration to bridge the policy-practice divide by providing practical implementation tools, contextual teaching materials, and pedagogical guidance that

align with NCF ideologies. Last but not least is ongoing research and feedback. To conduct regular studies to assess ideological alignment and curriculum effectiveness, using findings to inform policy revisions and support systems.

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Junk Food Consumption Patterns, Gender Differences, and Health Awareness among School Children in a Remote Region of Nepal

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Abstract

Many school children in Nepal eat junk food. It often replaces healthy meals. They know it can harm their health. Still, they keep eating it. Friends, advertisements, taste, and easy access encourage them. Gender, age, and location also influence what they eat. Awareness programs help for a short time. For lasting change, families, schools, and communities must work together. This study explored junk food consumption among children, with a focus on gender differences and reasons for food choices. A survey was conducted in January 2025, taking 100 students from four schools in a remote mountain village in Far-Western Nepal. Information collected with a structured questionnaire seeks the types of junk food eaten, frequency, reasons for choosing them, and awareness of their health effects. Chi-square tests were applied to identify gender differences, with $p < 0.05$ considered statistically significant. Results showed that taste was the main reason for choosing junk food where boys are slightly more than girls. Knowing the health risks did not always make children choose healthier food. The study suggests making healthy food more attractive. It also advises designing programs that consider small differences between boys and girls. Schools and parents should work together to improve the food choices available to children. The study looks at the local situation and shows the gap between what children know and what they do. These findings can help create better public health plans. Teaching healthy eating early and giving children tasty, healthy options may reduce their dependence on junk food over time.

Keywords: junk food, children, gender differences, food preferences, health awareness

Introduction

Nepalese school children are somehow aware of the health consequences the junk foods but their understanding is not as much strong in long-term implications in their lifestyles. Paudel and Shrestha (2020) found that while 67.9% of students had

moderate awareness, this did not correlate significantly with actual consumption patterns. Similarly, Shah et al. (2023) observed that only a third of students had good knowledge regarding junk food, and over a third demonstrated poor knowledge. Sapkota and Neupane (2021) revisited this

concern, with just over half of respondents aware of health risks associated with junk food. These findings indicate a gap between cognitive awareness and behavioral application. Junk food consumption among school children in Nepal is prevalent and frequently replaces nutritious meals. For instance, research conducted in Pokhara revealed that over 70% of young children consumed junk food three or more times per week (Bhattarai et al., 2024). In Jumla, adolescents were found consuming junk food allured by the taste and advertisement, and Hindu children are more inclined than Buddhist (Karki et al., 2022). Furthermore, Sapkota and Neupane (2021) discovered that female students consumed more junk food than males (79.6% vs. 53.5%). This normalization of junk food consumption as a routine part of children's diets raises concerns about long-term health and developmental consequences.

Many reasons explain why students eat a lot of junk food. Friends, personal taste, advertisements, and easy access are the biggest ones. Research from Chitwan and Pokhara shows that students often choose junk food because their friends do, because it tastes good, or because it is quick to get (Pahari & Baral, 2023; Sapkota & Neupane, 2021). Shops near schools and

junk food kept at home make it even easier to eat these foods often (Bhattarai et al., 2024). Another study found that eating habits are also shaped by the wider environment, like what parents eat and what food is available at school (Adhikari et al., 2021). Changing habits of eating junk food have worked to some extent, but keeping the change for the long term is hard. In Kageswori Manohara Municipality, planned lessons about healthy eating helped students think more positively about healthy food (Shrestha & Karki, 2020). In Birgunj, interactive activities based on the Theory of Planned Behavior reduced students' interest in junk food (Singh et al., 2020). But the main problem is turning these short-term changes into lasting habits—especially when junk food is still cheap, nearby, and socially accepted.

Age, gender, and location also affect eating patterns. Older students and those living in cities eat more junk food, according to studies in Pokhara and Chitwan (Pahari & Baral, 2023; Sapkota & Neupane, 2021). In some places, girls eat more junk food than boys. In Jumla, religion, family type, and income also shaped what children eat (Rana, 2024). This shows that any plan to reduce junk food should be adjusted to match the needs of different groups. Overall, junk food

eating among Nepalese children is linked to awareness, peer influence, advertising, access, and personal background. Teaching also helps children about healthy eating but real change needs families, schools, and communities to work together. The problem is not only in Nepal—it is increasing worldwide (Gupta et al., 2020). Junk food contains too much sugar, salt, and bad fats since contains low in nutrients despite high calories. It increases the risk of obesity, diabetes, and heart disease in children (WHO, 2016). Eating habits formed in childhood often continue into later life, worsening health problems (Sahoo et al., 2015).

This study examines how and why children choose junk food, focusing on gender differences and reasons for these choices. It also explores how much they know about the health effects of junk food and possible ways to reduce how much they eat it.

Review of Literature

Awareness of junk food and its health consequences among Nepalese school children is weak. Several studies report that although children may identify junk food as unhealthy, but in long run these children are unable to prevent themselves from consuming. Paudel and Shrestha (2020) found that while 67.9% of students

had moderate awareness, this did not correlate significantly with actual consumption patterns. Similarly, Shah et al. (2023) observed that only a third of students had good knowledge regarding junk food, and over a third demonstrated poor knowledge. Sapkota and Neupane (2017) echoed this concern, with just over half of respondents aware of health risks associated with junk food. These findings indicate a gap between cognitive awareness and behavioral application. Junk food consumption among school children in Nepal is prevalent and frequently replaces nutritious meals. For instance, research conducted in Pokhara revealed that over 70% of young children consumed junk food three or more times per week (Bhattarai et al., 2024). In Jumla, adolescents exhibited significant weekly consumption patterns, often irrespective of gender (Karki et al., 2022). Furthermore, Sapkota and Neupane (2021) discovered that female students consumed more junk food than males (79.6% vs. 53.5%). This normalization of junk food consumption as a routine part of children's diets raises concerns about long-term health and developmental consequences.

All children ate junk food frequently because they preferred its taste and some children were affected by advertising. The children showed no understanding of

health dangers linked to unhealthy eating although they all ate junk food. Multiple factors drive this high consumption rate, with peer pressure, taste preferences, advertising, and accessibility being prominent. Studies from Chitwan and Pokhara found that students were heavily influenced by social circles and advertisements, with many choosing junk food primarily for its taste or convenience (Pahari&Baral, 2023; Sapkota&Neupane, 2021). Accessibility also plays a critical role—proximity to shops and availability of junk food at home significantly contribute to frequent consumption (Bhattarai et al., 2024). A study based on the socio-ecological model demonstrated that consumption patterns exist within social and environmental systems which encompass parental behaviors and school settings (Adhikari et al., 2021). The interventions and corrective strategies demonstrate effectiveness yet they struggle to maintain lasting modifications in human behavior. Educational programs have successfully enhanced both knowledge acquisition and short-term goal-setting abilities. For example, structured educational packages have enhanced students' attitudes and intentions towards healthy eating in Kageswori Manohara Municipality (Shrestha & Karki, 2020). Similarly, interactive sessions based on the Theory of Planned Behavior in Birgunj

were effective in reducing students' intentions to consume junk food (Singh et al., 2020). However, the challenge lies in translating these improved intentions into sustained behavioral change, particularly in environments where junk food remains easily accessible and socially endorsed.

Consumption patterns are also influenced by demographic characteristics (age, gender, and residence of individuals). Junk foods intake also seems to be high among older age students, students of urban areas as seen in Poakhra and Chitwan studies (Pahari&Baral, 2023; Sapkota&Neupane, 2021). Gender variations are also evident, with girls in some areas exhibiting more consumption. Religious, family and socio-economic background were also related to food habits of the people of Jumla in study (Rana, 2024). These findings underscore the need for refinement, demographic-specific approaches in policy and practice.

Junk food consumption among Nepalese school children represents a multidimensional challenge shaped by several interrelated factors. Children's eating patterns are not only determined by their individual awareness of nutrition and health, but also by powerful external influences such as peer pressure, aggressive media advertising, and the easy availability of packaged, ready-to-eat foods in local markets. These dynamics

operate differently across demographic contexts, with variations in socioeconomic background, urban–rural settings, and cultural food practices further complicating the picture. Although educational initiatives within schools have shown some positive effects in improving students' knowledge and shaping healthier choices, research indicates that awareness alone is insufficient to bring about sustainable change.

A more comprehensive, multi-level strategy—integrating the roles of families, schools, and wider community networks—is therefore essential to address the root causes and to cultivate long-term healthy dietary behaviors. Previous empirical studies in Nepal and beyond have extensively examined these factors, providing critical insights into how children's dietary habits are formed and reinforced. Children generally like the taste of sugar, salt, fat, even at a young age taste becomes a choice determinant (Drewnowski & Almiron-Roig, 2010). The easy availability of junk food in various settings, including schools, homes, and public places, further contributes to its consumption (Lobstein et al., 2004). Moreover, aggressive marketing and advertising campaigns by the food industry play a significant role in shaping children's

food preferences and influencing their choices (Harris et al., 2009).

There has also been research on gender differences in food preferences, with some studies reporting that boys may be eating more junk food than girls (Wardle et al., 2004). This may be attributed to various factors, including differences in activity levels, metabolic rates, and social influences (Rolls et al., 2006). Furthermore, the influence of parents, peers and school environment on children's food choices has also been emphasized in the literature (Scaglioni et al., 2011). Parents dietary patterns and feeding practices can strongly influence children's food preferences and eating behavior (Patrick and Nicklas, 2005). Peer influence and social norms are important as well, specifically during adolescence, as youths may be more likely to be influenced by their friends eating behaviors (Salvy et al., 2012). The school environment, with its availability of food options in cafeterias and vending machines, can also contribute to children's junk food consumption (Story et al., 2008). Regarding these influencing factors and its impact, Wang et al. (2016) from the Chinese experience of negative health consequence of fast-food eating suggested subsidizing the healthy foods and regulating the advertisement of junk foods. Frequent junk food consumption among

children is rising worldwide and is linked with poor diet quality, weight gain, and higher risks of obesity and diabetes (Pereira et al., 2005). Studies also reveal gender and demographic differences, with boys and certain groups consuming more junk food than girls (Pereira et al., 2005). These patterns highlight the urgent need for greater health awareness among school children (Pereira et al., 2005).. Factors such as taste preferences, convenience, and social influences often outweigh health considerations (Contento, 2008). The current study builds upon this existing body of knowledge by providing a detailed analysis of junk food consumption patterns among children, with a specific focus on gender differences, the reasons behind their food choices, and their awareness of the associated health effects.

Methodology

This study employed a quantitative research design to investigate junk food consumption patterns among children (Creswell & Creswell, 2018). Data was collected from 100 students using a structured questionnaire, adapted and pilot-tested for clarity and validity (Kumar, 2019). Here are 19 questions that were put to the students for self-reporting. Each of the questions has a specific purpose of exploration. To assess a food environment that question was home - (1)

what influences children's dietary choices through accessibility and availability (Rosenkranz & Dzewaltowski, 2008), the kind of junk food is available in your house? To evaluate the school food environment, a major external influence on children's daily dietary intake (Briefel et al., 2009), the question was- (2) what kind of junk food is available in school? To capture individual preference, which plays a critical role in food selection and is shaped by repeated exposure and marketing (Birch & Fisher, 1998) is – (3) what kind of junk food do you like most? (4) how many times a day do you eat junk food?, quantifies frequency of consumption, a key factor in assessing dietary patterns and risk for obesity and NCDs (WHO, 2016); and (5) why do you eat junk food?

Identifies motivational factors (e.g., taste, convenience, peer pressure), aligned with the Theory of Planned Behavior (Ajzen, 1991). Question (6) Who buys you junk food at home? It explores family influence and the role of caregivers in dietary habits, linking to the Social Cognitive Theory (Bandura, 2004). Question (7) Do you know how junk food affects our health? was to Assess health literacy and awareness, which is fundamental for behavior change (Nutbeam, 2000), and the question- (8) How do you feel after eating

junk food? was to investigate immediate physiological or emotional responses, connecting to experiential learning and bodily awareness (Kolb, 1984), and (9) in what condition do you feel that food digestion is going well? captures perception of digestive health, important for understanding the link between food and bodily awareness; and (10) Which of the following problems have you noticed after eating a meal containing junk food? Measures self-reported health effects, contributing to students' experiential knowledge and linking symptoms to dietary behavior. Question- (11) what kind of symptoms does a child who uses junk food on a regular basis get? Gauges perceived health consequences, reflecting community knowledge and possibly shaping social norms (Bandura, 2004) and (12) how does the use of junk food affect a person's health? encourages students to articulate the health implications, which relates to critical thinking and health knowledge. Question- (13) Do you think schools should control the sale of junk food?, assess policy awareness and attitudes toward regulation, essential for community-driven school health policies (Story et al., 2006), and (14) Do you know about nutrition? Measures basic nutritional knowledge, a prerequisite for informed dietary choices (Contento, 2007). Question (15) If you see an attractive advertisement

of a food, do you feel like buying it? explores the influence of advertising and media on food behavior, supporting the persuasion knowledge model (Friestad & Wright, 1994), and (16) Which element will help you to reduce the consumption of junk food? identifies potential intervention strategies, such as awareness, availability, or motivation. Question- (17) Do you prefer junk food over a balanced diet? reflects value-based decision-making and food preferences, important for behavior change models; and (19) If you were given one suggestion on what to eat instead of junk food, what would you consider eating? was to assess readiness for substitution, relevant for dietary intervention planning and the Transtheoretical Model of Change (Prochaska & Velicer, 1997).

The structured set of questions systematically explores children's junk food consumption patterns, motivations, awareness, and environmental influences, offering a comprehensive framework for understanding behavioral and contextual factors. This organization ensures that the data collected can inform targeted interventions and policy recommendations grounded in established health behavior and educational theories.

For the convenience of researcher and the purpose of describing awareness and habit of food choice students who live in remote locality four schools- Shree Sanatan Dharma Higher Secondary School, Balairaj Basic School, Shree Kedar Secondary School, and Shree Chanai Raj Secondary School were taken, and all the students of 6th, 7th and 8th grades were selected by visiting them in school hours. I followed up the students unless I got the number 100, 13 students were excluded because they were not met in school. This survey was carried out in the last week of January 2025.

Although this study adopts a quantitative approach, the use of purposive and convenience sampling is appropriate for several reasons. First, the geographic and logistical constraints of conducting research in remote mountainous areas of Dogadakedar Rural Municipality limit the feasibility of randomized sampling methods (Kumar, 2019). The researcher selected four specific schools based on their accessibility and relevance to the study objective—understanding food behavior among school children in remote areas—thus aligning with purposive sampling logic.

Additionally, all available students from grades 6 to 8 during school hours were included until the target sample size (100) was met. This reflects a convenience-based approach, but also serves to maximize participation within the local constraints and ensures representation from a specific age group relevant to the study (Creswell & Creswell, 2018). The exclusion of 13 students due to absence also highlights the challenges of field-based educational research in such settings. While the results may not be generalizable to all children in Nepal, the sample is adequately representative of the target population (rural school children in a specific locality) and allows for valid internal comparisons and statistical analysis, such as chi-square tests to examine gender differences or consumption patterns (Field, 2018). Therefore, this mixed sampling strategy supports the practical implementation of the study without undermining its internal validity.

To ensure authentic responses, each student filled out the questionnaire under the supervision of their subject teachers and in the presence of peers. This approach was taken to increase the trustworthiness and ecological validity of

the data (Patton, 2015). The questionnaire focused on various dimensions of junk food consumption, including types consumed, preferences, frequency, motivations, health awareness, and availability sources. Students were selected from both urban and suburban schools to represent a broader demographic. Parental consent was obtained prior to participation, respecting ethical standards in educational research (BERA, 2018).

Chi-square tests were used for statistical analysis to examine gender-based differences in junk food consumption behaviors. Statistical significance was set at $p < 0.05$, aligning with standard quantitative practices (Field, 2018).

Data Analysis and Findings

The data was analyzed to answer each of the questions listed in methodology section.

The kinds of junk foods are available to the children at School

The types of food available in the homes of the 100 students are as below-

Table 1

Foods Available in Students' Homes

Food	Female N	Male N	Total
Biscuit	6	14	20
Chaumin	1	0	1
Chips	13	12	25
Chocolate	7	9	16
Fruit	2	0	2
Fruti	2	2	4
Namkin	1	3	4
Noodles	13	15	28

Total	45	55
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Gender effect on Junk food choice

between boys and girls

No, there is not. The difference observed in the table below is by-chance but not inherent nature. The value of Chi-square = 6.4949, and the p-value is 0.0108. Here, the difference is not significant at $p < 0.01$. It was testing whether there's a real difference or relationship between two sets of data (for example, between groups, categories, or conditions). The chi-square test tells you if the differences you see are likely due to chance or something meaningful.

The chi-square value (6.4949) is a number that tells you how different your observed results are from what you'd expect by chance.

The p-value (0.0108) tells you how likely it is that these results happened just by chance. A smaller p-value means more confidence that the results are meaningful.

