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## **Editorial**

Continuing the Journey of Educating, Training and Research  
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The Journal of Training and Development has come up with issue 3, Volume 3 with the objectives of sharing the recent research findings in the field of Technical Vocational Education and training (TVET) in research training and development. This publication has a collection of valuable articles from TVET experts, scholars and educationalists. This training and development journal are considered to be valuable resources for the scholars, educationists and TVET experts and stakeholders.

This issue consists of eight articles on different aspects of Training and Development. The first contribution to this issue addresses on National Qualification Framework (NVQF) for Nepal. This paper argues if National Vocational Qualification Framework (NVQF) is a necessity or waste of money where five valuable thoughts of TVET experts were discussed. This paper highlights the NVQF as a necessity to mainstream to education system of Nepal despite of many encounters to political and application level.

The following article by Eka Raj Adhikari discusses on motivation of person with disabilities towards vocational training. This study concludes that vocational training needs to support employment person with disabilities after the training. The real need has to be identified before providing training rather than utilizing their free time. Both male and female with disabilities were motivated to join the vocational training.

Amit Koirala focuses on drug users towards vocation training. The study on six volunteers participants emphasized that have mutual understanding towards Vocational Education and Training (VET). They valued VET after joining the rehabilitation centre and feel that earning money is more important than receiving education to manage their future. The author presented the participants' understanding that VET assists to upgrade their financial status and social integration in the society as well, and to uplift their life.

The article by Ramesh Kumar Chauhan explores academic leadership in technical schools. The paper highlighted on the ambiguous leadership, age gap in leadership, teachers as leaders and teacher-student lineage in different prospective of leadership in technical schools of Kathmandu. This could provide suggestions to adopt different leadership style for top leaders and middle level leaders at their workplace.

The article by Rajan Binayak Pasa studied on skill development training in livelihood. This study relied in Hapur village location on northern part of Dang district. The study showed that capacity development and skill development training conducted in Hapur village create awareness in local youth including Dalits and

marginalized groups and they are involving in income generation activities and utilizing local resources. The training graduates are also supporting social, economic and political activities of the societies in the communities.

The article by Pashupati Joshi discusses the implementing occupational skill in delivering training in Kavrepalanchok district of Nepal. The paper emphasizes on lack of appropriate equipment, tools and facilities hamper the transfer the occupational skills to the workplace. His paper explores that repetitive training methodology also hinders the learning and duration of the training wasnot enough to learn practice skills in computer hardware and maintenance.

Anup Bhurtel shares his reflection when he was studying in the United Kindom (UK), where he releases that technical education is needed in the job market of UK as well. He articulates on some of the pushing factors for urban youths to study and live abroad and also emphasizes in choosing right job to uplift the future career advocating the wider scope of technical education in developed countries with reference to the United Kingdom.

Anila Jha describes the importance of Information and Communication Technology (ICT) in higher education. The use of ICT could build up innovative knowledge and meaningful interaction in classroom with teacher and students. The ICT support aids for teaching and learning where teacher student interacts and exchange the information and students learn with their own pace.

Finally, the editorial team would like to express heartfelt gratitude to all the authors who have contributed by providing relevant and valuable creations. We would like to express gratitude to the reviewers and TITI management team for their continuous support in publishing journal. The team would also welcome articles from TVET experts, trainers and stakeholders in the field of training development and research. We are also grateful to Tribhuvan University Central Library (TUCL) for providing professionals support and encouragement to publish the journal online. Last but not least, we are thankful to the publisher for the publication of the print version of this journal.



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# National Vocational Qualification Framework (NVQF) for Nepal: Necessity or Waste of Money? Experts' Standpoint

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## Abstract

*A purpose of this study was to understand whether NVQF is the necessity for the sustainable prosperity of TVET sector of Nepal or just a waste of money. The study had been carried out applying qualitative methodology in the form of narrative enquiry. The understanding and perception of five TVET experts were detailed with the help of following questions, viz. (a) how do you perceive for the necessity of NVQF in Nepal and (b) what are the major challenges and how can we cope with these challenges for the successful implementation of NVQF in Nepal. The experts' understanding and experiences revealed that not only NVQF but also NQF are in dire need to streamline the education system of Nepal. However, there are many challenges and issues both at the policy level and at the implementation stage. These challenges and issues need to be strategically addressed from the very beginning of the NVQF project; otherwise, it could be just like "pouring water into sand".*

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**Keywords:** National Vocational Qualification Framework (NVQF), National Qualification Framework (NQF), Technical and Vocational Education and Training (TVET), Recognizing Prior Learning (RPL).

