

ISSN: 2676-1483

INTERDISCIPLINARY RESEARCH IN EDUCATION

A Publication of Central Department of Education

Volume 7

Issue 1

2022-June

Patron

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Today's education system encourages interdisciplinarity in its approach to teaching and learning. The concept of human purpose and coordination is introduced by its interdisciplinary nature. There is a continuing relationship between the fields involved in interdisciplinarity. Similarly, interdisciplinary research is a research model that integrates information, data, techniques, tools, perspectives, concepts, or theories from multiple disciplines or bodies of knowledge. It's about creating something by thinking across borders. It can be difficult to connect multiple disciplines, but it encourages more critical thinking, brings together multiple disciplines, and develops lifelong learning skills. Interdisciplinary knowledge and application in various disciplines can enhance creativity between practitioners and students.

The present seventh volume (issue 1) of *Interdisciplinary Research in Education* includes thirteen original articles. It provides space for disseminating topics related to education and research and provides scholars with the opportunity to contribute innovative and thought-provoking research-based articles that will help improve quality education. Different articles from different disciplines under the umbrella of interdisciplinary research in education attempt to collaborate across different subjects or disciplines to enhance learning. The original and review articles vary from the studies of grammar practice and instructional processes to the assessment practice, from the study of inclusiveness to the role-modeling in education, from the factors affecting learning experiences to physical exercise, from the study of instructional leadership and motivation in higher education to the investment in education, social media in learning, and scoring answers.

The first, second, and third articles are in the Nepali language. In the first article, Buddha Raj Khaniya describes that most of the grammar exercises in the tenth-grade Nepali textbook seem practical. Depending on the nature of the text, the practice of sentence formation, sentence transformation, paragraph preparation, and description is considered to be more practical than theoretical. From a textual point of view, even if some grammar exercises are linked to the text, most of the grammar lessons are not linked to the text.

The second article by Netra Atom is about Nayan Raj Pandey's novel 'Ular' (2055) which has been taken as a model text and a paradigm that has been prepared by analyzing the teaching process of contemporary Nepali novels. The teaching process seems to be successful in communicating the progressive thinking of contemporary consciousness to the students.

Similarly, in the third article by Rajendra Khanal, various contexts of social responsibility introduced in Nepali children's novels have been studied in relation to the values and behaviors of Nepali society. The context of social responsibility in the novel includes the inclusion of behaviors that make children accountable to their family, friends, and society. Nepali children's novels seem to have ample space in terms of social responsibility. The children have been informed about the good relations of friendship, dedication, and a sense of social service. Adequate references to social duty and responsibility are presented in Nepali children's novels by focusing on the role of children according to human feelings and conditions by including the themes of animalistic harmony, rational justice, equality, and harmony in the novels.

The fourth article by Sarala Luitel is about a qualitative phenomenological study focusing on a critical analysis of evaluation practices in the classroom concerning learners' abilities and evaluation techniques in the 21st century. She found that, of the three assessment purposes, learning assessment was the main practice that ultimately alienated the other two.

Dhruba Prasad Niure and Madhav Kumar Shrestha in the fifth article claim that students with intellectual disabilities are significantly different compared to children without disabilities in

terms of their cognitive abilities, learning styles, motivation, and learning pace. Governments, schools, and teachers have made various attempts to optimize learning, but teachers are poorly trained, school resources are limited and expectations from these students are unreasonably bad. Therefore, the educational services provided do not produce the desired results. Curriculum etc. These issues need to be resolved in time to be self-reliant in a future life by providing quality educational services based on individual learning profiles.

Bhagwan Aryal in the sixth article in this issue sought information on the impact of teacher health behaviors on student health from a cross-sectional descriptive study of mixed methods in secondary schools in Bagmati Province, Nepal. The concept of role models appears in Albert Bandura's social learning/cognitive theory, which focuses on cognitive concepts. This study examined student cognition related to the role modeling structure of the theory. The effects of teachers' health behaviors on student health were explained in the light of this theory and found that the observable health behaviors of teachers have been shown to have positive and negative impacts on student health.

Similarly, in the seventh article, Kalpana Gyawali and Ram Krishna Maharjan aimed to analyze the impact of sexual harassment on students' learning experiences in Lalitpur, Nepal. Motivation for learning, interaction with teachers, self-learning, and classroom discussion activities for female students are found greatly influenced by sexual harassment, and sexual harassment has been identified as one of the causes of poor learning activities and performance of girl students.

The eighth in this issue is related to Physical education. In this, Suresh Jang Shahi compares explosive leg power among the girl students of Tharu ethnic and non-Tharu Madheshi girl students in the Madhesh province of Nepal. The standing broad jump test was applied to measure the explosive legs' power. While comparing the mean score of non-Tharu Madheshi girls, Tharu ethnic girls were found with better explosive legs' power because they have more participated in intramural-extramural sports tournaments, and sporting events as well as physical work.

In the ninth article of this issue, Narayan Prasad Adhikari examines the impact of school leadership on student performance. He found that school leaders indirectly influence student performance and that school leaders influence the framework needed for proper classroom leadership. Supportive principal behavior and teacher trust are significantly correlated at school, and schools with higher levels of enthusiastic teachers have higher levels of trust in their peers.

The tenth article by Devi Prasad Poudel, Santosh K. Mahato, and Om Prasad Baral shows the results of a review study on factors that discourage young people from receiving higher education in the context of Nepal. They found that young people were forced to relocate for work, but in some cases, they relocated to pursue education. Youth migration trends and patterns are diverse, especially in developed and developing countries, as youth migration is diverse and variable.

In the next article, Min Raj Poudel presents the findings on the rate of return on investment in education. This shows that women have a higher rate of return than men. Higher education returns are higher than other levels, and urban sector returns are higher than local sector returns. Return to education at the secondary education level is lower than at higher education and tertiary education levels. Looking at the same data for rural and urban areas, the rate of return on investment in education is higher in urban areas than in rural areas.

Similarly, in the twelfth article, Kamal Prasad Acharya and Milan Acharya examine the impact of using the social networking site Facebook on the learning of students in public secondary schools in Nepal. The analysis details the attitudes of respondents on Facebook. The teachers were found using Facebook during school hours and they were concerned about associating

activities with messages, chat, email, etc. in the form of education and learning. They asked about the effective implementation of Facebook and its use in public secondary schools for non-academic purposes.

The final in the series, the thirteenth article by Dawa Sherpa and Khagendra Baraily, aims to examine the examiner's perceptions when examining undergraduate-level answer sheets through the hermeneutic phenomenological methods under qualitative research design. Not being ready for the content of the syllabus and writing inappropriate responses using the verbal repertoire are common problems. Most of the answer sheets were found to be lacking in timing when writing the answer. In addition, students found that they were not good at composing responses and attaching appropriate comments. The authors raise the question of how students' levels of knowledge are declining and whether the curriculum is outdated for the next generation.

This issue of the journal *Interdisciplinary Research in Education* provides insights into interdisciplinary research works in various disciplines of education science. All articles in this volume are unique and cover different aspects of education management, school and higher education learning, textbooks, curriculum, social media, mathematics, economics, Nepali education, health, and physical education. Authors are required to do more research in their respective fields, share knowledge and integrate it into one goal, and improve learning among students. We welcome original and review articles from the authors. Finally, it is notified to the reader that only the author is responsible for the contents of the articles.

Editor-

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