The kinds of junk foods are available to the children at Home

The types of food available in the homes of the 100 students are as below-

Table 2

Foods Available in Students' Home

Food	Female N	Male N	Total
Biscuit	6	3	9%
Chaumin	4	9	13%
Chaucahu	20	21	41%
Chocolate	2	0	2%
Namkin	3	0	3%
Samosa	10	22	32%
Total	45	55	100

Analysis of the above data to explore any gender difference in junk food choice results to the Chi-square = 11.563; and the p-value is 0.0007, an significant at $p < 0.01$. The chi-square value of 11.563 with a p-value of 0.0007 indicates a statistically significant relationship between gender and junk food preference among students. Since the p-value is less than 0.01, this result is highly significant, suggesting that male and female students have notably different preferences for types of junk food. Boys and girls in the study do not choose junk food in the same way, and this difference is unlikely to be due to chance. This has practical implications for designing gender-sensitive nutritional awareness programs in schools.

Preferred Junk Food among Children

There was a query of- 'does preference of Jung food changes over ages?' that was found as in Table 3.

Table 3
Preferred Junk Food among Children

Food	Age (Years)					
	10	11	12	13	14	15
Chaumin, pizza, burgers"	1	2	8	11	13	3
Packaged food	2	4	5	16	7	3
Fried food	0	3	6	6	6	3
Other	0	0	0	0	0	2

Chi-Square Test Results (Food Preference by Age) Chi-square statistic (χ^2) = 24.26, Degrees of freedom (df) = 15, p-value = 0.0608. Interpretation: The p-value of 0.0608 is slightly above the conventional 0.05 threshold, which means the result is not statistically significant at the 5% level. However, it is marginally significant; suggesting that age might have some effect on junk food preferences, but this relationship is not strong enough to rule out chance with high confidence.

Gender Influence on Junk Food Choice

Table 4 shows the comparison of junk good preference between boys and girls.

Table 4
Junk Food preference between boys and girls

Food	Female N	Male N
"Chaumin, Pizza , Burgers"	15	21
Packet food	20	17
Fried food	10	16
Other	0	1

Chi-square = 15.6072

The p-value is 0.0001. Significant at $p < 0.01$, there is a statistically significant association between gender and junk food preference. That means boys and girls have different patterns of junk food preference that are unlikely to have

occurred by chance. Boys seem to have a stronger preference for "Chaumin, Pizza, Burgers" and fried food, Girls show a higher preference for packet food. This result suggest a gender-specific awareness programs or school interventions to address unhealthy eating habits. For instance: Campaigns focusing on reducing fried and fast-food consumption might especially target boys. Education on the health risks of processed/packet foods might be more directed at girls.

Frequency of Junk Food Consumption by Children

How often the students consume junk food has been studied and found as the Table 5.

Table 5

Junk food Consumption by Gender

Times	Female N	Male N
Daily	10	11
One time Day	0	1
Two time Day	12	17
One time week	1	2
Two time a week	22	24

Chi-square = 1.3433; and the p-value is 0.2465. Not significant at $p < 0.01$. The p-value is much greater than common significance levels (e.g., 0.05 or 0.01), indicating that the observed differences in junk food consumption frequency between

boys and girls are not statistically significant. There is no significant association between gender and the frequency of junk food consumption. In other words, boys and girls tend to consume junk food at similar rates across different time intervals.

Reasons for Junk Food Consumption

Reasons behinds eating junk food instead of other despite awareness on its health effect has been presented in Table 6.

Table 6

Reasons for Junk Food Consumption

Why do children eat junk food?	Female N	Male N	%
Cheaply available	8	11	19
Easily available	8	10	18
For taste	29	32	61
Other	1	1	2

Chi-square = 0.2049

The p-value is 0.6508. Not significant at $p < 0.01$ Children—regardless of gender—primarily eat junk food because of its taste. Differences in responses between girls and boys are not statistically significant ($\chi^2 = 0.2049$, $p = 0.6508$). Factors like price and availability play a lesser role, and gender

does not influence the reason children prefer junk food.

Sources of Junk Food at Home

The pattern of how do children get junk food or who buys for them at home has been presented in Table 7.

Table 7

Sources of Junk Food at Home

Who buys children junk food at home?	Female N	Male N	%
Guardain/parents	13	20	33
Guests	4	4	8
Myself	27	31	58
Other	1	0	1

Chi-square = 1.7785. The p-value is 0.1823. Not significant at $p < 0.01$. p-value: 0.6196, The p-value (0.6196) is much greater than 0.05, indicating that there is no statistically significant difference between girls and boys in terms of who buys junk food for them at home. The sources of junk food at home — whether it's parents, guests, the children themselves, or others- do not significantly differ by gender. Boys and girls seem to have similar patterns in how they obtain junk food at home.

Children's Awareness of the Health

Effects of Junk Food Self-reported awareness of health effect of junk food

over grade 6, 7 and 8 has been compared in Table 7

Table 8

Awareness on Health Effect of Junk Food

Do children know how junk food affects their health?	Class 6	Class 7	Class 8
Yes	21	23	39
No	5	9	3

Analysis of the table results that Chi-square value: 5.79, Degrees of freedom: 2, p-value: 0.055. The p-value (0.055) is slightly above 0.05, the commonly used threshold for statistical significance. This means we cannot confidently conclude that there is a statistically significant difference in awareness across the three classes. However, the result is very close to being significant, which suggests a possible trend- especially that Class 8 has notably higher awareness (39 Yes, only 3 No). There is no statistically significant class difference in awareness at the 5% level, but the data shows a mild trend indicating that awareness may increase with class level, particularly between Class 6 and Class 8.

Feeling after Eating Junk Food

Students reported that they feel different effect of consuming junk food. Their

subjective feeling has been reported in Table 9.

Table 9
Feeling After Eating Junk Food

How do children feel after eating junk food?	Female N	Male N	%
Fatigue	17	22	39
Gaining Power	3	10	13
Nothing changes	20	22	42
Other	5	1	6

Is there different feelings on boys and girls or are the foods gender targeted was studied, and found that the Chi-square = 6.2345, and the p-value is 0.0125. Not significant at $p < 0.01$. Although the difference in food preferences or gender targeting was not statistically significant at the 1% level, the result was significant at the 5% level. This suggests there may be some gender-based influences on how food is perceived or marketed, which warrants further exploration with a larger sample or more refined categories."

Children Feel That Food Digestion

Children's reporting on in what condition do children feel that food digestion is going well has been presented in Table 10.

Table 10
Children Feel That Food Digestion

In what condition do children feel that food digestion is going well?	Female	Male
After eating junk food	14	14
Avoidance of junk food	33	39

The analysis results that Chi-square = 0.1405, the p-value is 0.7078. Not significant at $p < 0.01$. Children—regardless of gender—are far more likely to feel that their digestion is going well when they avoid junk food, and this preference shows no meaningful difference between girls and boys ($p = 0.7078$).

Problems after Eating Junk Food

Students feel different problems after eating junk food that is presented in Table Table 11

Problems After Eating Junk Food

What problems do you feel after eating junk foods?	Female N	Male N
Gets hungry faster	15	17
It takes time to get hungry	16	15
Prolonged Hunger	14	23

Analysis of the data above results Chi-square = 1.3602, the p-value is 0.2435. Not significant at $p < 0.01$. There is no meaningful gender effect on children's reported hunger patterns after

eating junk food ($p = 0.2435$). Any slight differences in proportions are likely due to chance rather than a genuine underlying difference between boys and girls.

Kind of Symptoms after Regular Eating Junk Food

Students reported different problems after eating junk foods in regular basis as presented in Table 12.

Table 12

Symptoms after Regular Eating Junk Food

What kinds of symptoms you feel of regular use of junk food?	Female N	Male N
Crying	25	30
Quarrelsome	8	15
Stealing	9	7
Other	4	2

Analysis of data results Chi-square = 2.88, the p-value is 0.0897. Not significant at $p < 0.01$. There is no meaningful gender effect on the types of symptoms children report from regular junk food use in this sample. Crying is the predominant symptom for both girls and boys, and any slight gender differences in quarrelsomeness, stealing, or “other” effects are not statistically significant ($p = 0.0897$).

Effect of Junk Food on Person's Health

Students reported that they have several health problems due to use of junk food as presented in Table 13.

Table 13

Effect of Junk Food on Person's Health

How does the use of junk food affect a person's health?	Female	Male
Abdominal Pain	16	31
Constipation	17	15
Diarrhea	9	7
Other	4	1

Analysis of the data results to Chi-square = 6.363, the p-value is 0.0117. Not significant at $p < 0.01$. There is a modest gender difference in which gastrointestinal symptoms children report, significant at the 5 % level but not at the 1 % level. Boys tend to report more abdominal pain, while girls more often cite constipation and diarrhea. Given the small effect size ($V \approx 0.15$) and a low expected count in “Other,” interpret these differences with caution.

Schools on Controlling the Sale of Junk Food

Students’ perception on school should control eating junk foods has been presented in Table 14.

Table 14*Students' Perception to Junk Food Selling*

Do children think schools should control the sale of junk food?	Female N	Male N
Yes	34	43
No	12	11

Analysis of the data in Table 14 results Chi-square = 0.4584. The p-value is 0.4984. Not significant at $p < 0.01$. Both girls (73.9 %) and boys (79.6 %) overwhelmingly favor school regulation of junk food sales, and this preference does not differ by gender ($p = 0.4984$). Any slight percentage differences are likely due to chance.

Children's Knowledge about Nutrition

Children's knowledge about the nutrition contained on the junk foods they eat has been presented in Table 15.

Table 15

Children's Self-Reported Knowledge of Nutrition

Do children know about nutrition on junk food?	Female N	Male N	%
Yes	34	42	76
No	11	13	24

Analysis of the data results Chi-square = 0.0089, the p-value is 0.9248. Not

significant at $p < 0.01$. Children's self-reported knowledge about nutrition shows no meaningful difference between girls and boys in this sample- any tiny observed variation is purely random ($p = 0.9248$).

Influence of Advisement on Children on Junk Food

Effects of advertisement in children's junk foods buying behavior has been reported in Table 16.

Table 16*Influence of Advertisements on Children*

Do children feel like buying by see an attractive advertisement it?	Fem ale	Male
Yes	18	24
No	12	17
Some time	15	14

Chi-square = 0.7614, the p-value is 0.3829. Not significant at $p < 0.01$.

Gender does not appear to influence whether children feel like purchasing a food item upon viewing an attractive advertisement ($p = 0.3829$). Any minor differences in percentages are likely due to chance rather than a true gender effect.

Reduce the consumption of Junk Food

Role of different elements that help children to reduce the consumption of junk food has been presented in Table 17.

Table 17*Reduce the consumption of Junk Food*

Which element effects on reducing the junk food consumption?	Female	Male	%
Cost saving	3	10	13
Health Concerns	20	19	39
Knowledge about nutrition	21	23	44
Other	0	4	4

Analyzing the data of Table 17 results Chi-square = 6.54 the p-value is 0.0105. Not significant at $p < 0.01$. There is a modest but statistically significant (at $\alpha = 0.05$) gender difference in what drives food awareness: Girls lean more toward health concerns (45.5 %) and nutritional knowledge (47.7 %). Boys still value health and nutrition, but are relatively more likely to cite cost saving (17.9 %) or other reasons (7.1 %).

Junk Food versus Balanced Diet

Children's preference of junk food or balanced diet has been presented in Table 18.

Table 18*Junk Food versus Balanced Diet*

Do children prefer junk food over balanced diet?	Female	Male
Yes	25	41
No	20	14

Analyzing the data in Table 18 results Chi-square = 3.9774. The p-value is 0.0461. Not significant at $p < 0.01$. There is a modest but statistically significant gender difference in this sample: boys are more likely than girls to prefer junk food over a balanced diet ($p = 0.0461$).

Children's Preferred Alternatives to Junk Food

Students are suggested to choose alternative foods what will they prefer instead of junk foods has been presented in Table 19.

Table 19

Preferred Alternatives to Junk Food

Children's preferences instead of junk food (if forced them)?	Female N	Male N
Home cooked food	29	29
Fruits	13	17
Vegetables	4	8

Analyzing the data from table 18 results Chi-square = 1.2346, the p-value is 0.2665. Not significant at $p < 0.01$. With $\chi^2 = 1.23$ and $p = .2665$, there's no meaningful gender effect on whether people opt for homecooked meals, fruit, or vegetables in this dataset. Any observed differences are likely due to random variation rather than a true underlying gender-based preference.

Conclusion and Implications

The study's findings reveal several important insights into junk food consumption patterns among children. Taste is the primary driver of junk food consumption, and while there are some gender differences, they are not substantial. Boys show a slightly higher preference for junk food over a balanced diet. Children generally have some awareness of the negative health effects of junk food, but not sufficient to force them healthier choice.

These findings suggest several important directions for interventions that promote healthier eating habits among children. First, efforts should aim to make healthy foods more attractive by addressing children's taste preferences. This can be done by offering healthier options that are both flavorful and visually appealing in school cafeterias and at home (Birch & Ventura, 2009). Second, interventions need to account for the modest gender differences in food preferences. For example, educational programs could be tailored to address the specific concerns and preferences of boys and girls (Wardle et al., 2004).

Schools and parents play a crucial role in shaping children's food choices, and policies aimed at controlling the

availability of junk food in these settings may be effective (Story et al., 2009). This could involve implementing stricter regulations on the sale of junk food in schools and promoting healthier options in school meals (WHO, 2016). Furthermore, parental education and involvement are essential for fostering healthy eating habits at home. This study on junk food consumption patterns among children is significant for several reasons:

- 1. Focus on a specific demographic and location:** The study focuses on children in a rural and mountainous region of Far-Western Nepal. This demographic and geographic focus is important because dietary habits can vary significantly across different regions and socioeconomic groups. Understanding the patterns in this specific context can inform targeted interventions.
- 2. Detailed analysis of factors influencing consumption:** The study goes beyond simply measuring consumption levels. It delves into the factors that drive children's food choices, including taste preferences, gender differences, awareness of health effects, and the influence of home environment. This multi-faceted approach provides a more

comprehensive understanding of the issue.

3. Emphasis on the disconnect between awareness and behavior: A key finding is that children's awareness of the negative health effects of junk food doesn't consistently translate into healthier choices. This highlights a critical challenge in health education and intervention efforts.

4. Implications for intervention: The study's findings have direct implications for designing interventions to promote healthier eating habits. By identifying the key drivers of junk food consumption, the research suggests strategies that could be effective in changing behavior. This study is important because it looks closely at a specific issue, carefully examines it, and highlights the difference between what people know and how they actually behave—this difference is crucial for planning effective public health programs.

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A Study on Financial Performance of Navayug Saving & Credit Co-operative Limited

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Abstract

I investigate a case study of the financial and social impact of the Navayug Savings and Credit Cooperative (SACCO) in rural Nepal, a topic which has diverse unattended questions pertaining to remote cooperatives. The cooperatives of Nepal are recognized by their constitutions as one of the major sectors of the economy alongside the public and private sectors. Their role is crucial in the promotion of local development and financial inclusion of remote areas. This is even more important in underdeveloped areas where the cooperatives function as the only available financial institutions and help alleviate poverty.

Adopting a mixed-methods case study, this research studies qualitative empowerment outcomes and quantitative financial metrics (2078–2080 BS) using the PEARLS monitoring framework. It is evident from the results that Navayug SACCO has a great social impact—its membership includes 58% women and 17% Dalits, and there are real stories of economic empowerment through credit and leadership. That said, financial data points to troubling operational deficiencies, including weak liquidity (average cash ratio of 7.26%), low profitability (ROA 0.47%), and erratic current ratios—all below international cooperative operating standards.

A local cooperative's inefficient financial policies lead to hostile exchanges in communal finance. While the grassroots cooperatives serve to boost social inclusion and empowerment, their financial management is weak, threatening their long-term viability. This research contributes to the literature in the following ways: first, it presents research on cooperatives in the hinterland, which are understudied. Secondly, it investigates the cooperative policies of Nepal and their implementation. Thirdly, it integrates the aspect of social impact and financial health through one single framework. In regard to policymakers and practitioners, the results highlight the concern. The social missions of cooperatives must be complemented with advanced competencies in financial governance, risk management, and daily operations. Success in these aspects only leads to sustainable poverty reduction.

Keywords: SACCO, financial performance, empowerment, good governance, Nepal

1. Introduction

In Nepal, cooperatives are one of the three primary economic sectors of the public and private sectors. Cooperatives, especially rural cooperatives, contribute significantly to local development, poverty reduction, and financial inclusion (Government of Nepal, 2015; Ministry of Land Management, Cooperatives and Poverty Alleviation, 2019). This cooperative system is included in the constitution and is governed by the national cooperative policy. The Department of Cooperatives (n.d.) states that, ideally, cooperatives are to serve the cooperative processes to empower the most marginalized groups and cooperative governance is to be good because of members' participatory democratic control. Cooperatives at the community level are supposed to incorporate small-scale farmers, artisans, workers, consumers, and the needy and are to operate with a goal of improving the living standards of members above the national poverty line through cooperative activities. Saving and Credit Cooperatives have rapidly expanded in Nepal since 2008. Their numbers have greatly increased, especially in the rural and marginalized regions, where their financial service offerings have a great impact. In isolated rural areas, such cooperatives are the only institutions that allow people to save,

borrow, and perform other financial transactions. SACCOs are managed at the local level, foster community-wide engagement, and simplify access to financial services for women, Dalits, Janajatis, and impoverished households. While lecturing finance courses at universities and observing the challenges faced by the inhabitants of a distant village, the author came to appreciate the importance of studying the influence of cooperatives in the villages. This particular study emphasizes Navayug SACCO. The reason for this focus is that the SACCO exhibits distinctive qualities: the chairman is an educated individual and simultaneously the Campus chief where the author lectures; it serves as a refined and inclusive SACCO in a remote impoverished area of the Baitadi district which happens to be the author's home territory; most of the shareholders are women below the poverty line and there is a notable presence of Dalits(17%). Another factor that influenced the author's decision is the researcher's easy availability of data concerning this particular SACCO.