## Context

A vast majority of people agrees that with the vision of "Skilling Nepal for People's Prosperity" and with this, the Technical and Vocational Education and Training (TVET) sector of Nepal is booming day by day. Certainly, several key personalities and National/International development/donor agencies should be attributed for their positive reinforcements to systematize Nepal's TVET sector. In contrast,

another group of people expresses their indignation by blaming the system for selecting the project without identifying the tangible needs of the country. Also, they claim that the projects are being selected due to the influence and pressure from donor agencies or simply being done for donors' sake. Likewise, another group of people suggest that the system should rather be more selective of the projects and do some homework to identify the potential benefits

and should have some strong bargaining power before accepting any kind of project. These concerns from aforementioned groups are raised time and again, but are often highlighted especially when a new potential project appears on the horizon. In this connection, recently launched Nepal Vocational Qualifications System (NVQS) Project is not an exception. Swiss Agency for Development and Cooperation (SDC) via Swisscontact is supporting the Ministry of Education of Nepal to establish a National Vocational Qualifications Framework (NVQF) and a corresponding National Vocational Qualification Authority (NVQA) (Swisscontact, 2015). NVQS project of Nepal expects that the NVQF/A provides pathways of progression from informal short courses to the formal TVET programs and progression paths especially for disadvantaged youths with the lower level skills to higher levels and easy transitions between the pillars of the education system, improve the quality and labor market relevancy of TVET offers and expands their coverage of the labor market, and establishes equivalencies with vocational qualification systems to overseas labor markets (Swiss Development Cooperation, 2014).

### **Initiatives for NVQF in Nepal**

In Nepal, the concept of NVQF has not been emerged accidentally. For the long time, the TVET experts who were working for TVET sector of Nepal (Adhikary, 2013; Basnet and Basnet, 2013; Ghimire, 2013; Sharma, 2014) have realized the importance and have been advocating for the necessity of NVQF. Sharma (2014) claims NVQF opens up access to wider population, develops a system of lifelong learning, recognizes prior learning acquired from informal and non-formal means and harmonizes qualification awarded by several bodies, facilitates horizontal and vertical mobility of learner, and promotes wider recognition of the earned qualification. For Adhikari (2013), NVQF provides a mechanism for transferring the control of vocational education from training providers to employers and protects school-leavers who otherwise may get stuck doing unskilled job throughout their lives. Likewise,

Ghimire (2013), states that educational authorities of Nepal do not recognize prior learning and current informal/non-formal learning for horizontal and vertical movement in formal educational streams at different level. The development and implementation of NVQF opens the door to mainstream school dropouts and non-schooling youths. Similarly, Basnet and Basnet (2013) advocate for NVQF to ensure a standardized and trustworthy certification system.

Likewise, the TVET policy, 2012 (2069 B.S.) has tried to address the concept of NVQF by making a policy of firm integration of TVET programs and pathways to achieve one of its objectives to provide market based quality TVET programs and recognition of the prior learning (RPL) (MOE, 2012).

In addition, the strategic plan of Council for Technical Education and Vocational Training (CTEVT) for 2014-2018 has kept “Establish NVQF to ensure its compatibility with education framework” as one of the goals **Invalid source specified..**

Now a question arises. How can something that has been established as a very dire need from a policy level and from other researchers considered to be a waste of money? However, with previous track history of some of the donor-driven projects that have not proved to be sustainable and effective, the question of whether granted resources are being utilized suitably is also a concern, School Sector Reform Plan (SSRP) for example. Ghimire (2015) claims that SSRP is a failure due to the lack of legal provisions to realize its vision. Nevertheless, the ministry has termed SSRP as a success (Ghimire B. , 2015). Amidst such different perspectives, I argue that there seems to be no definitive answer to whether SSRP can be labeled as a failure or success. For this, educationists really need to analyze the overall project selection procedure. However, the current concern is NVQS project. Firstly, can NVQS project become a success? Secondly, what can we do to make sure NVQS project is successfully and sustainably established and implemented?

With all these concerns in mind, the present study attempts to explore the perceptions and understandings of TVET experts on NVQF. The understandings and experiences of TVET experts when adequately tapped will provide the ways out to cope with the challenges and threats regarding the successful and sustainable establishment and implementation of NVQF/S in Nepal.

### **Global practices of NVQF**

Many countries have already established NVQF and now Nepal is on the way to establish it. The countries that have already establishing NVQF believe that it may help them to ensure the quality of their national education system, provide the flexibility and opportunity to advance for learners, get international recognition and ultimately flourish the country's economic level by fulfilling social requirements (Tuck, 2007).

With an exception to South Korea (UNESCO, 2014), most of the developed countries such as China, Germany and United States of America (USA) practice NVQF for horizontal and vertical movement from one stream to the other and also recognize prior learning. Here I portray practices of NVQF in some of South Asian countries such as Sri Lanka, Bhutan, Bangladesh and Pakistan. The rationale behind selecting South Asian countries is: to some extent, the Nepalese context is culturally, socially, economically and geographically similar to these countries.

**Sri Lanka:** The NVQF of Sri Lanka that was officially launched in August 2004 has adopted the level descriptors of the New Zealand National Vocational Qualifications. The Sri Lankan NVQF consists of seven levels of qualification. Level one to four cover the competencies required at the craft level and award certificates; level five and six for middle level technical qualifications award diploma; and level seven is for the bachelor's degree level (ADB, 2011). As per the report published by Asian Development Bank in 2011, the NVQF of Sri Lanka provides quality assured and nationally consistent TVET that

is relevant to the Sri Lankan context and is of an international standard. NVQs are based on national competency standards identified by industry stakeholders. The University of Vocational Technology (UNIVOTEC) is responsible for developing curricula, teacher guides and learner guides in Sri Lanka (ADB, 2011). Sri Lanka has successfully established NVQF in a relatively short period and working hard for its effective operationalization (Maclean, Jagannathan, & Sarvi, 2013).

**Bhutan:** Bhutan Accreditation Council (BAC) has developed the Bhutan Qualifications Framework (BQF). The framework encompasses all the qualifications that enable comparison of university, vocational, and monastic education (Bhutan Accreditation Council, 2012). The Bhutan Vocational Qualification Framework (BVQF), systematized to streamline and unify TVET system in the country, ensures unified recognized national vocational qualifications, recognition of prior learning (RPL), linkage between TVET and tertiary education and provision of credit for part of a qualification and enforcement of quality assurance framework (Ministry of Labour and Human Resources, 2013). BVQF consists of five levels of qualification. Level one to three cover the competencies required at the semi-skilled to master craftsman stage and awards certificates, and level four and five is for supervisor or managerial personnel and awards diploma. The department of occupational standards is responsible for developing, implementing and monitoring the BVQF and quality assurance system in the country (Bhutan Accreditation Council, 2012). Level one to three is comparable to class X to class XII of general education respectively. However, these national certificate levels are only equivalent and make comparable demands in terms of learning outcomes (Ministry of Labour and Human Resources, 2013).

**Bangladesh:** The National Skills Development Council (NSDC) as the highest and apex body is mandated to establish policy to guide the overall TVET system including monitoring of all the



activities related to the development and implementation of the NTVQF, whereas, Bangladesh Technical Education Board (BTEB) is responsible to implement the NTVQF (Mia, 2010). NTVQF of Bangladesh consists of six levels, with an additional two pre-vocational levels. Pre-vocational level serves as entry points into TVET, level one to five lead to certificate and level six leads to diploma, i.e. the entry points for higher education degree levels. Qualifications are defined against nationally-recognized competency standards (Allais, 2010).

Mia (2010) claims that Bangladesh NTVQF intends to support a nationally consistent and transparent system for skills training and qualifications that is acceptable for both national and international employment and will be effective if it receives the sustained interest of the government, committed participation of industry and continuation of donor support.

Pakistan: Based on the National Skill Strategy 2009-2016, Pakistan started the process of developing NVQF in 2009 and officially launched it on the 4th of March 2015. It aims at bringing a paradigm shift by making TVET delivery efficient and marketable across the world (NAVTTTC, 2015).

The National Vocational and Technical Training Commission (NAVTTTC) is the main authority that works with provincial Technical and Vocational Training Authorities (TEVTAs) to develop and implement the NQF. It defines levels, level descriptors and rules for equivalencies, and makes allowances for credit transfer, assessment, and recognition of prior learning (RPL) (United Nations Educational, Scientific and Cultural Organization, 2014).

NVQF of Pakistan comprises of one pre-vocational level as entry point into TVET, level one to four lead to certificate and level five leads to diploma, i.e. the entry points for higher education degree levels. Each level of the qualifications is defined by a set of approved level descriptors describing the broad outcomes expected of achievers and the complexity

of skills and knowledge at that level (NAVTTTC, 2015).

In this way, no matter who developed or for which country it was developed, the philosophy and process of developing NVQF is almost similar. Only the difference is with the levels and the descriptors of the levels. Additionally, it is also observed that the NVQF is quite young and at the initial implementation stage in aforementioned South Asian countries. Hence, it might be quite immature and early to say anything about the impact and effectiveness of NVQF implementation in these countries.

On the contrary, in my understanding, it might not be that much effective to compare Nepalese context with the context of developed countries who claim that they are successfully implementing NVQF. Thus, I decided to utilize the experience and understanding of TVET experts who understand Nepali context sincerely; to explore whether NVQF for Nepal is necessity or waste of money.

### **Methodology**

This study employed a narrative enquiry approach of qualitative paradigm in which five TVET experts were interviewed, because the purpose of qualitative research is to provide a deeper understanding of a social phenomenon or problem (Creswell, 2007). I selected the site and participants purposefully following Creswell (2011) who explains that in qualitative research, researcher selects or identifies the sites or participants purposefully that helps researcher to understand research problem in the best way. The first participant interviewed in the study was Mr. Devi Prasad Dahal. Mr. Dahal is one of the TVET experts with more than 36 years of working experience in TVET sector and currently working as a team leader for NVQS project. Another participant Mr. Yam Bhandari, Director of National Skill Testing Board (NSTB), is literally responsible and accountable from CTEVT side for the success or failure of the project. Likewise, Mr. Saroj Devkota, Dr. Agni Prasad Kafle, and Mr. Chandra Bhakta Nakarmi who had worked for CTEVT and are

considered as the key contributors for the development of TVET sector of Nepal were also interviewed to gain in-depth understanding on the issue “NVQF: necessity or waste of money?”. The following questions guided the study: (a) how do you perceive for the necessity of NVQF in Nepal, and (b) what are the major challenges and how can we cope with for the successful implementation of NVQF in Nepal. I have referred these experts as the participants of my study and in order to maintain confidentiality, I have concealed their identity by just mentioning the term ‘participant’. Further, I have presented the findings based on the interview theme rather than the sequence of the names mentioned above.