Having a grasp of every aspect of a case and its context in a research study allows the readers to judge the credibility and transferability of the findings (Merriam, 2009; Stake, 1995; Yin, 2018). Now, thick

description, as defined by Geertz (1973), necessitates a richly detailed account of social settings, actors, their interactions, and the meanings involved. It deepens the reader's inductive understanding and makes analytic or naturalistic generalization possible. This, in turn, enables the reader to conceptually apply the insights to analogous cases (Lincoln & Guba, 1985). Availability of such knowledge in depth helps readers associate out findings of the study with their own and consequently broadens the interpretation and relevance of the research. As quoted by Merriam (2009), the level of detail in case information enables readers to assess if the study's findings are relevant to their own context, a capability vital to disciplines such as education, health, and development studies.

The research employed a case study methodology, concentrating specifically on empowerment and financial performance. The study evaluated two core aspects related to the SACCO's performance; the empowerment of its community shareholders and the SACCO's corporate governance. It was noted that Navayug SACCO effectively empowered women and other marginalized groups through both financial access and

leadership opportunities, reporting 58% female and 17% Dalit membership. On the other hand, financial ratios depicted poor liquidity, citing an average cash ratio of 7.26%, and low profitability as indicated by the 0.47% ROA, highlighting challenges in sustainability alongside its social impact. Overrating under a social mission, cooperatives represent a beacon of inclusive development in rural Nepal, yet weak financial governance poses a risk to their continued existence. Thus, it is imperative that sustainable impact be pursued by improving financial management along with social missions. The information provided bridges the crucial gap by evaluating isolated cooperatives that have gone unnoticed in the literature, while at the same time evaluating Nepal's cooperative policies (Government of Nepal, 2015; Ministry of Land Management, Cooperatives and Poverty Alleviation, 2019) in practice at the local level.

This research offers a dual evaluation framework for development institutions that integrates the PEARLS financial analysis and a qualitative empowerment assessment. This is useful for both practitioners and policy makers. This dual evaluation framework illustrates the

strengths and weaknesses of community finance in addressing poverty.

2. Review of Literature

In relation to SACCOs, the issues that arise include the empowerment of women and other marginalized groups, misappropriation of resources, and good governance, in view of the political influence that plagues SACCOs today. The rationale of the study considers these issues, and the literature review is structured to address them.

2.1. Cooperatives and the Empowerment of Women and Other Marginalized Groups

In Nepal, the cooperative movements have demonstrated their effectiveness in facilitating socioeconomic progress, especially for women and other disadvantaged groups. Based on the concepts of collective assistance, democratic involvement, and the mobilization of local resources, cooperatives—most notably the saving and credit cooperatives (SACCOs)—have played an important role in the alleviation of poverty, the promotion of social integration, and the enhancement of the decision-making abilities of the underprivileged.

Recognizing cooperatives as a central sector of Nepal's economy in the

Constitution of Nepal (2015) is indeed a worthy turn-around in policy. This is well illustrated in Article 51 of the Constitution, which categorically obliges the government to make special efforts to develop cooperatives for the purpose of economic equality and social justice. In addition, the National Cooperative Policy 2019 further emphasizes the inclusive participation of women, Dalits, indigenous nationalities, and other backward classes as a primary strategic priority (Ministry of Land Management, Cooperatives and Poverty Alleviation, 2019). These policies have encouraged and promoted the growth of women and community-owned cooperatives throughout various regions of the country.

Many reports point to the positive impact that cooperatives have on women's economic empowerment. For instance, Shrestha (2014) notes a clear link between women's participation in SACCOs and improved access to financial resources, which women used for small business ventures, farming, and even education for their children. Apart from providing financial services, cooperative membership extends access to training, networking and leadership development, thus enhancing women's confidence and enabling their social mobility. Along the same lines, Acharya (2018) noted that

women who were active in dairy and multipurpose cooperatives enjoyed greater income, savings and household as well as community level decision-making compared to women who were not members. The cooperatives have significantly contributed to the integration of the historically margin.

Though there has been some improvement in cooperatives, a lot still has to be done before the co-operatives become empowering in the real sense. Rural co-operatives have poor technical skills, closed governance, and ineffective financial management. Despite women and other marginalized groups joining in greater numbers, patriarchal inclinations, along with the stranglehold of the ruling classes, still restrict decision-making powers. Additionally, cooperatives that suffer from chronic political interference, combined with meager regulatory controls, show signs of steady degradation in terms of autonomy and sustainability.

Taking into consideration the literature that's been reviewed, literature has adequately captured the challenges in Nepal but underserved the role of SACCOs in cooperatives, especially in the socio-economic empowerment of women and marginalized ethnic groups. I plan to

take a different approach by conducting a qualitative case study of SACCOs in more inaccessible rural areas where the vast majority of the population is below the poverty level. My intention is to understand the functionality of SACCOs at such grassroots levels by collecting SACCO records, conducting interviews, and through participant observation.

.2. Good Governance and Financial Efficiency Good governance lies at the heart of the reliability, transparency, and long-term viability of Saving and Credit Cooperatives (SACCOs), especially in settings like Nepal where cooperatives are viewed as central to economic growth and financial inclusion. Financial performance in SACCOs—as measured by effective loan recovery, liquidity, and operating surpluses—signifies honest financial management, sound decision-making, and proper audits and regulatory compliance. Such performance promotes member trust and active engagement, in tandem with the principles of good governance. Governance of SACCOs usually involves the frameworks, methods and conduct that deliver responsibility, openness, engagement, the rule of law, and adequate response to members.

Governance frameworks and scholars of cooperatives governance such as PEARLS

and CGAT highlight the various aspects of good governance such as transparency, accountability, and member participation, alongside financial integrity, democratic decision-making, and compliance with regulations. The governance structure can be analyzed by examining institutional documents, financial documents, audit reports, board meeting records, annual reports, and regulatory databases. Such secondary data is very important for conducting effective and systematic governance assessments. Secondary data is information that was collected for different purposes but is being used for research or evaluation. The following data sources are used for SACCO governance:

- **Audit Reports:** The reports, especially those undertaken by registered auditors or the government cooperative offices, help financial integrity, compliance, and risk management assessment. Non-compliance in undertaking audits may be a sign of inadequate governance.
- **Annual Reports and AGM Minutes:** They inform about the general assemblies, the frequency of elections, gender representation in leadership, strategic decisions, and member participation. These documents can be used to evaluate democratic practices and participation.
 - **Registrar Records:** Registrars of cooperatives at the local,

provincial, or federal levels keep track of the registration information, compliance status, issued penalties, and performance records. These data sets assist in evaluating legal compliance and operational viability.

- **Financial Statements:** Income statements, balance sheets, and cash flow reports enable the calculation of financial governance ratios like loan delinquency, liquidity ratio, capital adequacy, and reserves. This identifies how the SACCO handles finances.
- **Media Reports and Case Studies:** Investigative reporting and NGO reports most likely expose governance issues such as fraud, mismanagement, or political interference in cooperatives. These serve as supplementary data for triangulation. The PEARLS Monitoring System, developed by the World Council of Credit Unions (WOCCU, 2005), is one of the best instruments for secondary data analysis to assess cooperative governance. The system measures the Protection of member savings, Effective financial structure, Asset quality, Rates of return and costs, Liquidity, and Signs of growth, abbreviated as PEARLS. These financial statement and report-based metrics can be used to measure operational performance and governance quality at the same time.

Similarly, the Cooperative Governance Assessment Tool (CGAT) by ICA (2018) encourages qualitative governance assessment through secondary data by assessing the board's operation, ethical compliance, and internal control using records and reports. Still, secondary data may be less trustworthy because of political pressure, deliberate falsification, or other factors.

Although structured methodologies for assessing SACCO governance through financial metrics are offered by tools such as PEARLS and CGAT, studies conducted within the unique context of rural Nepal that examine the relationship between financial efficiency and social empowerment remain absent. While audit reports and financial statements provide a glimpse into the governance and performance of an institution, they overlook the real-life experiences of women and other marginalized groups who participate in cooperatives. Additionally, the majority of the studies focus on urban or institutional SACCOs, leaving the rural cooperatives such as Navayug out of the picture in governance-related research. This study is an attempt to bridge this gap by integrating financial data with qualitative stories to measure both economic returns and inclusive empowerment.

3. Case Study Methodology

This study employs a mixed-methods design combining positivist financial analysis and interpretivist social impact assessment. The study relies primarily on secondary data from Navayug SACCO financial reports (2078-2080 BS) and policy documents, which were examined through ratio analysis and thematic analysis. Financial ratios, including liquidity and profitability ratios, were calculated to examine performance, while governance documents provided contextual insight. The embedded case study design enabled multi-level analysis through triangulation of data. Ethical concerns included data anonymization and sources verification (Bryman, 2016). The positivist approach facilitated objective financial analysis through the use of descriptive statistics, while interpretivist approaches revealed governance and member participation patterns. The two-perspective approach gives detailed insight into how rural cooperatives balance financial sustainability and social objectives. Key sources informing the methodology include Saunders et al. (2019) on research design, Yin (2018) on case study approach, World Council of Credit Unions (2005) on financial performance standards, and Braun and Clarke (2006) on qualitative data analysis. The integrated methodology provides a

solid foundation for evaluating cooperative performance on both financial and social dimensions.

4. Findings and Discussion

There are 33 cooperatives in Dogadakedar rural municipality. Among them, Navayug Saving & Credit Co-operative has individual and institutional shares. It was initiated in BS 2067 with 30 initial members and expanded its members gradually, but at a sluggish rate. In BS 2075, it reached up to 184 members (80 male, 104 female), and the management committee was established with 4 males and 5 females.

It was difficult to convince rural women with no education to join a SACCO because of several reasons: most women are not financially literate and are afraid of taking loans; strong patriarchal traditions restrict their freedom of movement, self-confidence, and involvement in money-related decision-making; and family duties and distrust of formal institutions frequently deter them. Furthermore, political polarization in Nepalese society made it extremely difficult to make members from the three dominant parties' part of the SACCO.

Peer influence was equally significant; once some prominent women members

had joined and benefited from SACCOs, others usually follow. With the establishment of Shreekot Multiple Campus in BS 2069, the campus chief, as the chairman of SACCOs, used effective methods like door-to-door mobilization, use of visual and oral learning method, and demonstration of close-at-hand benefits like availability of small loans or emergency funds during his visit to the campus. As Sharma (2020) and Bhattarai and Pant (2015) point out, effective cooperatives invest in trust, women's leadership, and specially tailored outreach strategies. Therefore, as much as the initial persuasion can be hard, through culturally sensitive and empathetic approach, SACCOs have the potential to empower illiterate rural women, turning them into powerful economic agents and community leaders. By BS 2079, the membership had risen to 674 and was supplemented with five in 2080. 58% were women and 17% were Dalits amongst them.

Navayug Saving & Credit Co-operative Ltd. was established in 2067 B.S. under the Cooperative Act 2048. It has its head office in Dogadakedar-07 Baitadi. It operates with two branches and is primarily a single-purpose co-operative organization. Navayug provides two services: savings collection and mobilization of it among the members, i.e.,

its two main services are deposit collection and lending. Every day, it gives an 8% interest on deposits, generating a wide interest spread which is among the drivers of its yearly profit increase.

4.1. Persuasion, Participation, and Empowerment

In Dogadakedar Rural Municipality-07, Baitadi, Navayug Saving & Credit Cooperative Ltd., a small but energetic financial organization, has been working quietly in the background for the economic progress and empowerment of women, particularly of poor and marginalized women. It is a single-purpose cooperative mainly involved in mobilizing savings and lending credit according to international cooperative principles.

In this, two people's (pseudonyms) accounts mirror their experience with Navayug:

(a) Ram Karki of Dogadakedar-07, Baitadi, established clothes shop eight years ago. He saved at Navayug Saving and Loan Cooperative in 2074 BS and used to save systematically. He took a loan and established a sweets shop. Since he was progressing steadily, other banks also pledged to lend him funds. Afterward, he expanded his business to a dairy shop, cake, and ice cream shop.

(b) Ganga Devi, Dalit woman of Dogadakedar-07, Baitadi, passed 12th

grade from Sanatan Dharma Secondary School in 2076 BS. She joined Navayug Saving and Loan Cooperative in the same year. Involvement in social activities and cooperative programs enhanced her leadership skills. She was elected as a Dalit woman ward member in the 2079 BS local election and later nominated as an executive member of the Rural Municipality. Her active involvement led to her appointment as Secretary of the Board of Directors at Navayug SACCO.

4.2. Governance, Efficiency and Prospects

The latest financial performance of Navayug has been analyzed to analyze its governance and potential future. Due to this, audit reports of FY BS 2078, 2079, and 2080 have been analyzed to observe liquidity ratio and profitability by taking data from office records into account.

Profitability ratios such as Return on Assets (ROA) and Return on Equity (ROE) are scrutinized in SACCOs to examine how efficiently the cooperative uses its assets and equity of members to generate income. ROA is the computation of net income over total assets, which indicates operational efficiency, and ROE is an indicator of the ability of the SACCO to give back returns to its member-owners against their capital investment. They are essential to apply in assessing financial sustainability and long-term sustainability

of SACCOs, as emphasized in the PEARLS monitoring framework (World Council of Credit Unions, 2005).

Thus, the following calculations were carried out:

(a) Liquidity Ratio Analysis

Two common components included in liquidity ratios, are discussed in the paper.

- i. **Cash Ratio:** This measures the amount of cash and cash equivalents a cooperative has relative to its current liabilities.

The first step is to calculate the cash ratio in each year with the formula:

$$\text{Cash ratio in 2080} = \frac{213322}{2080199} \times 100\% = 10.26\%$$

$$\text{Cash ratio in 2079} = \frac{221745}{4555186} \times 100\% = 4.87\%$$

$$\text{Cash ratio in 2078} = \frac{221745}{3333335} \times 100\% = 6.65\%$$

Analyses are summarized in Table 1.

Table 1

Cash Ratio 2078-2080

Year	Cash	Current Liabilities	Cash ratio	Result
2080	213322	2080199	10.26%	Bad
2079	221745	4555186	4.87%	Bad
2078	221745	3333335	6.65%	Bad
Average			7.26%	

Source: Data processed by the author

- ii. **Current Ratio:** This measures all current assets a cooperative has relative to its current liabilities.

Based on the cooperative performance from the 2078 calculation results it reached 6.65 percent in 2079 which means poor, and reached 4.87 percent. This means bad and reaching 10.26 percent in 2080 means bad. Therefore, the performance of the cooperative is always balanced every year because the cooperative is under special supervision standards. It means cooperative are in an unhealthy state.

The second step is to calculate the current ratio in each year with the formula:

$$\text{Current ratio in 2080} = \frac{3944494}{2080199} \times 100\% = 1.89:1$$

$$\text{Current ratio in 2079} = \frac{3868197}{4555186} \times 100\% = 0.85:1$$

$$\text{Current ratio in 2078} = \frac{3427164}{3333335} \times 100\% = 1.03:1$$

Analyses are summarized in Table 2.

Table 2

Current ratio

Year	Current assets	Current liabilities	current ratio	Result
2080	3944494	2080199	1.89	Good
2079	3868197	4555186	0.85	Bad
2078	3427164	3333335	1.03	Bad
Average			1.26	

Source: Data processed by the author

Current Ratio Based on the regulations of Medium Cooperatives of the regarding the criteria for evaluating cooperatives with achievements based on the 2078 calculation results 103% which means bad, and reached 85% in 2079. This means bad, reaching 186% in 2080 which means good. Seeing this situation, the cooperative must optimize the assets they have properly.

(b) Profitability Analysis

Profitability refers to a company’s ability to generate earnings (profit) relative to its revenue, assets, equity, or other financial elements. It is measured using various financial ratios. Among them, ROA and ROE are regarded primary and easier to understand.

i. ROA (Return on Assets) - Net

Income / Total Assets. It measures how efficiently a company uses its assets to generate profit.

Data from the statement is analyzed as below-

$$\text{Return on Assets in 2080} = \frac{101831}{16603310}$$

$$\times 100\% = 0.62\%$$

$$\text{Return on Assets in 2079} = \frac{34328}{18267955}$$

$$\times 100\% = 0.19\%$$

$$\text{Return on Assets in 2078} = \frac{95519}{16115844} \times$$

$$100\% = 0.59\%$$

Table 3 present the data in comparison.