### **TVET Experts’ Standpoints for NVQF**

Regarding the first question, “How do you perceive for the necessity of NVQF in Nepal?” one of the participants expressed:

*In my understanding, though NVQF is in dire need of the country, this particular project has been launched without sufficient homework and planning. I mean to say that this project only aims to cover a small block of NQF. It misses the grand picture of the overall educational system, which ought to be covered for a smooth integration. When the focus is small block, several problems will definitely emerge and we will need other projects to combat those problems. Currently, a program offered by one university is not even recognized by other universities. Similarly, there are no provisions for credit transfers even within national universities. If all these things are considered, and more homework is done to understand the problems better, there might be a feasible united project structure that covers the whole of NQF.*

Similar to his understanding, another participant thus shared:

*No one questions the necessity for NVQF. It is a must for every country. However, the argument over whether NQF should have*

*been implemented first is valid. I do not know who initiated the project, and how it came about. However, it is very short sighted in terms of implementation vision. It does not take into consideration the kind problems that might be encountered in the future. Also, it rests upon the assumption that the general education sector will accept it. If that assumption fails, the project might fail as well.*

In contrast to these two experts, the other three participants had slightly different

understandings. In this connection, one of the other participants explained:

*We are in fact very late in implementing NVQF. This is of dire need. Let me explain the importance with a simple example. Let us say there is a working plumber who, for reasons such as not being able to finance his/her education or due to lack of interest, had decided to drop out of school. However, even after realizing the benefits of being educated and the positive impact it could bring upon his/her career, it is very difficult for him/her to go back to school even if he/she is capable of funding it himself/herself. For cases like these, there should be a provision to recognize his/her skill, educate via tuition/coaching or self-study and test cognitively so that he/she can progress further. Therefore, I claim that if youths are not provided with this option, it is in fact a disadvantage for the country itself. Hence, NVQF is a must and we are already running late on implementation.*

In the same manner, another participant added:  
*The project came about due to necessity. Also, there is not anything unique about the model and its implementation. The very reason of your enquiry defines the importance. Therefore, NVQF is a must.*

Likewise, the third participant of similar opinion,

especially with respect to career progression explained thus:

*For this, I would like to start with following two realities. The first reality is that so far, 310,000 formally, informally or non-formally skilled youths have been tested and certified by NSTB of Nepal. Most of them have been awarded with NSTB Level-I and Level-II. However, few of them have been awarded with Level-III and almost negligible have completed Level-IV. Level-III equivalents intermediate (10+2) level but only for employment purpose. Unfortunately, these graduates are not eligible to progress their education. This way, to some extent, we are blocking our youths to progress their career. The second reality is that the qualifications achieved from national level universities are not recognized easily in other universities at national level let alone at international level. Therefore, qualifications awarded from any national level institute should be recognized in all private and public sectors. Additionally, we need to envision in such a way that international educational institutions will also recognize the qualifications without any questions. This is however a major challenge. Hence, the qualifications framework is extremely important for the sake of recognition of any qualifications awarded for career progression not only within the nation but also outside the nation.*

With reference to the perceptions and understanding of five TVET experts as my research participants, I have analyzed that that all of them unanimously agree on the necessity of NVQF in Nepal. However, two of them are concerned that the project is ahead of its time and has come about without much homework. They expressed that the whole of NQF and not just the smaller NVQF block should have been advocated to be pushed forward.

Concerning the second question, “What are the major challenges and how can we cope with for the

successful implementation of NVQF in Nepal?” this is what they had to share:

*The first challenge is to make policy-making body aware of the recognition problem associated with NVQF. The project is doomed to fail if this is not done. Recognition of vocational stream is a long way to go. We are still dealing with coordination problems between universities. For example, if someone clears second year requirement at Tribhuvan University (TU); Kathmandu University (KU), Pokhara University (PU) or any other national level university or vice-versa, he/she would not agree to transfer the credit to adapt to their program. The provision has not yet been established which is a major blocker and threat for the success of NVQF. Therefore, policy makers should be made aware of this and concerned educational institutions should be brought on board for hassle free credit transfer provisions.*

*...we are on the verge of implementing NVQF without the implementation of NQF. We are actually taking the opposite path with this. There is a threat that if the main stream education sector does not accept NVQF to the core, there is no real possibility for a horizontal or a vertical movement. The policy making body is comprised of people who are acquainted with mainstream education. It is going to be extremely challenging to convince them. Therefore, either NQF should be implemented first or this project should simultaneously work on fixing the problems associated with implementing NVQF first. Also people who have come from RPL or non-academic background would benefit from some sort of bridge courses for horizontal or vertical movement. This is easier to accomplish if NQF is implemented first or alongside NVQF. Hence, firstly linkage between NQF and NVQF, and secondly horizontal/vertical movement for those who lack basic education are two major challenges that need to be*

*addressed. For this to happen, it is crucial to advocate that NQF should be implemented and coordinated at least simultaneously. Similarly, bridge course programs should be designed in coordination with all the stakeholders for youths to be able to complete basic education. Also, national level universities should be brought on board. The policy makers also need to be in sync with national level universities terms to accept qualifications and those conditions should be encompassed in the project design.*

Additionally, the perception of policymaking body towards non-formal learning needs to be changed. Our society treats “blue collar” workforce as lower level and relatively does not value them on the level that they deserve. It is really a challenge to change the stigma embedded in the society. In order to overcome the hurdle of changing perception of the policy makers, it is necessary to make them aware of current global practices on non-formal learning and the potential positive contribution it can bring about in the society

After the challenge of perception has been tackled, it is necessary to confirm that the developed framework is compatible within the standards requirements of domestic and international employers, and as well as international and national level educational institutions. These institutions should be willing to accept the framework without any hesitation. Secondly, it is also necessary to come up with a suitable timeframe to accommodate development standards, design of qualifications and implement the framework appropriately. It is absolutely essential to also make sure that the project timeline is not prolonged unnecessarily. However, that is also a massive challenge. On the same lines, if the proposed project implementation procedure is not in sync with the demands of employers and educational institution, regardless of them being national or international, the problem of ownership emerges. There is also the issue of trust. Employers demand competent workforce but are more or less

hesitant and untrusting towards non-formal graduates. This perception has to be changed. However, it is also gullible to assume that the qualifications will be compatible globally from the start. Therefore, the middle ground would be to find select countries, preferably a couple, and convince employers from those countries to suggest and help in the project and curriculum design phase so that the enrollee from the program can eventually be recruited after graduation.

Based on the aforementioned understanding of the TVET experts, one of the major challenges identified is to create awareness and feeling of ownership among the people who are working at policy level. This challenge can be strategically addressed by getting their support and involvement from the very beginning and at each and every stages of NVQF development progress so that they intrinsically support, advocate at their level and make NVQF friendly policies.

Another major challenge identified is the issue of recognition of the qualifications awarded for horizontal and vertical mobility and for employment both at domestic and international market. This issue has to be strategically addressed by getting the support and involvement of domestic and international employers who significantly consume Nepali workforce, and educational institutions/universities for horizontal and vertical mobility from the very beginning of development stages of level descriptors, qualification standards, bridge courses and programs. It will also solve the issue of time.

Additionally, it is also in dire need to maintain coordination and collaboration among the various educational institutions. It urges for National Qualification Framework (NQF) that reflects the horizontal and vertical mobility of the entire education system of Nepal. NVQF is only a segment of NQF and should be linked with NVQF. No matter who are working for other segments of NQF, but the concern is amalgamation of all these segments.

Hence, the key stakeholders who are working separately need to work together to develop a complete NQF.

### Conclusion

After scrutinizing the standpoints of some of the key TVET experts, it can be concluded that different opinions rose about the issue “*NVQF for Nepal: Necessity or Waste of Money?*” is not groundless. However, all the experts unanimously agree that NVQF and NQF are crucial to streamline the education system of Nepal. Nevertheless, there are many challenges and issues both at the policy level and at the implementation stage. Some of the key issues are recognition, linkage between NVQF and NQF, awareness at policy level, and the issue of coordination and collaboration among stakeholders. These challenges and issues need to be strategically addressed by involving all the stakeholders from the very beginning and each and every stage for the development and implementation of NVQF in Nepal.

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## **Motivation of Persons with Disabilities towards Mainstream Vocational Training**

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### **Abstract**

*The present study has explored the motivational factors to join the vocational training programs among persons with disabilities in Nepal. Based on the phenomenological approach, I conducted in-depth interviews with purposively selected eight persons with disabilities who had been undergoing short-term vocational training courses. I followed the thematic analysis technique to analyze the data. With the help of major content theories of motivation and the social role theory of gender differences, I discussed the study results. The participants' expressions revealed that the motivating factors were employment, suitability of training to the type of impairment, utilization of free time, advice from relatives, opportunity to get training for free, personal interest, and a strong desire to do something. The results showed that both extrinsic and intrinsic factors were functioning as the motivators for the learners. Their perceptions supported the traditional gender-based selection of occupations. The study showed the need to adopt relevant measures to leverage the learners' motivation for learning throughout the training.*

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**Keywords:** motivation, persons with disabilities, vocational training, Nepal

### **Motivation of Persons with Disabilities towards Mainstream Vocational Training**

Vocational training can provide the persons with disabilities (PWDs) with practical skills and enable them to earn a living (International Labor Organization, 2013). It can help them secure, retain, and advance in employment thereby enhancing their financial situation, social contact, and self-esteem (Lamichhane, 2015). It helps to reduce poverty and

to empower the persons with disabilities.

Among different models of vocational training for the PWDs, mainstream model is very demanding and effective because of its inclusive nature (Prasai, 2010). In the context of Nepal, most of the government and non-government vocational training centers (VTCs) have been following this model. As this model demands disability friendly physical infrastructures, rules and regulations, curriculum,

assessment and evaluation systems, effective implementation of this model has become a challenge in a developing country like Nepal.

Learners' motivation plays an instrumental role in the success of their learning (Jordan, Carlile, & Stack, 2008; Linnenbrink & Pintrich, 2002). First, motivation directs the learners' behaviors towards particular goals. Second, it leads to increased effort and energy. Likewise, it enhances the initiation of and persistence in activities. It also affects cognitive processes. Similarly, it determines which consequences are reinforcing and punishing. Finally, motivation leads to improved performance (Ormrod, 2014).