Table 3

Return on Assets

Year	Net income	Total assets	Return on assets	Result
2080	101831	16603310	0.62	
2079	34328	18267955	0.19	
2078	95519	16115844	0.59	
Average			0.47	

Source: Date processed by the author

Return on Assets based on the calculation results for 2078 to 2080, reaching 0.62%, 0.19% and 0.59%. Say bad. This shows less efficiency in operating assets, using more assets, but with very little return.

ii. ROE (Return on Equity) = Net

Income / Shareholder's Equity. It measures how efficiently a company uses shareholders’ funds to generate profit.

$$\text{Return on Equity in 2080} = \frac{101831}{2099010} \times 100\%$$

$$= 4.85\%$$

$$\text{Return on Equity in 2079} = \frac{34328}{1969179} \times 100\%$$

$$= 1.74\%$$

Return on Equity in 2078 =

$$\frac{95519}{2005661} \times 100\% = 4.74\%$$

So more concisely will be explained in the following Table 4.

Table 4*Return on Equity*

Year	Net income	Total equity	Return on equity	Result
2080	101831	2099010	4.85	NG
2079	34328	1969179	1.74	NG
2078	95519	2005661	4.74	NG
Average			3.77	

Source: Date processed by the author
(NG= Not Good)

Return on Equity based on the calculation for 2078 to 2080 each reached 4.74%, 1.74% and 4.85%. This clearly shows that the amount of capital used is not proportional to the results obtained, so it is necessary to emphasize costs that must be minimized.

(c) Summary of the Ratio Analysis

A comprehensive summary of ratio analysis is essential to triangulate financial data with the study's social objectives. By consolidating liquidity and profitability metrics, the researcher can objectively evaluate whether the SACCO's "unhealthy" financial state (e.g., low cash ratios and poor ROA) poses a risk to its long-term operational sustainability and its mission of rural empowerment.

Four major ratios of financial statement calculated above is summarized in Table 5.

Table 5*Summary of Descriptive Ratio*

Indicator	Unit	2080	2079	2078	Average	Min	Max	SD
CoR	%	10.26	4.87	6.65	7.26	4.87	10.26	262.74
CR	%	1.89	0.85	1.03	1.25	0.67	1.89	55.58
RoA	s %	0.62	0.19	0.59	0.47	0.19	0.62	0.23
RoE	%	4.85	1.74	4.74	3.78	1.74	4.85	1.76

4.4. Results of the Financial Performance Analysis

The liquidity ratio outcomes (Cash Ratio and Current Ratio) show that Navayug SACCO's cash ratio was consistently poor for a span of three years, with values well below the ideal range of 10–15% stipulated in the PEARLS monitoring guidelines. Specifically, the cash ratio was 6.65% in 2078, 4.87% in 2079, and 10.26% in 2080—all classified as "bad," meaning liquidity stress and inadequate short-term cash positions to meet short-term commitments. This indicates the cooperative is excessively dependent on liquid current assets, jeopardizing functioning in crises. In contrast, the current ratio, which includes all current assets, was slightly better- from 1.03 in 2078 and 0.85 in 2079 (both "bad") to 1.89 in 2080 ("good"). This better performance in 2080 indicates better short-term financial health, although variability represents the SACCO needing better working capital and asset utilization policies. On profitability ratios, Return on

Assets (ROA) was 0.19% to 0.62%, averaging 0.47%, much below the 1% level (World Council of Credit Unions, 2005), thus deemed "bad". This indicates inefficient operations, since the cooperative generated paltry returns relative to its asset base. Although assets were growing, earnings did not grow at a proportionate rate, indicating either weak lending performance or higher operating costs. Return on Equity (ROE) too was weak, ranging between 1.74% and 4.85%, with a mean of 3.78%. All three were below 9% for being "good," meaning poor value for member equity. The cooperative may be having problems reconciling interest income and administration expenses, making for inefficient returns to the shareholders.

4.5. Interpretation and Implications

The financial statistics reveal persistent inefficiencies in finances, especially in returns on equity and assets. Although liquidity slightly improved in 2080, profitability was weak over the three-year period. As Branch and Klaehn (2002) brought forth, profitability and liquidity lie at the heart of SACCOs' financial health as they directly affect their credibility and sustainability. The low and constant ROA (0.47%) and ROE (3.78%) suggest weak revenue generation despite growing assets and membership, a reflection of weak

planning and cost control. PEARLS-based analysis shows the cash ratio was never above the 10–15% mark, indicative of weak short-term solvency. The current ratio was up to 1.89 in 2080 but was only at the average of 1.26 for the years, indicating working capital management volatility. This is in line with Koirala (2016) and Sharma (2020), pointing to essential gaps in financial governance, weak asset utilization, and a constrictive lending trend within rural SACCOs.

5. Conclusion

By triangulating qualitative findings along with performance data on a quantitative basis, the study concludes that Navayug SACCO has positively enhanced social empowerment but is not financially efficient. Empowerment of Dalits and women in rural areas through access to credit, leadership inclusion, and increased confidence demonstrates that SACCOs can be effective tools for social change in remote areas—justifying the intent of national cooperative policies (Government of Nepal, 2015; Ministry of Land Management, Cooperatives and Poverty Alleviation, 2019). However, while these social success stories are achieved, the SACCO's financial indicators point toward systemic weaknesses in profitability, liquidity, and returns', suggesting that social purpose may not be enough to

ensure sustainability. This shows the dual nature of cooperatives: while they operate at the grassroots level, their deficiencies in capacity for financial literacy, strategic thinking, and regulatory compliance threaten long-term sustainability. Hence, it is incorrect to romanticize community-based cooperatives due to their participatory nature since even empowered cooperatives have to be financially standards-compliant if they are to be credible and in operation.

The conclusion continues to implications for different stakeholders. To Policy Makers: Empowerment of SACCOs should be reinforced by focused assistance in financial management training, auditing, and computerized accounting systems to attain governance standards. To Cooperatives: SACCOs must diversify loan products with income generation, reduce operational costs, and install up-to-date MIS software to improve ROA and ROE. Continuous leadership training might enhance governance and finance discretion. For Researchers: Further longitudinal case studies of poor and remote regions are needed to identify how empowerment and governance evolve over time, especially in low-financial-literacy but very participatory cooperatives. For Donors and NGOs: Programs need to go beyond the delivery of microfinance to include monitoring and mentoring systems

that build strategic and sustainable cooperative management capabilities.

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English Language Performance of High Performing Students in Dogadakedar Rural Municipality: A Study of Spelling, Grammar, and Content Quality

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Abstract

The study examined the types of language errors made by learners in the English essay-writing competition. It also assessed the feedback techniques employed by teachers of English in the handling of language errors in the English essays. A descriptive research design was employed to examine errors in English essays written by students from three different secondary schools in Dogadakedar Rural Municipality, Baitadi, Nepal. Qualitative data were collected from the students' essays and analyzed using error analysis and content analysis techniques. The findings reveal that a total of ten categories of language errors which include: word order, verb tense and form, articles, prepositions, subject verb agreement, spelling, plurality, coherence, pronoun, word choice, and capital letter errors were made by the learners in their English essays. The data were described only 3/3 high performing students from each school and scored them 1st, 2nd, and 3rd positions inter and intra school essay writing competitors. The most preferred corrective technique was to involve the learners actively by encouraging them to read extensively and write severally on various narratives in the target language. The findings will provide reliable feedback to teachers of English because it will guide on the development of teaching methods and evaluative measures to their essay writings. The study will also be useful to curriculum developers in designing materials for teaching English language in secondary schools. It will also be of invaluable benefit to learners of English as it will guide on the way narrative essays need to be written.

Keywords: Error Analysis, Grammar errors, Secondary Schools, Language Errors, students

Introduction

In the remote western hilly region of Nepal, English is not commonly spoken,

but it is seen as a very important language.

Many students believe that learning English can help them get a better

education, find good jobs, or even go abroad for work. In places like Dogadakedar Rural Municipality in Baitadi District, schools have very limited resources. They teach English as a second language, but it is difficult because there are not enough books, materials, or trained teachers. Even though students are very hopeful and want to learn English well, their actual language skills are not tested or checked properly. This means there is a big difference between what students hope to achieve and what they are actually able to do with the language.

Most national assessments and studies in Nepal focus on cities or rural areas that are easier to reach, which means they often ignore the real situation in remote regions. Because of this, we do not get a full picture of how students in these areas are doing. Also, school quality is usually judged by things like buildings, classroom facilities, or exam scores, rather than how well students can actually write or express their thoughts in English. This study aims to understand how students in such remote areas perform in written English, with special attention to their spelling, grammar, and the depth of their ideas. By looking at the writing of students from three different schools, the study tries to find out how strong the English teaching is in each school, based on what the

students are able to produce in their writing.

In the remote part of Baitadi district the teaching of English as a subject in government schools faces significant challenges due to limited resources, inadequate infrastructure, and a shortage of trained English language teachers. The dominant pedagogical approach remains the grammar-translation method, with a heavy emphasis on rote memorization and textbook-based instruction. Listening and speaking skills are often neglected, largely due to teachers' limited proficiency in English and the absence of audio-visual teaching aids or language rich environments. While English is introduced as a compulsory subject from the early grades under Nepal's national curriculum, the lack of supplementary materials and teacher training restricts the effective implementation of communicative language teaching methodologies. Despite these constraints, there is a growing awareness among students, parents, and communities in Baitadi regarding the importance of English for higher education and employment opportunities. Learners, although motivated, face limited exposure to English outside the classroom, which affects their language acquisition and

confidence. Occasional interventions by non-governmental organizations and government training programs have provided some support in enhancing teacher capacity and introducing basic English teaching resources. However, systemic barriers such as poor connectivity, insufficient funding, and limited technological access continue to impede progress.

Research Objectives

The objectives of this study were as follows:

- To assess the spelling and grammar accuracy in English essays written by high performing students from three schools in Dogadakedar Rural Municipality.
- To analyze the content depth of the essays in terms of coherence, idea development, and organization.

Significance of the Study

This research aims to understand how well high performing students in remote areas of Dogadakedar Rural Municipality, Baitadi, Nepal actually know and use English. It is important to examine whether they can truly use the English language effectively. The study also

explores how English is taught in rural public schools, where teachers may lack proper training and schools may not have adequate learning materials and there is not English language learning environment. It looks at how effective current teaching methods are and what kinds of support such as improved teacher training or government assistance are needed to strengthen English education in these under resourced regions. A key idea in the study is that by analyzing the English writing and skills of the best students, we can gain insight into the quality of English instruction at the school level. If even the top ranked students face difficulties, it may indicate that teaching practices or the education system itself needs improvement. Moreover, based on the errors made by the learners, teachers of English are able to design the appropriate feedback techniques to handle those specific errors. The results on the types of errors made in the essays can be used to inform teachers of English on the errors that are most frequent in students. This research is also significant in a broader context. As Nepal moves toward greater global connection and many citizens seek jobs abroad, strong English skills are becoming more important. Therefore, the

study contributes to the ongoing conversation about making English education more fair and effective for all students, regardless of where they live. This research also contributes to the growing discourse on equity in English education, especially in the context of Nepal's national aspirations toward globalization and labor migration

Review of Literature

English Language Education in Nepal: English has been a compulsory subject in Nepal's school curriculum for decades, but disparities in learning outcomes remain evident between urban and rural schools (Phyak, 2013; Giri, 2014). Studies note that English is often taught through rote learning rather than communicative or content-based approaches (Poudel, 2016).

Language Performance and Rural Schools: Giri (2014) highlighted that students in remote areas face challenges such as unqualified teachers, lack of teaching materials, and minimal exposure to English outside the classroom. As a result, students' actual language production skills, particularly writing, remain underdeveloped.

Assessing Writing Skills in Nepal: Research by Adhikari (2015) and Joshi

(2019) found that students across various regions exhibit weak grammar, spelling, and coherence in writing due to lack of practice and inadequate feedback from teachers. There is also a lack of formative assessment tools tailored to rural contexts.

Language as a Means for Migration: In Baitadi and other hilly districts, English proficiency is often linked with opportunities abroad. As Sharma (2020) notes, students equate learning English with dreams of foreign employment, yet instructional gaps limit their progress.

Task-Based Language Teaching (TBLT) has been widely recognized for promoting learner-centered pedagogies and fostering meaningful communication in the classroom. Through discursive practices such as group work, collaborative dialogue, and peer feedback, learners are encouraged to actively participate in guiding and influencing the flow of classroom discourse (Ellis, 2003; Willis & Willis, 2007). These practices empower students by allowing them to negotiate meaning, express personal views, and take greater responsibility for their language use.

Several studies have identified persistent issues with grammatical accuracy in

student writing in Nepal. Karki (2017) found that students at the secondary level frequently made errors in verb tense consistency, subject-verb agreement, and article usage, indicating limited mastery of English grammar rules. These issues are particularly prominent in rural schools, where exposure to English and systematic grammar instruction is often inconsistent (Poudel, 2016). Similar findings are echoed in Adhikari's (2015) work, which reported that most writing assignments showed a reliance on formulaic structures and repeated sentence level errors, reflecting a focus on memorization rather than grammatical competence.

Spelling has been a notable area of weakness in EFL learners' writing in Nepal. Joshi (2019) observed that even among Grade ten students, frequent spelling mistakes were common especially with homophones, irregular spellings, and words of Latin origin. These errors often stemmed from lack of phonological awareness and inadequate reading habits. Gautam (2018) further noted that spelling instruction is rarely given attention in classrooms, and students are not trained to use dictionaries or digital tools to verify word accuracy. In line with this, international research such as Cook (1999)

emphasized that EFL learners often struggle with spelling due to the deep orthography of English, which poses unique challenges compared to more phonetic languages like Nepali.

The design of writing tasks significantly impacts the quality of student writing. Subedi (2021) reported that tasks in government-issued textbooks are often repetitive and uninspiring, leading to disengaged writing. When students were given more meaningful and contextually relevant tasks such as personal narratives or problem-solution essays they demonstrated better content control and greater motivation to write. This finding aligns with Nunan's (2004) argument that task design in language instruction should promote real-world communication and cognitive engagement to enhance writing performance.

As the limited exposure to English outside the classroom has a direct effect on learners' communicative competence. According to Gautam (2018), English remains largely confined to academic settings, and rural students rarely engage with the language in everyday contexts. This absence of authentic exposure reduces opportunities for language

acquisition through natural interaction. The study further notes that students in such settings often perceive English as a “foreign” language rather than a functional tool, which affects motivation and self-efficacy.

The teacher knowledge of writing pedagogy plays a critical role in shaping student outcomes. In rural and public schools in Nepal, many English teachers lack specialized training in writing instruction. According to Dahal (2020), most teachers are comfortable teaching grammar rules but feel underprepared to teach paragraph development, cohesion, or argumentation. Additionally, prescribed textbooks offer few guided writing activities that promote critical thinking or creativity. This leaves students with limited models of good writing and fewer opportunities to improve their expression of ideas.

Research Methodology

This study adopts a qualitative comparative case study design to explore and assess the English language performance of students in three public schools in Dogadakedar Rural Municipality, Baitadi District. A case study approach is suitable for capturing

complex educational phenomena within specific contexts (Stake, 1995; Yin, 2018). The study focuses on analyzing spelling, grammar, and content depth in student-written essays to infer instructional quality and contextual factors influencing language learning.

The research will be conducted in three purposively selected community (public) secondary schools within Dogadakedar Rural Municipality. The selection is based on their accessibility, representation of the area’s educational practices, and administrative willingness to participate.

From each school, three high performing students (1st, 2nd, and 3rd positions) from Grade 10 will be selected based on recent school examination results. These students are assumed to best reflect the outcome of their school's English language teaching practices (Adhikari, 2015).

The study involved a total of nine student participants, selected from three different schools. Specifically, three students were chosen from each school, ensuring equal representation across all participating institutions. This sampling approach was employed to facilitate a balanced comparative analysis and to capture

diverse perspectives from students in varied educational environments. The selection of an equal number of participants from each school also aimed to minimize bias and enhance the reliability of the findings across different school contexts.

(a) Data Collection Tools and Techniques

To collect the necessary data for this study, an essay writing task will be used as the main tool. Each student will be asked to write an essay in English that is around 300 to 400 words long. The topic will be one that is simple, familiar, and relevant to all students, such as *'My Village,'* *'Importance of Education,'* or *'My Aim in Life.'* These topics are chosen to ensure that every student has enough knowledge and experience to write about them, so that the writing reflects their actual language skills rather than how much they know about the topic. Essay writing is widely used in language research and classrooms because it gives a natural and clear picture of a student's ability to express ideas, use grammar, and organize thoughts in writing. According to Hyland (2003), it is a well-established method for assessing written language performance, especially for learners of a second language. Through this task, researchers can examine not only grammar and spelling errors but also how well students develop ideas, organize their

writing, and use vocabulary. This makes the essay a valuable and effective tool for understanding both the strengths and challenges students face in their English writing.

(b) Document Analysis

The essays collected for this study will be examined carefully using two methods: content analysis and error analysis. These methods will help to find out what kinds of language mistakes students make when they write. The focus will be on two main types of errors. The first type is spelling errors. These include mistakes where words are spelled incorrectly. For example, a student might leave out a letter, add an extra letter, or spell a word based on how it sounds instead of how it is actually written. These kinds of errors show problems with how students remember and use the correct spelling of words.