Most adult learners enter any learning experience to create a change in their skills, knowledge, behavior, or even the attitude (Russell, 2006). In this context, this paper has attempted to explore the motivating factors of those adult learners who were with disabilities behind their decision to join the mainstream vocational training.

## **Review of Literature**

### **Vocational Training in Nepal**

In the context of Nepal, formal and non-formal vocational training programs have been conducted by the government and non-government bodies although informal skill learning has been in practice from time immemorial. The major government bodies that provide vocational training in the country are Council for Technical Education and Vocational Training (CTEVT) under the Ministry of Education, Department of Cottage and Small Industries (DCSI) under the Ministry of Industry, Vocational and Skill Development Training Center (VSDTC) under the Ministry of Labor and Employment, and Nepal Academy of Tourism and Hotel Management under the Ministry of Culture, Tourism and Civil Aviation (Asian Development Bank, 2015). Curricula and duration of training vary across these government-owned vocational training providers. Apart from the government bodies, other hundreds and thousands of non-government bodies including not-for-profit

and private organizations also conduct vocational training in various sectors. These non-government bodies have to obtain consent from the concerned government bodies such as CTEVT or DCSI to conduct the vocational training programs.

National Skill Testing Board (NSTB) under Council for Technical Education and Vocational Training (CTEVT) has been conducting skill test for all interested Nepali nationals regardless of their modes of learning, viz. formal, non-formal and informal. To some extent, it has been helping the individuals move ahead in their vocational career path (CTEVT, 2016).

### **Theories of Motivation**

Jordan, Carlile, and Stack (2008) have divided the theories of motivation into two groups: content theories and process theories. The content theories focus on the factors that motivate people. The most influential content theories are Maslow's hierarchy of needs, Herzberg's two-factor theory, extrinsic and intrinsic motivation, and self-determination theory. The process theories, on the other hand, focus on the cognitive, dynamic, and social processes that develop, encourage and sustain motivation in individuals. Some common process theories of motivation are expectancy theory, equity theory, attribution theory, and goal setting theory. Since this study is more concerned about the factors, I have reviewed only the relevant content theories of motivation.

**Maslow's hierarchy of needs.** This theory maintains that human needs are in a hierarchy. Going from the lower to the upper levels, these human needs are physiological needs, safety needs, love and belongingness needs, self-esteem needs, need for self-actualization, and self-transcendence (Koltko-Rivera, 2006). Maslow's theory posits that lower level needs must be satisfied or reduced in order to move on to the next level (Jordan, Carlile, & Stack, 2008).

**Herzberg's two-factor theory.** According to this theory, there are two groups of factors: hygiene



factors and motivators (Miner, 2005). The hygiene factors do not stimulate motivation but prevent dissatisfaction. The motivators, on the other hand, motivate an individual to do something (Jordan, Carlile, & Stack, 2008). In the context of education, heating, lighting, and seating are examples of classroom hygiene factors. Achievement, recognition, responsibility and promotion of learners are examples of motivators (Jordan, Carlile, & Stack, 2008).

**Extrinsic and intrinsic motivation.** Intrinsic motivation is the motivation to do something for its own sake, for the sheer enjoyment of the task itself. Extrinsic motivation, on the other hand, is the motivation to do something in order to attain some external goal or meet some externally imposed constraint (Gagne & Deci, 2005; Hennessey, Moran, Altringer, & Amabile, 2014).

**Self-determination theory.** According to this theory, individuals are motivated by factors which can be partly extrinsic and partly intrinsic. This theory maintains that the extrinsic and intrinsic factors are the ends of a continuum (Jordan, Carlile, & Stack, 2008). Ryan and Deci (2000) have identified different points along the continuum. The extrinsic factors can engender or undermine an individual's intrinsic motivation – a natural human propensity (Deci, Vallerand, Pelletier, & Ryan, 1991).

**Lieb's sources of motivation for adult learning.** Lieb (1991, as cited in Russell, 2006) mentions six factors as the sources of motivation for adult learning. First, adult learners are motivated by possible new social relationships. Second, they are driven by external expectations such as recommendations of someone with formal authority. Third, they are encouraged by the possible opportunity of social welfare. Fourth, they want to have personal advancement. Fifth, they want to have an escape or stimulation through a break in their routine life. Finally, they become motivated because of their cognitive interest.

### **Gender and Occupational Choice**

Social role theory of gender differences asserts that

the inherent physical differences between men and women led to a division of labor in society (Cejka & Eagly, 1999). The innate differences between sexes are the causative factors that lead to the development of gender roles of men and women (Eagly & Wood, 1999). The gender roles are behaviors determined by one's society and culture. Powell and Graves (2003) have classified occupations into male-intensive, female-intensive and sex-neutral. Male-intensive occupations have one third or less number of female. Likewise, female-intensive occupations have two thirds or more number of female. Sex-neutral occupations, on the other hand, have more than one third but less than two thirds of female. In this connection, Watt (2010) says that gender stereotypes contribute to the development of male-specific occupations and female specific occupations. For example, beautician, tailoring and knitting are female-dominated occupations, whereas construction and engineering are male-dominated sectors in the context of Nepal.

The traditional social role of women and men is gradually changing throughout the world (Acharya, 2015). Gender differences in power are perceived to be changing (Watt, 2010). The participation of women in non-traditional occupations is increasing. Thus, change has taken place in the traditional gender stereotypes in occupational choice.

In this context, this paper deals with the research question why persons with disabilities want to pursue the vocational training courses. Empirical studies that explore the motivation of PWDs to join the skill-based training in Nepal are scant. Thus, I reviewed the relevant content theories of motivation and social role theory of gender differences so that I could interpret the results from different theoretical perspectives.

## **Methodology**

### **The Approach**

Based on the interpretivist paradigm, I followed the phenomenological approach of naturalistic inquiry (Flood, 2010). As stated in Taylor and Medina (2013),

I delved into the study participants’ knowledge through a prolonged process of interaction.

**Sampling**

In this study, I combined purposive sampling and

convenience sampling. Then I selected eight participants with disabilities who were ready to participate in the study voluntarily. The details of the participants are provided in Table 1.

Table 1. *Information about Research Participants*

<b>Participants</b>	<b>Gender</b>	<b>Type of disability</b>	<b>Age</b>	<b>Ethnicity</b>	<b>Training attended</b>
Kapil	M	Hard of hearing	26	Brahmin	Building electrician
Renu	F	Blind	18	Dalit	Knitting
Pushpa	F	Physical (short stature)	25	Janajati	Beautician
Champa	F	Physical (leg)	30	Kshetri	Tailoring
Hari	M	Physical (hand)	23	Brahmin	Automobile Mechanic
Khadga	M	Physical (leg)	23	Brahmin	Mobile repairing
Babita	F	Physical (leg)	32	Kshetri	Tailoring
Gita	F	Physical (leg)	20	Janajati	Tailoring

As mentioned in Table 1, three male and five female participantstook part in the study

Their age ranged from 18 years to 32 years. The duration of training programs attended by the learners with disabilities were different. The shortestduration of training was three months,whereasthe longest duration of training was six months.

The respondents were from five vocational training centers (VTCs) which were located in Kathmandu, Bhaktapur and Lalitpur districts of Nepal. Two were government-owned VTCs and the rest three were non-governmental. All the respondents were receiving the skill training free of cost.

**Data Collection**

I developed semi-structured interview guidelines with the aim of learning about the study participants’ personal views regarding their motivation towards mainstream vocational training. Using a series of open-ended questions, I collected data through in-depth interviews with the study participants. In order to maintain rigor in the study, I had series of meetings with them even after conducting the in-depth interviews. The prolonged engagement with the participants helped me collect rich data with detailed

(thick) and comprehensive descriptions (Lincoln & Guba, 1985).

**Data Analysis**

In this study, I collected data in the forms of audiotaped recordings, field notes, and institutional records. Immediately after collecting the audiotaped data, I spent a considerable amount of time repeatedly listening to the recordings and transcribing them in Nepali. I read and reread the field notes and changed them into fuller texts. Then I translated all the data from Nepali into English with the help of an English language teacher, who was also a native speaker of Nepali. I read and reread the transcripts analyzing the narrative threads, tensions, and themes that emerged. I analyzed the data employing the thematic analysis technique (Braun & Clarke, 2006). To minimize my personal biases in the study, I employed bracketing and peer debriefing techniques. Pseudonyms were used to protect learners’ anonymity.

**Results**

From the analysis of data obtained from the in-depth interviews, I identified seven broad conceptual

categories. I describe each category in the following sub-sections:

### **Employment or Self-employment**

The study participants expressed that they wanted to join the mainstream vocational training for employment or self-employment. According to them, they would get skills and knowledge from the training. It would help them identify as skilled workers. They perceived that a skilled worker would get jobs more easily than an unskilled person. Stating the reasons behind joining the Building Electrician training, Kapil (name changed, a learner with hard of hearing) expressed:

*It has become difficult to get a job these days. My relatives told me that vocational training would make a person skilled. There is a high demand of skilled workers. I thought I would also be a skilled person after the completion of the training. It would help me get a job. That's why I joined the Building Electrician training.*

Some participants said that they wanted to start their own business after the training. The training would provide them with technical knowledge and skills which would be useful for their self-employment. In this connection, Khadga (name changed, a learner with physical disability in the mobile repairing training) said:

*I am the eldest son in my family. Now I have to look after my family. My parents have become old. Although I am a person with disability, I have to fulfil the responsibility of the eldest son. I have to support my younger sisters and brothers. With the help of my family members, I wanted to run my own mobile repairing center. For that purpose, I joined the mobile repairing training.*

Being self-employed or employed was one of the main reasons for joining the vocational training. This factor was same across gender and type of disability.

### **Suitability of Training to the Type of Impairment**

In the vocational training, the participants are required to perform tasks. Depending upon the nature of training, some tasks can be done indoors (e.g. tailoring, beautician, mobile repairing, etc.) and some outdoors (e.g. offseason vegetable farming, masonry, etc.). Some tasks demand the use of hands and legs (e.g. tailoring, light vehicle mechanic, etc.) and some can be done by using hands only (mobile repairing, knitting, etc.).