The second type is grammar errors. These include several common problems in sentence construction. Some examples are using the wrong verb tense, such as writing 'He go to school' instead of 'He goes to school.' Other grammar errors include leaving out articles like 'a' or 'the,' using the wrong prepositions, or making mistakes with subject-verb agreement, such as saying 'They was

happy’ instead of ‘They were happy.’ Some students may also write sentences that are incomplete or too long and confusing, which shows problems with sentence structure. All of these errors will be counted in each essay. Then, the total number of errors will be turned into a percentage by comparing it to the total number of words in the essay. This makes it easier to compare essays of different lengths and helps show how often errors occur in student writing.

(c) Content Depth Evaluation

Besides looking at mistakes, the essays will also be judged based on the quality and depth of their ideas. This means checking how well students explain their thoughts, how clearly they stay on topic, and whether they show creativity or original thinking. If a student writes clearly, stays focused on the topic, and offers new or interesting points, their essay will be seen as stronger in content. This part of the evaluation helps to understand how well students can think and express ideas in writing.

The structure and organization of the essay will also be important. This includes checking if the ideas are presented in a logical order and if the student uses paragraphs properly. Good organization helps the reader follow the essay easily.

For example, each paragraph should talk about one main idea and connect well with the next paragraph. If the essay flows smoothly from beginning to end, it shows that the student can organize their thoughts well.

Finally, the language used in the essay will be checked for richness. This means looking at how many different words the student uses and whether they include idiomatic expressions phrases that native speakers often use. A strong essay will use a variety of vocabulary and sound natural. This shows that the student not only knows many words but can also use them correctly and in the right context. By combining these points idea development, organization, and language use the evaluation will give a clear picture of how deeply and effectively each student can express their ideas in writing. A rubric will be developed and applied consistently across all essays to ensure objectivity and inter-rater reliability (Creswell & Poth, 2018).

d) Teacher Interview (Supplementary)

A brief, semi-structured interview with one English teacher from each school will be conducted to gather contextual insights on instructional practices, student exposure to English, and teaching challenges.

Data Analysis- Quantitative analysis will be used for calculating spelling and grammar error percentages. Qualitative content analysis will interpret the depth and coherence of students' ideas. Comparative analysis across schools will help identify patterns and variances in student performance. Tables and charts will be used to present error frequencies, content evaluation scores, and school wise comparisons.

I am sensitive to the Ethical Considerations therefore informed consent will be obtained from students, parents (if minors), and schools. Participants will be assured of confidentiality and anonymity. Data will be used strictly for academic research and shared only in aggregated form.

Delimitations

This study focuses only on top-ranked students of Grade ten, which means it does not include those who perform at average and lower levels. Because of this, the findings do not represent the full range of student abilities in the classroom and may overlook the challenges faced by many students. The research also analyzes only written English skills and does not assess other important language areas such as speaking, listening, or reading. This gives a limited view of students' all English

proficiency. The results of the study may not apply to all schools in Nepal; it was especially focused on three secondary level schools of Dogadakedar Rural Municipality of Baitadi district. However, since the study is based on schools in remote hilly regions, the findings still offer valuable insights into the situation of English education in similar remote and unavailable teaching resources. It makes the study useful for understanding the strengths and weaknesses of English instruction in challenging environments and for suggesting ways to improve it in such contexts.

Data Analysis and Findings

Errors committed by 'A', 'B' and 'C'

Secondary School Students

While evaluating the answer sheets of students from three different secondary schools located in Dogadakedar Rural Municipality, Baitadi district of Nepal, I observed several issues related to the quality of their written responses. Many students presented insufficient writing skills, and there were frequent errors in grammar and spelling. Overall, the performance of the students was not satisfactory, as reflected in the quality of their test responses.

While, I compared the students from the three schools, I found that the students of

‘A’ School stood as more intelligent and capable in comparison to the students of the other two schools. This school had a relatively higher number of participants, among whom a few students displayed extraordinary performance. However, despite the presence of some bright students, the majority of students from ‘A’ School performed poorly. Their writing was filled with numerous mistakes, including grammatical errors, misspelled words, and unstructured sentences.

fell under the average category. Their writing style was mostly similar, with neither outstanding nor very poor performance. They presented a moderate level of understanding and basic writing skills, though there is still significant chance for improvement.

Based on my scorings and comparisons, I would rank ‘A’ School as first, due to the presence of a few exceptionally bright students, despite the poor performance of

Name of school	No. of students	Total words	Incorrect spelling	Incorrect percentage	Remarks
A	3	1396	254	18.19%	1 st
B	3	927	317	34.19%	3 rd
C	3	1032	289	28.01%	2 nd

Similarly, ‘B’ School, I found that a few students had written very well. These students showed a good understanding of language structure, and their writing was properly formed and logically organized. Unfortunately, similar to ‘A’ School, the rest of the students from ‘B’ School also performed poorly. Their writing showed a lack of basic language skills, and made many repeated errors in grammar and spelling and so on.

the majority. In second place, I would place ‘C’ School and finally, in the third place ‘B’ School, as their overall performance was quite similar with a mix of a few good students and many average or weak ones. As a sample, I have included photo snapshots of student writings from three different secondary schools of Baitadi District of Nepal.

Spelling Errors

Three secondary level schools’ students were participated in the essay writing competition. Here was given A, B, and C to name of each secondary schools. There were 34 students from ‘A’ School, 28

Lastly, in ‘C’ School, the overall performance of the students was slightly different. While a few students were found to be weak, the majority of the students

students from 'B' school and 15 students from 'C' schools. Among them I selected 3/3 high performed students from each school and counted their spelling errors. The spelling errors were presented in the following table:

The high performed 3/3 students from each Secondary School were chosen for error analysis. Students from 'A' school wrote a total of 1396 words, out of which 254 had spelling errors. The error percentage was 18.19%, earning 'A' School the first rank. Next, students from 'C' School wrote 1032 words, with 289 errors. This gave an error percentage of 28.01%, placing 'C' in second rank. Lastly, students from 'B' School wrote 927 words, with 317 errors. This resulted in an error percentage of 34.19%, ranking 'B' as the third. In comparison, 'A' School was ranked first, 'C' School second, and 'B' School third based on the error analysis.

Grammar errors of 'A' School

Learners at 'A' School made several common grammar mistakes while writing in English. One of the main issues was the incorrect use of articles and adjectives. For example, in the sentence 'English language is a most importance Language in the world,' students used 'a most importance' incorrectly instead of the

correct phrase, 'one of the most important.' This error showed confusion about superlatives and article usage. Also, they capitalized the word 'Language' unnecessarily, which was another frequent mistake. These types of errors often happened because learners translated directly from their first language or over applied English grammar rules without fully understanding them. Another serious problem was the misuse of verb tenses and sentence structure. In 'People are visit in contray in speak english language used,' the phrase 'are visit' was grammatically wrong, and the entire sentence was jumbled and unclear. This showed that learners struggled with proper verb forms and the basic structure of English sentences. Spelling errors like 'contray' instead of 'countries' and 'english' in lowercase also appeared often. These errors likely came from limited exposure to written English and a lack of guided writing practice.

Spelling mistakes were common throughout the examples. Students wrote words such as 'Nowdays,' 'countary,' 'hight,' and 'difficulties,' which all had clear spelling problems. These mistakes usually happened because students spelled words the way they sounded, or because they did not read enough in English to recognize correct spelling patterns.

Without regular reading and writing, it was difficult for learners to internalize proper word forms.

Problems with sentence structure and clarity also stood out. In sentences like ‘You can go the other contry visit you can speak the English language,’ learners combined too many ideas without using proper connectors. The sentence was unclear and needed to be restructured. A clearer version would have been, ‘When you visit another country, you can speak the English language.’ This issue suggested that learners needed more instruction on sentence formation and how to link ideas smoothly.

Errors with prepositions also occurred frequently. Learners wrote phrases like ‘come in our country’ instead of ‘come to our country,’ and ‘in visit new countries’ instead of ‘when we visit new countries.’ These mistakes showed that prepositions were confusing, possibly because their first language used them differently or not at all.

Finally, many sentences lacked clear meaning or proper logic. For instance, ‘English language to use all country’ did not make grammatical sense. The correct sentence, ‘The English language is used in almost every country,’ showed proper

structure and verb form. These errors highlighted the need for more focused teaching in grammar, spelling, sentence construction, and clear communication. They also showed that learners would have benefited from more practice and feedback to help them improve.

Grammar errors of ‘B’ School

Students from ‘B’ School display several recurring grammar errors in their English writing, particularly in areas such as sentence structure, vocabulary usage, and preposition accuracy. One common issue is the unnecessary repetition of words. For example, in the sentence ‘English language is very hard language but English language for very importance,’ the phrase ‘English language’ is repeated twice, which is redundant. In proper English, repeating a noun like that is unnecessary and unnatural. Simply saying ‘English is a very difficult language’ is clearer and more concise. Additionally, the use of the word ‘hard’ in formal writing is not ideal; ‘difficult’ is more appropriate. The phrase ‘for very importance’ is also incorrect because ‘importance’ is a noun and cannot be used in this structure. The correct phrase would be ‘it is very important,’ using the adjective ‘important.’

Another area of weakness is the misuse of articles and prepositions. In the sentence

‘English language is widely spoken on six countries,’ the definite article ‘the’ is missing before ‘English language.’ When referring to a specific language like English, the phrase should begin with ‘The English language.’ Additionally, the preposition ‘on’ is used incorrectly here. We speak in countries, not on them, so the correct sentence is ‘The English language is widely spoken in six countries.’

Some sentences produced by the students are grammatically incoherent or entirely unclear, such as ‘English language you miss him language and he childerns.’ This sentence contains multiple spelling and structure errors and lacks logical meaning. Words like ‘languge’ and ‘childerns’ are misspelled versions of ‘language’ and ‘children,’ and the sentence lacks proper subject-verb agreement or context. It appears to be a direct translation from another language without following proper English syntax, making the sentence unreadable.

There are also historical inaccuracies and misused vocabulary. One such example is ‘The normal conquest of job brought many of rench words into English.’ This sentence incorrectly refers to the ‘Norman Conquest,’ a major historical event in English history. The word ‘normal’ is a misused form of ‘Norman,’ and ‘rench’ is

a misspelling of ‘French.’ Also, ‘of rench words’ should be ‘many French words.’ The corrected version ‘The Norman Conquest brought many French words into English’ is historically and grammatically accurate. Students also make overgeneralizations and inappropriate use of modals and nouns, as seen in the sentence ‘The lack of english language skills makes everyone in the world today unsuitable for education.’ This is factually incorrect and too extreme. Not everyone lacking English skills is ‘unsuitable’ for education. A more appropriate and realistic phrasing would be: ‘The lack of English language skills can make it difficult for some people to access education today.’ Additionally, ‘english’ should be capitalized, as all language names are proper nouns.

Finally, some sentences are completely unclear due to vague phrasing and spelling errors, such as ‘English sould give money under you know what.’ The misspelling of ‘sould’ instead of ‘should,’ along with the phrase ‘under you know what,’ makes the sentence meaningless. A possible interpretation could be: ‘English should be funded properly, as you know,’ if the intent was to talk about English language funding. This reflects a need to focus on both spelling accuracy and meaningful phrasing.

Grammar errors of 'C' Secondary

School

Students at 'C' Secondary School exhibit several common grammar errors in their written English, particularly in verb usage, sentence structure, spelling, and word choice. One recurring issue is unnecessary verb repetition. For example, the sentence 'There are many languages are spoken' incorrectly includes two verbs 'are' for the same clause. This redundancy leads to confusion and breaks grammatical rules. The correct form is 'There are many languages spoken,' where only one auxiliary verb is needed.

Another frequent issue is improper capitalization and word form usage. In 'Learning the english language is important for various reasons,' the word 'english' should be capitalized to 'English' because names of languages are always proper nouns. Additionally, while 'various reasons' is acceptable, 'many reasons' is a simpler and more commonly used expression, improving clarity and tone.

Students also make serious spelling and structural errors, as seen in the sentence 'English language is interonallanguge and it widly used language in the world as it has been the key language of academic success and to have a also in English.' This sentence contains several mistakes:

'interonallanguge' should be 'international language,' 'widly' should be 'widely,' and the last part of the sentence is grammatically incorrect and unclear. A correct and coherent version is: 'English is an international language, and it is widely used around the world. It is important for academic success and communication.' This version uses correct spelling and sentence structure, clearly expressing the intended meaning.

Improper sentence structure and lack of logical connections are also observed. In 'It is the age of globalization means of communication used English language,' the ideas are jumbled and lack proper grammar. A better version is 'In this age of globalization, English is used as a means of communication.' Here, the correct prepositions and sentence flow clarify the intended message.

There are also spelling mistakes and incorrect article use, as in the sentence 'The word's famous textbook are written in English.' The word 'word's' is a spelling error it should be 'worlds', and 'textbook' should be plural 'textbooks' to match the verb 'are.' The corrected sentence reads: 'The world's famous textbooks are written in English.'

Many students show spelling and vocabulary challenges, especially in longer

or more complex sentences. For instance, in 'They communtcat in English different place often communtcat in English as the English language worls as a mediam of communication among the people from various countrics,' there are numerous spelling errors: 'communtcat' (communicate), 'worls' works, 'mediam' medium, and 'countrics countries. The sentence also lacks clarity and logical progression. A correct version would be: 'People often communicate in English in different places, as it works as a medium of communication among people from various countries.

Additionally, sentence clarity and repetition of flawed structures appear multiple times. An example is the repeated sentence: 'It is the age of Globalization means of communication used English,' which again suffers from the same structural problem mentioned earlier. This shows a pattern of misunderstanding how to connect ideas in English properly.

Students also create run-on sentences and word misuse, such as in 'There are many language are spoken English langues is one of them.' This includes pluralization errors 'language' instead of 'languages', unnecessary repetition, and misspellings 'langues' instead of 'languages'. A clearer

version would be: 'Many languages are spoken, and English is one of them.'

Some errors involve confusing and unclear word use. For instance, 'It widly used language in the world as it has been the key language of academic success and to have a god intem,' includes multiple spelling mistakes: 'widly' widely, 'languge' language, 'god intem' likely meant to be 'good job'. The corrected sentence is: 'It is widely used around the world, as it has been the key language for academic success and getting a good job.

At times, phrases are used without clear meaning, such as 'Medium people visiting different places often communicate in communication among the people from various countries.' The term 'medium people' is grammatically and semantically incorrect. The intended meaning is likely: 'People who visit different places often use English to communicate with others from different countries.' This version properly expresses the idea using correct vocabulary and structure.

Finally, several sentences suffer from poor grammar, punctuation, and spelling all at once, as seen in 'There are many languge's are in our socity English in one them.' This sentence includes incorrect use of the

possessive form 'languge's' instead of 'languages', spelling errors 'socity' instead of 'society', and missing verbs or connectors. The correct version is: 'There are many languages in our society, and English is one of them.'

Students Writing Quality of 'A' School

Students from 'A' Secondary School mainly wrote about how learning English can help them in their careers and jobs. Most students said that English is important to get better jobs, start a business, and express their ideas clearly to others. Their opinions were very practical, showing that they understand how English can be useful in real life. Overall, the students believe that English is essential to be success in life. In comparison of their writing focused on value of English language was very high, purpose of learning English language was based on jobs and communication and English language made our life easier and comfortable.

In comparison to intra school essay writing competition, the first position was secured by Mr. Joshi, second position by Mr. Bhandari and third position was secured by Mr. Karki. This result shows practical focus linking English language to job career, travel and real life situation. The writing of students show cause effect relation such as if you learn English

language you will get good job opportunities and so on. However, they made tense, subject verb agreement, poor sentence structure and spelling errors. They need to form of verb, tense, spelling correction and sentence structure So they needs more practice in grammar and spelling correction for better achievement in future.

Students Writing Quality of 'C' School

Students from 'C' Secondary School understand that many languages are spoken in the society. They believe English is not only important in their own area but also around the world. According to them, English helps people succeed in education, communicate with others, and connect with the global world. They know that many famous books and learning materials are written in English, which shows they see English as a language of knowledge. They think that knowledge of English language helps us for traveling and talking to people from other countries. In comparison of their writing focused on value of English language was very high, purpose of learning English language was based on education and travel.

In comparison to intra school essay writing competition, the first position was secured by Miss. Kalauni, second position by Mr. Joshi and third position was secured by

miss. Bhatt. This result is showing how much the student is focusing in their academic success and how the globalization is affecting to their thinking level and communication skill. The writing of students become more longer and complex, which shows their awareness of advance structure. However, they still doing many spelling mistake and grammar errors like tense confusion and subject verb disagreement. So they needs more practice in grammar and spelling correction for better achievement in future

Students Writing Quality of 'B' Secondary School

Students from 'B' secondary school are still learning how to clearly express their ideas/ thoughts about English language. Some of them say that English language is a difficult language but still think it is very important language in the world. Their writing ideas are not accurate and clear because they are still building their English language skills. But they are familiar with its importance like English language is used around the world; it helps us to find better jobs, how not knowing English language can make our life harder, and so forth. It is said that students are still in beginning stage. They are feeling English language is very difficult to learn but if they can get open opportunity at school and outside of school they feel easy

and improve their language accuracy and fluency.

In the intra-school essay writing competition, the first position was secured by Miss Kalaunee, the second position by Miss Bhandari, and the third position was secured by Miss Sarki. All the top performers in this test were female participants, and they did quite well in comparison. The results indicate that students have thoughtful ideas, but they struggle to express them clearly in writing. Many of the essays were poorly written, with unclear content, insufficient development, and numerous spelling and grammar mistakes. Among the three secondary-level schools, their writing was the most disorganized and grammatically incorrect. Some sentences were completely incoherent, such as: 'English should give money under you know what.' However, it is evident that students have a genuine interest in learning the English language. If we provide a supportive environment both inside and outside the school, they have the potential to improve significantly and perform much better in the near future.

Error Analysis

The findings are based on essay competition taken from the students of grade 10 in different 3 schools. The participants of an essay competition have

done almost all kinds of errors but in this study ten types of errors are studied here, namely: use of proper capitalization, articles, prepositions, spellings, singular/plural noun, tenses, coherence and cohesion, subject verb agreement, verb tense, and pronouns. All kinds of students i.e. top ranked, medial and poor learners from different schools' participants made errors in an essay competition but the results show that most of the errors were made by students of 'B' Secondary School. An average number of errors were found among students from 'C' Secondary School. At 'A' Secondary School, most students performed poorly, while a few shows excellent performance. These findings are based on students from the three secondary level schools of Dogadakedar Rural Municipality. The following table presents possible error areas in comparison to find out their errors in an essay writing competition.

Error areas	Made by different participants
Subject verb agreement	*There are many languages are spoken. Instead of there are many language spoken around the world.
Capitalization	*Learning the english language is important

	for various reasons. Instead of Learning English is important for many reasons.
Spelling	*Words like 'interonal,' 'languge,' 'widly' are misspelled. The sentence lacks clarity and proper conjunctions. Instead of English is an international language and is widely used around the world. It has become the key to academic success. * 'widly', 'intem', 'difficulties', 'contry', 'thant' instead of 'widely, international, difficulties, country, that'
Article	*English language is a most importance Language in the world. Instead of English is the most important language in the world.
Tense	*People are visit in contry in speak english language used instead of

Preposition	<i>*English is beneficial on students instead of English is beneficial to students.</i>
Pronoun	*Everyone have to learning English language instead of everyone has to learn English language.
Singular/plural noun	* English open many door of students instead of English opens many doors for students.
Coherence	*English sould give money under you know what.
Verb tense	You have to Leaning English instead of you have to learn English language.

Error related to spelling

Spelling errors were identified as the most common issue among students, particularly in the Dogadakedar Rural Municipality of Baitadi, Nepal, an area that is educationally underdeveloped. Students often struggle with pronunciation, largely due to the strong influence of their Nepali mother tongue and other local languages. English is taught only as a compulsory subject within the classroom,

with little to no exposure to the language outside of school. The dominance of Nepali and local languages in daily communication has further shaped the language used in educational settings. Moreover, access to English learning resources such as English-language TV channels, newspapers, or reference books are extremely limited. Students in this region also demonstrate low motivation to learn English, and there is a notable lack of phonetic and spelling instruction. Additionally, code-mixing has emerged as one of the most significant factors affecting their English language proficiency.

Error related to subject verb agreement

The second most frequent errors were related to subject-verb agreement. The learners did not have proper knowledge of subject-verb agreement rules. They often used singular subjects with plural verbs and plural subjects with singular verbs, which indicate a weak understanding of this grammatical area. They need to understand that if the subject is singular, the verb should also be singular, and if the subject is plural, the verb should be plural as well. Additionally, there were many errors involving commonly confused words such as 'their' and 'there,' and

incorrect usage like 'informations' instead of 'information.'

Errors related to capitalization

These types of errors were also found in an essay writing competition. For example, participants wrote 'english' instead of 'English.' The majority of the participants made numerous punctuation and capitalization errors in their writing. Some common examples include: 'english' instead of 'English,' 'I' instead of 'I,' 'Communication' instead of 'communication,' 'Language' instead of 'language,' 'you' instead of 'You,' 'american' instead of 'American,' 'Spoken' instead of 'spoken,' 'china' instead of 'China,' 'Country' instead of 'country,' and 'World' instead of 'world.' Such mistakes were frequently observed throughout their essays.

Errors related to an article

In this area, students made many errors, often due to carelessness. For instance, some wrote 'English is the international language,' instead of the more appropriate 'English is an international language.' Others wrote incorrect sentences such as 'English language is a most importance Language in the world,' which should be revised to 'English is the most important language in the world.' These examples

reflect a lack of attention to article usage, word order, and correct forms of adjectives, all of which are essential for clear and accurate writing.

Errors related to tense

In this area, students frequently made errors due to a misunderstanding of different time frames such as the present, past, and future as well as incorrect usage of auxiliary verbs. Many students failed to maintain consistency in verb tense throughout their sentences. Students made frequent tense-related errors due to a lack of understanding of proper time references and the use of auxiliary verbs. One common issue was the inconsistent use of tense within the same paragraph. For example, some students wrote, 'English was important and it helps us today,' instead of maintaining consistent tense, such as 'English was important and it helped us,' or 'English is important and it helps us.' Another example includes, 'People learn English since many years,' instead of 'People have been learning English for many years.' Students also struggled with forming correct verb phrases using auxiliary verbs. For instance, 'English help to communicate,' instead of 'English helps to communicate,' or 'Many countries using English,' instead of 'Many

countries are using English.' These errors suggest that students are unsure about how to correctly form present continuous, present perfect, and past tense structures.

Errors related to preposition

In this area, while they were performed their writing skills they made noticeable errors in the use of prepositions, largely due to a lack of understanding of their proper functions in expressing time, place, manner, and duration. For instance, some students wrote sentences like 'English is important in today's world for communicate with others,' instead of 'English is important in today's world for communicating with others.' Others incorrectly wrote 'People depend in English for jobs,' instead of 'People depend on English for jobs.' and 'English has been spoken since many years' instead of 'English has been spoken for many years.' Similarly, the misuse of in, on, and at was common in phrases like 'English is used on schools' instead of 'English is used in schools.'

Errors related to pronoun

Errors related to pronouns are common among English learners and can affect the clarity and correctness of communication. Pronouns such as he, she, they, them, their,

we, and us must agree in number and function with the nouns they replace. A frequent mistake occurs when learners use the wrong verb form with pronouns, such as a student writes, 'Everyone have to learning English language,' instead of 'Everyone has to learn English,' because 'everyone' is a singular subject and should be followed by the singular verb 'has,' and 'to learn' is the proper verb form after 'has to.' Such mistakes may seem small, but they can confuse listeners or readers and make speech or writing sound less fluent.

Errors related to singular/plural noun

In this area, participants made singular and plural errors which can affect the clarity and effectiveness of their message. Since such essays aim to highlight how English connects people globally, supports education, and opens up job opportunities, using correct grammar is essential to communicate these ideas clearly. However, learners may write 'English help people' instead of 'English helps people,' showing confusion between singular and plural forms. Errors like 'childs' instead of 'children' or forgetting plural endings in phrases like 'many country' instead of 'many countries' are also common. These errors can distract the reader and weaken the impact of the essay's message.

Errors related to coherence

Coherence-related errors are common in student writing process. Coherence refers to the logical flow of ideas, where each sentence connects smoothly to the next. In the essay writing competition, learners often wrote disjointed sentences without clear transitions, such as jumping from 'English is a global language.' to 'People watch movies.' without explaining the connection instead of 'English is a global language that helps people enjoy international movies without translation.' Learners may also repeat the same ideas they do not have proper order of sentences. It does not give clear understanding to the readers.

Errors related to verb tense

In this area, participants made many errors while writing essays, particularly related to verb tense. Verb tenses are used to show the time of an action, but learners often used unnecessary verb forms, which changed the intended meaning and confused the reader. For example, some students wrote 'English will be very important language,' instead of, 'English is a very important language.' Another example is 'People learn English language to visiting America, Japan, Korea, etc.' This sentence contains multiple errors. The correct sentence should be 'People learn English to visit America, Japan, Korea,

etc.' Here, 'learn' matches the plural subject 'people,' and 'to visit' is the proper verb form after 'to.' These kinds of verb tense errors reduce the clarity and accuracy of writing.

Patterns of Errors in English as a Second Language Acquisition

The analysis of students' written English compositions from three secondary schools in Dogadakedar Rural Municipality 'A', 'B', and 'C' revealed consistent patterns of errors across spelling, grammar, sentence structure, and vocabulary usage. The most prominent error was in spelling, with frequent mistakes such as 'widly' for 'widely' and 'langue' for 'language.' 'B' Secondary School had the highest spelling error rate at 34.19%, followed by 'C' (28.01%) and 'A' (18.19%). Grammatical issues were also widespread and included subject-verb disagreement, tense misuse, incorrect prepositions, and article errors. For instance, sentences like 'There are many languages are spoken' show redundancy, while 'You have to learning English consequently.' presents both grammatical and lexical issues. The data also highlighted sentence structure problems unstructured and incoherent sentence formations, often without logical flow particularly prevalent in 'B' Secondary School.

These findings align with the behaviorist theory of SLA (Skinner, 1957), which posits that language learning relies on repetition and reinforcement. The frequent repetition of incorrect forms and lack of correction suggest fossilization, a concept supported by Selinker (1972), where persistent errors become ingrained in a learner's interlanguage. Furthermore, the limited vocabulary and overuse of vague or redundant expressions indicate insufficient exposure to rich linguistic input and meaningful usage contexts an issue central to Krashen's (1982) Input Hypothesis.

Vygotsky's (1978) sociocultural theory provides additional insight, suggesting that the absence of scaffolding and meaningful social interaction in English impedes development within the learners' Zone of Proximal Development (ZPD). This is particularly relevant in rural schools where learners have limited opportunities for collaborative or communicative engagement with English speakers.

Findings and Discussion

In order to analyze the types of various language errors in students' essays writing competition, the errors were identified and categorized into different error types. The researcher got very poor writing style. There were a lot of grammatical errors in

their writings. It said that there is a learning gap to the majority of participants. Due to the lockage of phonemic pronunciation they made spelling errors. They spelled the words incorrectly resulted spelling errors in their writing. For example, 'importent' instead of 'important', 'knowlege' instead of 'knowledge' etc. They made subject verb agreement errors due to unclear understanding of its rules such as singular subject takes singular verb and plural subject takes plural verb so they faced issue on it such as 'English language are spoken' instead of 'English language is spoken.' It showed that they were not familiar with singular/plural subject and verbs. Similarly, it was found that 'people will speak English language in the world' instead of 'people speak English language all over the world.' There was lacked of tense and verb tense.

Similarly, the misuse of articles and prepositions was another frequent grammatical issue. Learners commonly omitted articles or used them incorrectly, as seen in 'English is important language' instead of 'English is an important language.' Prepositions such as in, at, and by were often used incorrectly like 'good in English' instead of 'good at English', 'used from many people' instead of 'used by many people'. Additionally, errors

related to pronoun use and sentence structure were also found. Participants regularly used inappropriate pronouns such as 'me learn English' instead of 'I learn English', 'English help we career' instead of 'English helps our career.' Moreover, there were found inappropriate use of connectors such as but, and however often used without clear logic. The major findings show that most of the grammar and spelling mistakes were caused by a lack of proper knowledge and writing practice. Many students were not very interested or motivated, which led to bigger learning gaps. It was also found that their writing often unclear and unstructured sentences.

Students' Perceptions of English as an International Language

Despite linguistic difficulties, students expressed a uniformly positive attitude towards English. From all three schools, responses indicated strong awareness of English as a global language and its practical benefits. Students from 'A' Secondary School frequently linked English proficiency with career advancement, business opportunities, and success. Meanwhile, learners from 'C' highlighted English's academic value, associating it with access to global resources and higher education. These perceptions support Gardner's (1985)

socio-educational model of SLA, where both integrative and instrumental motivations play crucial roles in language acquisition. While integrative motivation was less explicitly expressed, instrumental motivation learning English for tangible outcomes such as employment or travel was clearly dominant.

Additionally, the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), as proposed by Cummins (1984), helps explain the gap between students' enthusiasm for English and their limited academic language performance. Most students appear to be operating at a conversational level of English but lack the higher-order linguistic skills necessary for academic expression.

Pedagogical Implications

The findings of the study suggest that learners from remote areas in Nepal face significant challenges in spelling, grammar, and content organization when participating in essay writing competition. This points to a need for revising the current English language curriculum to place greater emphasis on foundational language skills and structured writing instruction. The curriculum should also be adapted to better reflect the linguistic

and cultural context of rural learners to enhance engagement and understanding. The major pedagogical implication concerns the professional development of teachers. Teachers in remote areas may lack the necessary training in English language instruction, especially in teaching writing as a skill. There is a clear need for ongoing teacher training programs that equip educators with effective strategies for teaching grammar, spelling, and content organization in a supportive and engaging manner.

The study also highlights the need for improved teaching methodologies. Instead of focusing solely on the final product of writing, teachers should encourage a process-based approach that includes planning, drafting, revising, and editing. Incorporating interactive strategies such as peer reviews, group writing exercises, and guided practice can further enhance students' writing abilities. Additionally, the lack of access to quality learning resources in remote schools plays a critical role in the low performance of students. Students often lack essential tools such as textbooks, dictionaries, and digital learning aids. Addressing these gaps by providing adequate resources and integrating technology into the learning

process is essential for improving writing outcomes in rural areas.

Finally, the study underscores the need to reconsider current language policies. English is often used as a medium of instruction, but students from rural areas may benefit more from a bilingual or multilingual approach that supports their native language alongside English. This would help bridge the comprehension gap and promote more meaningful learning experiences.

Research Implications

This study opens the door for future research in several areas. First, there is a need for larger-scale studies that compare the performance of rural and urban students to better understand how location and access to resources affect writing skills. Such comparative studies could guide targeted interventions and policy reforms. In addition, more focused investigations are needed to identify the root causes of spelling and grammar errors among remote area learners. Factors such as first-language interference, phonetic spelling habits, or a lack of corrective feedback should be explored in depth to inform teaching strategies. The study also points to the value of intervention-based research. Future studies could implement

and evaluate specific programs such as writing workshops, grammar-focused tutoring, or the use of writing software to assess their effectiveness in improving students' performance over time. These interventions could be piloted in remote schools and scaled up based on successful outcomes. Moreover, longitudinal research would be beneficial to track the progress of students' writing skills over extended periods. This would provide insight into how sustained pedagogical and policy changes impact learners in rural settings and help in identifying which strategies yield long term improvements.

Recommendations for Improving Students' English Language Proficiency

Based on the identified challenges and informed by SLA literature and pedagogical research, several recommendations can be made:

A. Strengthen Grammar and Spelling Instruction:

Given the high rate of grammatical and spelling errors, explicit instruction and error correction strategies are essential. Behaviorist models emphasize repetition and reinforcement (Skinner, 1957), which supports the use of structured drills and remedial classes.

B. Integrate Communicative and Contextual Learning:

Krashen's (1982) emphasis on comprehensible input highlights the need for contextual and meaningful language use. Activities such as project-based learning and communicative tasks can help bridge this gap.

C. Teacher Training and Development:

Effective implementation depends on teacher expertise. Training in Communicative Language Teaching (CLT) and awareness of student error patterns is essential for pedagogical improvement (Richards & Rodgers, 2014).

D. Writing Practice and Feedback:

Constructivist theories (Bruner, 1960) argue that learning is most effective when students actively construct meaning. Frequent guided writing tasks, with formative feedback focusing on both form and content, can encourage this.

E. Increase Access to English Resources:

To promote exposure, schools should provide diverse English materials and create language-rich environments through libraries, audio-visual tools, and language labs.

F. Encourage English Usage Beyond the Classroom:

Peer interaction and informal learning spaces support Vygotsky's (1978) view of learning as a socially mediated process.

English clubs and drama activities can make English more engaging and practical.

G. Focus on Motivation and Confidence-Building:

Gardner (1985) notes that motivation and attitudes greatly influence language success. Encouraging a growth mindset and celebrating small achievements can help sustain learner engagement and confidence.

Conclusion

The analysis of students' English writing in Dogada-Kedar Rural Municipality demonstrates a clear pattern of linguistic challenges and an equally strong awareness of English's global importance. These findings, when viewed through the lens of SLA theories such as behaviorism, socio-cultural theory, and the Input Hypothesis, reveal critical pedagogical gaps that require targeted intervention. Through improved instructional strategies, resource allocation, and motivational practices, schools can better support students in their journey to English proficiency.

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‘A’ Secondary school Baitadi

Language is the medium for communicating with each other. There are many languages spoken in the world. Among these the widely spoken language in the world is English.

There is a vital role of English language in this modern era or 21st century. English is used in different sectors. If we go to foreign country this language will help us to communicate with people. We cannot speak all languages of this world. Because in different countries have different languages, such as French is spoken in France, Chinese is spoken in China. In this way country have their native languages. This will be to-

There are many other importances of English. We can know about English countries. If we go to foreign country without knowing English, we may fall in problem. If we fall in problem we cannot share with others. So, the language test is taken by foreign embassies or others.

Different types of electronic things like mobile phone, computer, etc can be used properly if we know English language. We can search different things in social platforms. We can know about their terms and policies also.

If we have good knowledge in English, we can become guide for foreign tourists. If we become scholar of English we can be teacher, professor, literary figure, etc. If we can't take deep knowledge of English language then we should learn its basic skills. We can deliver good speech in different topic.

English language is really a interesting language. Many people feel it difficult because they don't try to understand it. There are 4 skills of language, which are Reading, Writing, Listening and Speaking. If we embrace the English language and its skill, we can speak or know properly. We should make our base strong in English. We should listen properly when

Appendices

English is an international language. Learning the English language is important for various reasons. It is widely used language in the world as it has been the key language of academic success and to have a good international relation. Average mobile's apps can also be in English.

The world's famous textbooks are written in English and most famous TV channels use English for their medium of communication among the people from various countries. People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is

People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is very important for everyone as well needed in every work of life.

Introduction :- There are many languages are spoken in the world English is one of them. Learning the English language is important for various reasons. It is International language and it is widely used language in the world as it has been the key language of academics and various international affairs.

Body :- One needs to have a good knowledge of English to get good academic and various success and to have a good international relation. The world's famous textbooks are written in English and most famous TV channels use English for their medium. People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is very important for everyone as well needed in every work of life.

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'C' Secondary School Baitadi

English is a very important language because in most of the countries on the world it is spoken and understood. People from different parts of the world having different languages as their mother tongues are able to communicate easily with knowledge of English. Without the English language, we can not do anything on the internet. We can share our ideas, opinion, thoughts with the entire world through the internet with the use of the English language. In the sector of education.

English language also plays a major role. People who study abroad use the English language as a means of communication and

English allows people to enjoy global literature music movies and news helping them understand different cultures and perspectives.

English is the official language of organization like the United Nations World Bank and IATO. It plays a crucial role in global diplomacy and international cooperation.

Conclusion

English is not just a language It is a powerful tool for success in today's world. Learning English opens doors to new opportunities connects people globally and enhances personal and professional growth.

Most of the trades and international businesses are handled in English language only. It makes our foreign journeys easy and comfortable. English language enables us to read many books by international writers. We must recognise the importance of learning English language in our lives.

English language you miss him language and he children's English. could give money paid under you know what and then here ~~can my part~~ in miss me that ~~just manage~~ life ~~human part~~ in you miss me you look never English language learning very important. you should give money to ~~me~~ need to ~~to~~ you actually

importance of English Language English Language is very importance is human life English language are crease language was present world most popular is English Language English Language I am miss him language and he children's English could give money under you know what and then her ~~can my part~~ in miss me that ~~just manage~~ life home part in you miss me you ~~to~~ look never English Language

'A' Sanatan dharma Secondary school
Shreekot Baitadi

'B' Panchdev Mahanand Secondary
School Rim, Baitadi

'C' Shreekedar Secondary School Pipalkot
Baitadi

Navigating Patriarchy and Institutional Barriers: An Autoethnographic Exploration of Women's Entrepreneurship in Nepal through the Story of Bhagawati Subedi

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Abstract:

This study explores the multi-dimensional challenges faced by women entrepreneurs in Nepal through the autoethnographic narrative of mine. It reveals how a woman who transitioned from teaching aspirations to running a furniture business amidst social, cultural, and institutional constraints. The article by using different theories critically examines how patriarchal social norms and informal institutional practices hinder women's economic participation. These theories include feminist theory, institutional theory, and concepts such as role congruity, emotional labor, and cultural capital. My story exposes that I had academic qualifications and family as well as societal expectations for job, and expectation for entrepreneurial ship due to the gendered prejudices and thus it illustrates the persistence of hegemonic masculinity. The research highlights the intersectionality of gender, culture, and bureaucracy on the one hand, and reveals how emotional resilience and identity management are crucial for survival in hostile environments, on the other. Additionally, the study exposes the persistence of traditional economic models that nuances women entrepreneur in patriarchal contexts. By situating my lived experience on the base of the above-mentioned theories this research contributes knowledge on gender inequality as evidence to create pressure for inclusive and supportive policy reform for women in Nepal and similar contexts.

Keywords:

Women entrepreneurship, patriarchy, institutional barriers, feminist theory, emotional labor, cultural capital, Nepal, autoethnography, gender inequality, role congruity

Introduction

The Government of Nepal has been making efforts to promote gender balance

by uplifting the status of women. As part of its policies, the government is providing women with access to land and housing

ownership by reducing registration fees and providing soft loans (reduced interest rate and without a bank guarantee). Since fiscal year 2018/19, the Nepalese government has been granting a 6 percent loan rate subsidy to women entrepreneurs under the "*Mahila Uddhamshilta Karja*" program. Financial institutions of A, B, C, and D classes can provide loans up to a maximum sum of Rs. 15.00 Lakh (Khanal&Khanal, 2024).

These initiatives aim to empower women economically and socially, and to reduce long-standing gender inequalities in Nepali society. Thus, women's entrepreneurship is often celebrated in policy documents and development discourses. However, behind this scene, women are still struggling with deep-rooted patriarchal values, gendered labor divisions, and informal institutional barriers to full participation in economic life. This study seeks to expose these realities through the emotional, cultural, and identity-related struggles that women entrepreneurs face. This research fills that gap by offering an insider perspective through my own lived experience of transitioning from a community school contract teacher to a furniture business owner. It portrays the process of how a Master in Business Studies graduate who begins a furniture business in the Central Terai within the broader context of Nepal- general labor

expectations, informal business environment, and bureaucratic constraints form the window into my personal experience. My journey is a representation of a deeper tension between formal education and informal labor; family obligations and personal aspirations; and policy ideals and lived realities.

Government job in Nepali society is aligned with job security, stability, and power exercise (responsibility) since the Rana regime to the Panchayati system. With the market liberalization from 1990, graduates are attracted to entrepreneurship. Still, for those who are risk-averse or lack the capital to invest in entrepreneurial ventures and women managing multiple household responsibilities, such as childcare and domestic duties, a standard office job with fixed hours is often considered more suitable. Fresh graduating youths' appeal to entrepreneurship is often influenced by the ideals of job creation, innovation, risk-taking, high profit, and celebrity, which is far difficult to actualize than the expectation. My personal narrative reveals how the gender role expectations intersect with bureaucratic obstacles to marginalize female entrepreneurs, and my family and community, who viewed my business endeavor as a fall from mainstream reward (tip-top banker or clean sari teacher),

which weakened my strengths of academic qualifications and practical vision. Though logical and contextually appropriate, my endeavor was treated as deviance. This tension underpins one of the central problems this research addresses: the undervaluation of entrepreneurship as a viable, respectable, and transformative career path for women in Nepal.

In the process of operating my business, I faced challenges from corrupt local institutions- executives of community forests, agents of the division forest office, local police stations, and municipal authorities. Their single target was to extract money by using obscure laws. These experiences are not unique but illustrate the larger, informal, exploitative ecosystem in which small businesses operate (ADB, 2021). For women entrepreneurs, these challenges are intensified by gendered interactions, such as customers asking to deal with my husband or assuming that I am not the owner. This lived reality contrasts sharply with what I was taught in school and university-about entrepreneurship, dignity of labor, and economic independence. As highlighted in my Master in Business Studies curriculum, the concept of “entrepreneurship” was framed as a tool for economic empowerment and job creation (TU, 2015). However, the social

and institutional environment she encountered told a different story- one where women in business were trivialized, harassed, and excluded from formal networks of support. Such contradictions are not accidental but embedded in Nepal's uneven development process, legal structures, educational ideals, and societal norms, which often move in different directions. While national policy emphasizes entrepreneurship development and women's empowerment (NPC, 2020), local practice often undermines these ideals through institutionalized gender bias, corruption, and lack of infrastructure (Karki & Xheneti, 2018).

This article seeks to expose these contradictions through an autoethnographic lens, placing the researcher's experiences at the center of analysis as Ellis, Adams, and Bochner (2011) suggested that personal experience through autoethnography can be connected to wider cultural and institutional contexts. My story, therefore, is not simply anecdotal but a lens into how gender, class, education, and governance intersect to shape entrepreneurial experiences in semi-urban Nepal. This inquiry extends in three areas- (1) it fills a critical gap in the literature on women's entrepreneurship in Nepal, which remains largely urban-centric and policy-driven; (2) it challenges

normative assumptions about what constitutes success, dignity, and appropriate careers for educated women; and (3) it calls for policy and pedagogical reforms that validate entrepreneurship as a legitimate and empowering career choice for women, regardless of geography or social expectation.

My life journey gives a new way to understand the meaning of resistance. I did not follow the path of a government job, which was my choice. I faced problems and harassment from institutions, but I did not stop. Even when the market failed and COVID-19 affected everything, I continued my work and created jobs. These are all my acts of resistance. Through them, I challenged the big systems in society, but also challenged the small ideas in people's minds that do not respect women's independence.

The emotional and psychological effects of this struggle are also very deep. I often feel insulted because of how customers look at me. Sometimes, government officers behave badly and harass me. Even my own family does not fully support my work. They expect a government job account officer or a bank officer from me. All these things make me feel mentally weak and alone. This kind of mental pressure is not discussed much when people talk about

women's entrepreneurship. Many people only focus on money or success, but I was struggling with respect, identity, and mental health (Stephan, 2018). So, this research does not show women's entrepreneurship as a simple success story or a straight journey to power. It is full of pain, struggle, change, and resistance. My story, rather than a personal is a way to question the present social and economic system. I want people to see women's entrepreneurship as something rooted in real life, based on local needs and ideas of equality.

Through the lens of autoethnography, the study aims to understand how systemic gender norms, informal institutional practices, and social expectations shape and constrain women's entrepreneurial endeavors in semi-urban Nepal. The rationale behind choosing an autoethnographic approach is twofold. First, it allows the research me to use my own life story as a powerful analytical tool to link personal struggles with larger societal patterns (Ellis et al., 2011). Second, this study gives voice to women from rural and semi-urban areas, for those women do not always follow the common career path or they try to do something different. But they face many challenges and resistance from society. By sharing their real-life stories, this research supports

feminist and critical thinking. It helps us understand entrepreneurship in a deeper and local way. Also, it shows how educated women try to balance what they learned in school with what they face in real business. Many times, the business world is informal and even unfair. This study shows how women deal with these two different worlds. The study serves not only as a narrative of personal resistance but also as a critique of structural and cultural limitations that continue to hinder inclusive economic empowerment in Nepal.

Literature Review: Theorizing Women's Entrepreneurship in Nepal

In South Asia, women are frequently expected to put family obligations ahead of economic activity. Gender norms are ingrained in religion, culture, and custom in this place. Because of this gendered framework, women encounter numerous social and cultural obstacles when attempting to launch or expand a business (Roomi & Parrott (2008). However, institutional corruption is also a significant in the area of banking services, government processes, and legal. Bribery and favoritism frequently affect systems. These systems enable more difficult for women to obtain loans, licenses, and other forms of assistance (Bari, 2005). As a

result, women who are starting their own businesses are accepting these challenges. Consequently, women's entrepreneurship in South Asia is still relatively new notion.

Entrepreneurship and Structural Inequality

Many global writers talk about entrepreneurship by using structural or neo-liberal economic ideas. They focus on personal effort and market activities (Becker, 1964; North, 1990). But feminist thinkers say these ideas do not give enough attention to real problems like patriarchy, lack of access to finance, and unequal rights in getting capital (Harding, 1991; Bhattacharya, 2017). In South Asia, women do not lack dreams or ambition. But they face problems from society. These problems include gender roles at home, family responsibilities, and what society expects from women (Crenshaw, 1989).

In my own case, I saw how government support, like women's loan programs, does not work properly. These loans often need land or property in the husband's name. Because of this, women cannot get a loan easily. It makes inequality worse instead of solving it. Shilpakar (2024) reveals how Newar women try hard to continue small traditional businesses by facing many

challenges from the culture, family, and economy. Still, they show strong willpower and do not give up.

Social Reproduction and the Ethics of Care

Many feminist writers have said that caring for others and doing housework are not seen as valuable in the economy (Gilligan, 1982; Bhattacharya, 2017). These works show how society does not give enough importance to care work. Sen (1999) has a different view. His capability approach says that care should be seen as part of human freedom and choice. In 2015, during the big earthquake in Nepal, I left my job to take care of my old mother. Some people thought it was a step back. But for me, it was a new direction in life. It was a broadening of my real freedoms and an exercise of agency that aligns with the capability approach to justice. That time of caregiving helped me think in new ways. I got ideas about business and helping others. It also made me question why care and business are seen as separate things. Today, many books and articles still do not talk about how care can lead to new types of entrepreneurship.

Education, Gender Roles, and the Human Capital Paradox

Classical human capital theory by Becker (1964) says that more education gives

more income. It shows a straight connection between learning and earning. But later, Eagly (1987) explained that gender also affects how people see and use education. From my own experience, I saw that even having higher education does not always help women. When women enter areas like the furniture business, which are mostly run by men, people still doubt them. Feminist standpoint theory by Harding (1991) helped me understand this better. It says that even if women have formal degrees, society may not fully trust their knowledge. In my case, people kept questioning my ability. Many books and articles do not talk about this problem clearly. They miss how formal education and traditional male ideas mix together. This mix creates a place where women are sometimes accepted, sometimes ignored.

Informality, Ethics, and Institutional Decay

Granovetter (1985) says that in countries where the government is weak, people often depend on informal networks instead of official support. These networks help entrepreneurs to survive and grow. But many studies forget to talk about the ethical problems entrepreneurs face in such informal systems. Scholars like Sarasvathy (2001) and Kohlberg (1984) have discussed how entrepreneurs make moral decisions. Still, there is not much

research on how women entrepreneurs reject corruption. In my own case, I refused to give bribes or use illegal raw materials, even when I was under pressure in the market. Because of this, my story fits into the new discussion on moral economies, as Bhattacharya (2017) talks about. So, this research shows how women entrepreneurs deal not only with business problems but also with moral challenges.

Identity, Misrecognition, and Intersectionality

Goffman's (1959) impression management theory explains how people show their identity and how others see it. Crenshaw (1989) explains intersectionality, which means different parts of identity mix together. Many studies talk about fewer women leaders. But there is less study on how women entrepreneurs are wrongly seen by others. I am often called a sales assistant, not the owner. This shows how women face symbolic violence again and again. Sen (1999) says agency means more than money. It also means being recognized as a person. This autoethnography tells real stories about how women business owners feel when they are not recognized properly. It helps us understand business identity with intersectionality.

Experiential Learning and Entrepreneurial Resilience

My caregiving experience exemplifies how learning through experience (Kolb, 1984) can lead to positive adaptation and resilience (Masten, 2001)). The iterative process of experiencing, reflecting, conceptualizing, and experimenting aligns with the development of resilience, as both involve growth through challenges. By integrating these theories, I that my actions not only provided immediate support to my mother but also facilitated my personal growth and resilience, demonstrating the intertwined nature of learning and adapting in the face of adversity.

As Sarasvathy (2001) suggested, for early-stage ventures, where uncertainty is high and resources are limited, there needs to be a mindset of adaptability, collaboration, and creative problem-solving. These ideas are crucial for my own transition from selling products in a shop to manufacturing them in a factory. I changed in response to what customers said and what the market needed. But many books talk about these ideas in general ways. They do not show real stories, especially from countries like Nepal. My own story shows that changing and adapting are not only about plans. It also has feelings and social meaning. This shows we need more studies that tell real stories and focus on local situations.

Family Capital and Conditional Autonomy

Network theory (Aldrich & Zimmer, 1986) talks about how family and social connections help in business success. But this theory does not clearly explain how such support can be different for men and women. In my life, my husband's land and money helped me start the business. Still, this support made me depend on him and his property. Many books and articles do not show clearly how family help can both support and limit women. My story shows this mixed situation- where a woman becomes strong but also remains dependent. This idea is not well studied in current research.

Intergenerational Learning and Tacit Knowledge

Bandura (1977) proposed that people learn behaviors by observing others, a concept known as social learning theory. I witnessed this firsthand in my mother's innovative approach to business: she ran a public telephone booth during the civil war in Nepal, a risky enterprise because Maoist insurgents used the phones and were monitored by the army. She was a widow raising two daughters, aged 16 and 12, in a community surrounded by drunkards, unrest, and the chaos of dirty eyes peeping three women alone- my mother at 33, myself at 16, and my sister at 12 years,

without the protection of an adult male. Observing her courage, resilience, and strategic thinking in such difficult circumstances profoundly influenced me, shaping my own drive to start a new business. This experience illustrates social learning in action, where behavior is modeled and internalized. My learning was deeply embedded in social and cultural contexts; my mother's struggle and the surrounding environment provided a powerful context that guided my understanding, decision-making, and entrepreneurial initiative. I learned more from that than from school or college. My three maternal uncles, who were school dropouts, moved to the city empty-handed during their adolescence. They began as helpers and later started their own businesses. Within 20 years, they had not only built homes in the city but also raised children who received higher education. This type of learning, passed from one generation to another, is not seen in most studies. Most research talks about formal training and government programs. But this study tries to show that informal learning, like feelings and family experience, is also very important in entrepreneurship.

Research Gap and Justification

In Nepal, interest in women's entrepreneurship is increasing. Many

researchers are writing about it (e.g., - Yousafzai, Fayolle, Saeed, Henry, & Lindgreen, 2019). But most of these studies only describe success stories or challenges separately. They do not look at the full experience of women entrepreneurs. Especially, they miss the emotional, ethical, and family-related parts of the journey. Also, many studies do not include personal stories or autoethnographic voices. They fail to show how big social and economic problems are connected to personal struggles, identity, and moral decisions. In this study, I am not only a researcher but also a woman entrepreneur myself. I share my own story. This helps to fill an important gap. I try to show what it really means to be an ethical woman entrepreneur in a male-dominated and changing society.

Methodology: Autoethnography

This study adopts an autoethnographic methodology, which situates the self as both subject and analyst of lived experience. It is grounded in constructivism and interpretive, emphasizing that knowledge is socially constructed through personal and cultural experiences (Ellis, Adams, & Bochner, 2011). It adopts relativist ontology, acknowledging multiple realities shaped by subjective perspectives, emotions, and social contexts (Chang, 2008).

Autoethnography is also 'value-laden' and reflexive, recognizing the researcher's identity, emotions, and positionality as integral to the research process (Adams, Holman Jones, & Ellis, 2015). Influenced by critical theory and feminism, it seeks to challenge dominant narratives and give voice to marginalized individuals through narrative and self-reflection (Boylorn & Orbe, 2014). It is deeply personal yet socially embedded, such as gender, work, and resistance (Ellis et al., 2011). It allows for a narrative that connects micro-level experiences to macro-level structures. As my research, I use my personal journey as an entrepreneur to explore the interplay between gender, power, and economic participation in Nepal's Central Terai. Data were drawn from memory, diary entries, social interactions, business documents, and emotional reflections accumulated from 2015 to 2024. These were critically analyzed to identify themes of resistance, adaptation, exploitation, and empowerment. This methodology does not claim generalizability in a statistical sense but seeks transferability- offering insights that resonate with or reflect broader patterns within similar contexts. I use evocative and analytical writing to demonstrate how personal struggles are shaped by, and in turn reflect upon, wider societal structures. Ethical reflexivity is central to this method. I have anonymized

or generalized references to customers, officials, and community members to maintain privacy. While my own identity is central and disclosed, I remain mindful of the ethical implications of presenting myself through my lens. Autoethnography thus becomes both a method and a form of activism- challenging dominant discourses that marginalize women entrepreneurs, and advocating for recognition of entrepreneurship as a legitimate, respectable, and empowering career for educated women in Nepal.

As an autoethnographer, I am both the subject and the analyst of my experiences. Here, knowledge comes from personal and social experiences (Ellis, Adams, & Bochner, 2011). As other people understand the world differently from me based on their background, feelings, and situation, this study follows a relativist view (Chang, 2008), where my feelings and my position are also part of the research (Adams, Holman Jones, & Ellis, 2015). Meanwhile, this study gives the flavor of critical theory or critical feminism since it tries to challenge the powerful voices in society and bring forward the voices of people who are often ignored (Boylorn & Orbe, 2014). It touches issues like gender, work, and struggle, which are deeply personal but also social (Ellis et al., 2011). I connect

my own experiences with the larger social system-how gender, power, and economy are linked in my life. My personal journey as a woman entrepreneur in Nepal's Central Terai, I look at my data, which comes from memory, diaries, conversations, business papers, and personal reflections. These were collected from 2015 to 2024. I analyzed them to find common themes like resistance, adjustment, exploitation, and empowerment.

This method does not try to give general answers for everyone. But it offers useful insights that can connect to other people in similar contexts. I use both emotional and thoughtful writing to show how my life is shaped by society, and how my personal story reflects bigger systems. Ethical thinking is very important in this method. I have hidden or changed the names of customers, officials, and people in the community to protect their privacy. My own identity is open, but I stay careful while writing about myself. Autoethnography is not only a research method; it is also a form of activism (Adams, Holman Jones, & Ellis, 2015). It challenges the social systems that ignore or look down on women entrepreneurs and gives voice to their lived realities (Boylorn & Orbe, 2014). In the context of Nepal, it also promotes the idea that

entrepreneurship can be a respectable and empowering career choice for educated women, as my personal journey reveals.

Presentation of Case: My Case as Narrative

After completing my Master's degree in Business Studies (MBS), I briefly joined a bank as a trainee in Kathmandu. But my husband called me to live with him in Gorkha, and taught Business Studies and Accountancy subjects to grades 11 in a community school despite my interest. He convinced me that I can support myself by teaching, and he would support me in preparing for the PSC exam. I taught there four years with the full cooperation of students, extra income from tuition; however, I felt unfulfilled and constrained in the school environment. I closely observed the Gorkha earthquake in April 2015, and slept under a tent for a week. Then came to my hometown to celebrate the earthquake vacation. I lived at home and found my mother was showing signs of depression, exacerbated by loneliness and subtle psychological harassment from neighbors. I decided to remove my mother's suffering from loneliness and contribute to her psychological and emotional well-being. I resigned from the school, and leaving my husband alone there in the campus quarter in June, I moved to my home with my daughter.

In my hometown, I witnessed rapid demographic and infrastructural changes due to the earthquake migration and the displacement caused by the Budhigandaki Hydropower Project. I observed the bustling shopping and selling crowds in the Chowk, where I had rented out ten different shutters to other businesspersons. This made me reflect: "Why not start a new business myself at home and become a job creator, instead of pursuing a career in government service?" I realized there were no furniture showrooms in the growing town despite increasing demand. Acting on this insight, I opened a furniture showroom. My husband heavily and hesitantly allowed me to start a furniture showroom. Nevertheless, I assured him that I would delve into the books even while sitting at the counter. However, my decision faced strong resistance from my family and relatives. To them, my academic credentials warranted a government job, not a "mere shop." They criticized my choice, suggesting that an educated woman like me was wasting my degree on a trivial venture. Soon after I launched the showroom, competition intensified. Within two weeks, three new furniture showrooms sprang up. I quickly learned that customers preferred customized items- furniture designed to their size, taste, and color preferences. To meet this demand, I began producing

furniture myself, expanding the business to include items such as beds, cupboards, sofas, modular kitchens, and interior decorations. I hired four carpenters, two painters, and one salesgirl to support operations. Yet, I was still alone in managing every aspect—sales, inventory, procurement, and customer relations. My husband, who always engaged in teaching and supervising students, and researching, is not interested in my business on the one hand and has no time on the other.

As I expanded the business, it demanded a larger investment. The government had a policy of providing soft loans to women entrepreneurs without a loan guarantee. I could not approach the government bank, since I went to private banks, which demanded a loan guarantee. My husband had a piece of land that saved me from deprivation. Furthermore, he supported me with millions of rupees like a soft loan; I am paying back by earning from the business. Unlike other business owners (my competitors around) who had the support of family members, I navigated the enterprise independently. My ambience to formal procedures- VAT billing and lawful sourcing—put me at a disadvantage. Competitors with family-run setups operated more informally, often evading taxes and benefiting from insider networks. The COVID-19 pandemic

further strained the business, forcing a shutdown. Even after resuming operations, sales remained low, and two of the new shops went bankrupt. The remaining two survived- one by offering installment-based services and the other by relying on the owner's carpentry skills.

Beyond market pressures, I encountered social discrimination. Customers frequently questioned my authority. Some demanded to speak to my husband, assuming he ran the business. Others mistook me for a clerk or asked if my husband was the carpenter working in the factory behind the showroom. These responses undermined my self-esteem and professional identity. Law enforcement officials also harassed me. Police officers, municipal agents, and forest officials often sought bribes, free furniture, or “commissions” in the name of registration, inspection, or wood use. Local smugglers tried to coerce me into selling Sal wood to entrap me in smuggling and blackmail. These all things are painful to me, who knows the accountability of the state, wants to follow the law and do ethical business.

These repeated pressures led to emotional exhaustion. I often questioned the worth of my effort and contemplated giving up. Despite my qualifications, honesty, and commitment to ethical business, I was

frequently treated as inferior. I realized how systemic forces were pushing me toward illegality—something I resisted fiercely. Ironically, my business studies curriculum had taught me about Nepal’s challenging business environment, and now I was living that reality.

My upbringing had also planted the seeds of entrepreneurship. I was raised in an peasant-based household with my mother and grandparents. My maternal uncles, though school dropouts, had successfully built businesses in the city through sheer effort a schoolgirl, I had helped my mother manage a small grocery and public telephone booth. Though my formal education emphasized entrepreneurship and the ideal of being a “job creator rather than job seeker,” society was not prepared to accept such ideals from a woman. What my education instilled in me lay dormant—until these experiences awakened it.

Analysis and Findings

My experiences suggest several interconnected dimensions that reflect the complex realities of women’s entrepreneurship in semi-urban and rural contexts. These dimensions include—socio-cultural resistance, institutional corruption, gender discrimination, motivations rooted in caregiving, informal economic practices, and psychological resilience.

These elements not only highlight individual struggles but also reveal structural limitations, drawing attention to the disjuncture between national rhetoric and local realities. These different dimensions have been portrayed below as findings.

Emotional and Social Turning Points: Earthquake, Care, and Career Shift

I made very superficial efforts to get a permanent job during the four years in Gorkha; meanwhile, I was not amused by the stay there, though I had a job as a teacher, and was living with my husband and daughter. I was implicitly suffering from my mother's loneliness and emotional disturbances. The hustle and bustle in my chowk resulted from the Gorkha Earthquake, and compensation from Budhigandaki supported me to start a business, and shifting from Gorkha. This deeply personal choice aligned with Mezirow’s (1991) notion of a “disorienting dilemma,” which catalyzes transformative learning. Rather than follow a pre-scripted professional path, I found myself reevaluating the meaning of success, care, and contribution. Amartya Sen’s (1999) capability approach is particularly insightful here; while caregiving may not have been recognized as a valuable economic activity, it was deeply fulfilling and represented a significant exercise of

agency. My sense of purpose was gradually restored through observation and care, planting the seeds for an entrepreneurial journey shaped by both necessity and insight. It matched with Gilligan's (1982) ethics of care, which emphasizes responsibility, relationships, and responsiveness to others, and Bhattacharya's (2017) notion of social reproduction- I on the one hand, served as the invisible labor for sustaining families, and resisted against the patriarchal or "women as clerks" mentality by starting business as a woman entrepreneurship, on the other.

Educational Capital Versus Social Expectations

I studied entrepreneurship during my academic years. I believed I would become a job creator, not just search for a job. So, I opened a furniture showroom. But soon after that, many relatives and neighbors criticized my decision. They said I was wasting my degree. Their comments made me feel the gap between what I learned in school and what society expects. This experience showed the limitation of Becker's (1964) human capital theory. It says education leads to a better economic life, but that didn't happen for me. Instead, I faced gender bias. According to social-role theory (Eagly, 1987), society has fixed ideas about what women should and

should not do. I realized that even if I was educated and skilled, people were not ready to accept a woman as a business leader. Schiro (2008) also argues that formal education often fails to prepare people for real-world situations. My case proved that. From my experience as a woman entrepreneur, I saw many issues that are usually ignored. Feminist standpoint theory (Harding, 1991) helps explain this because it focuses on how women see the world from a different, often marginalized, position.

Navigating Business Informality and Structural Violence

I tried to run my furniture showroom ethically. I registered it, issued VAT bills, and brought wood from legal sources. But most of my competitors did not do this. They ran informal, family-based businesses, didn't pay tax, and used personal connections to grow. Because of that, they had many advantages over me. Granovetter's (1985) concept of embeddedness explains this. It shows how personal relationships can become powerful economic resources. However, I also saw bigger problems in the system. Although the government promised soft loans for women, I was asked for collateral I didn't have, illustrating North's (1990) point about "weak institutions-policies"- i.e., may exist on paper but are often hard

to access in practice. At the same time, Crenshaw's (1989) concept of intersectionality explains how my challenges were compounded: not only was I a woman, but I also lacked male-dominated networks and faced the added difficulty of running a legal business. Together, these factors show that my struggle was shaped by both institutional weaknesses and overlapping social inequalities, highlighting how structural barriers limit real opportunities. I faced many difficulties, not only because I was a woman, but also because I tried to do business ethically and didn't have male-dominated networks. So, my struggle is not only personal, but also part of a bigger system of inequality.

Social Identity and Gendered Misrecognition

In my daily work, many customers did not believe I was the owner. They thought I was just a sales assistant. Some even asked to talk to my husband, thinking he was the real boss. These moments hurt my confidence. Goffman's (1959) theory of impression management explains this well. People form ideas about others based on what they expect, not based on reality. I faced this problem again and again. It also made me think about Sen's (1999) idea of agency. Agency is not only about having resources- it is also about being seen and

respected as someone who makes decisions in their own life. But in my case, people didn't recognize my role, even though I was running the business. This is a form of symbolic violence. As Bourdieu suggests, people can be harmed not only physically but also through disrespect and wrong assumptions, especially when based on gender.

Resilience and Adaptive Learning in Business

When I saw that the market was changing and customers wanted something different, I decided to stop selling ready-made furniture. Instead, I started making customized furniture. For this, I hired some carpenters, a painter, and a salesgirl. I looked after everything myself—buying materials, designing, selling, and keeping record of stock. I did not have a fixed plan. I learned by doing, making mistakes, and thinking about what worked and what didn't. This is similar to what Kolb (1984) said in his experiential learning theory. Also, I used what I already had and made changes as new situations came. This idea matches Sarasvathy's (2001) theory of effectuation. Even when COVID-19 forced me to close for some time, I did not give up. I tried new ways and kept the business running. This shows what Masten (2001) called entrepreneurial resilience—facing

problems, learning from them, and growing stronger.

Family Support and Gendered Financial Capital

When I could not access support from banks, my husband's land became my only option. He allowed me to use it as collateral and even provided a personal loan to keep my business running. While this financial help was essential, it highlights how financial support remains deeply gendered: policies may emphasize women's independence and empowerment in economic matters, but in practice, women often rely on male family members' resources. Aldrich and Zimmer's (1986) network theory helps explain this dynamic. In poor or rural areas, family networks often serve as crucial support systems when formal institutions like banks fail, providing resources, trust, and safety nets. Yet, reliance on these networks can reinforce male control over economic decisions, limiting a woman's autonomy. Thus, while family support enables women to engage in business, it also makes their freedom and agency conditional, showing that empowerment is often partial rather than absolute.

Transmission of Entrepreneurial Disposition

When I look back, I think my business interest started from childhood. I helped my mother run a small shop and a public phone booth. My maternal uncles were also in business, even though they did not finish school. These early experiences taught me many things. Bandura's (1977) social learning theory fits here. It says we learn by watching others and by doing things from a young age. I learned business skills in this way. This kind of knowledge is not taught in schools. But it became my base to start and continue my own business. Still, such learning is not respected or noticed much- especially when women do it.

Ethical Consciousness versus Illicit Temptations

During my business journey, many people suggested that I do illegal things. Some said to give bribes. Others said to smuggle wood. But I always said no. I faced a lot of pressure and stress, but I stayed honest. Kohlberg's (1984) theory of moral development explains my choice. It says that people follow moral values even when it is hard. I did not see myself as only a businesswoman. I also saw myself as a person with the "moral economies" that

Bhattacharya (2017) talks about, as some people try to keep honesty even when the market system is full of corruption. I did not follow the wrong path, even when things were difficult. This made me different from the system around me.

Conclusion and Implications

My journey as a woman entrepreneur in Nepal's Central Terai illustrates the complex interplay between personal transformation, gender norms, institutional failure, and ethical resilience. What began as a disorienting life event- the 2015 Gorkha Earthquake- evolved into a deeply reflective process through which I redefined success, care, and autonomy. Despite having the educational capital and entrepreneurial training, I faced different constraints. Societal expectations, structural stereotypes, and gendered misrecognition continually challenged my legitimacy and authority. My lived experience aligns with a variety of theoretical frameworks- from Mezirow's (1991) transformative learning to Crenshaw's (1989) intersectionality- revealing that women's entrepreneurship in Nepal is far more than a matter of individual ambition. It is shaped by relational care, ethical convictions, familial dependencies, and a system that subtly yet persistently resists women's economic independence.

The implications of this research are multi-layered. At the policy level, there is an urgent need to bridge the gap between progressive legal frameworks and their actual implementation. Soft loan policies for women entrepreneurs remain inaccessible without collateral or male mediation, which undermines their empowering intent. Institutional reform must prioritize transparency, streamlined processes, and gender-sensitive banking mechanisms.

At the societal level, entrepreneurial education needs to include gender consciousness and critical pedagogy. Schools and colleges must go beyond promoting entrepreneurship as a technical skill and begin addressing the real-world challenges women face, including informal competition, bureaucratic exploitation, and social misrecognition. Entrepreneurial training should integrate experiential learning (Kolb, 1984), ethical business practices (Kohlberg, 1984), and legal literacy to prepare women for both the market and its undercurrents.

At the community level, there is a need for supportive ecosystems that validate women's roles as legitimate business actors. Peer networks, mentorship programs, and women-led business

cooperatives can foster solidarity and resilience against socio-cultural and institutional barriers. Finally, at the personal level, my narrative shows that women's entrepreneurship is as much about moral courage as it is about market opportunity. Recognizing and supporting ethical, independent female entrepreneurs is not just an economic imperative- it is a moral one.

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