Some persons with disabilities revealed that they liked to join vocational training because it was suitable to their type and seriousness of impairment. While talking about the reasons for joining the six months long knitting training, Renu (name changed, a participant with visual impairment) stated:

*Previously I attended a computer training program, but in the homogeneous group. That was the training program especially targeted for the blind. This time, I have been attending the knitting training with learners with physical disabilities and learners without disabilities. I joined this training as I knew that some of my friends with visual impairment became able to prepare knitted items after the training. This training is suitable to my disability. It does not require complex tools and equipment. It can be done by feeling the yarn, needles, and crochet hooks.*

Khadga (name changed) used to walk on crutches. He chose the mobile repairing training.

Sharing the reason behind choosing that particular training, he said:

*I wanted to have the mobile repairing training because I have difficulty in moving. I can perform mobile repairing sitting in a place. I can do the work by using my hands. I found this training more suitable to me than other types of training.*

Kapil (name changed, a learner with hearing impairment) first wanted to join the mobile repairing training. Later, his instructors convinced him that

he would do better in building electrician than in mobile repairing because the latter field was said to demand the learner to perform some tasks by listening to sounds. Then Kapil shifted into the field which was appropriate to the type of his disability. Champa and Gita (names changed, learners with physical disabilities in the tailoring training) had similar kinds of opinions. They all considered the suitability of training to their type and seriousness of impairment before joining the training.

### **Utilization of Free Time**

Another factor for motivation of persons with disabilities towards vocational training was related to the utilization of free time. They liked to have some useful knowledge and skills in their free time, which would help them in the future. Renu (name changed, a person with visual impairment in the knitting training) used to go to college in the morning. She was free during the day time. Therefore, she liked to utilize the time by undergoing the knitting training. Likewise, Gita (name changed, a person with physical disability in the tailoring training), became free after her +2 level examination. It would take a couple of months to get the results published. She liked to utilize her free time by receiving the vocational training. She expressed:

*I could not pass English of Grade XII. I have taken the examination. It would take some time to get the results published. I thought it would be better to utilize this time by taking a vocational training.*

Pushpa (name changed, a person with short stature in the beautician training), also had a similar case. She was pursuing the Bachelor's degree level from a college in Kathmandu. She had to go to college in the evening. She wanted to make use of the day time. Then she joined the beautician training, which was conducted from 9:30 am to 3:30 pm.

### **Advice from Relatives**

Some participants joined the vocational training because of the advice from their family members and other relatives. Their family members informed

them about the opportunity to take vocational training. Those relatives encouraged the participants to take the training saying that the training was suitable for them from the perspectives of their gender, type of disability and getting a job in the future. Kapil, a learner with hearing impairment, expressed:

*My bhanja (sister's son) told me that vocational training would help a person find a job. He also told me that such types of training were available at ABC Technical School (name changed). My parents also advised me to take the training. So, I came to the school and started the building electrician training.*

There were some other female participants who were also advised by their relatives. Renu, a person with visual impairment, got the information about the training from her elder brother. Her elder brother encouraged her to have the knitting training. Likewise, Gita, a person with physical disability, got the information from her *thulomummy* (mother's sister). Her *thulomummy* and parents advised her to take the tailoring training. They told her that tailoring was suitable for her because it was suitable to her gender as well as the type of her disability.

### **Opportunity to Get the Training for Free**

All the eight participants I interviewed had been receiving the training without paying any fees. They clearly said that they might not have received the training if they had to pay the fee. In this connection, Khadga, who was a person with physical disability, said:

*The government and different donor agencies are funding for the vocational training for the persons with disabilities. I am also associated with some organizations working for the persons with disabilities. I get such information from the organization I have been associated with. I share such information to my friends as well. I joined this training because it was a free of cost training. I might not have taken the training if it was a fee paying course.*

As stated by Khadga, the PWDs with poor economic condition could hardly afford the vocational training. Champa said that she had to quarrel with the training center administrator to receive the free of cost training. According to her, there would not have been such disputes if it was not for free.

**Personal Interest and Benefits**

As stated by some participants, vocational training was an opportunity which provided them knowledge and skills useful for their personal life. They had not thought of getting a job after the training. Rather, they believed that they would do something useful for themselves after the training. When I asked Pushpa (a participant with short stature) why she liked to have the beautician training, she replied:

*Every girl wants to be beautiful. I liked to have this training to make myself more healthy and beautiful. It's my area of interest.*

Renu, who was a person with visual impairment, wanted to have the knitting training so that she would be able to make knitted items for herself and her elder brother.

**Ikh<sup>1</sup> to Show Others**

One different point of motivation was *ikh* to show others. Hari, a person with physical disability, was in the vocational training with this feeling. It was totally different from the views expressed by other participants. Sharing his feeling, Hari said:

*Some of my relatives have told me that I am a disabled. I cannot do anything. I am not*

*worth living. Actually I am badly hurt by their statements. Since then, I have got a strong desire to do something for my self-reliance. I want to show them that I am worthy. Because of this ikh, I came to join the training.*

Different motivating factors thus played the role behind their decision to join the vocational training. They looked at the vocational training from different perspectives: capability development, suitability of gender and type of disability, employment, personal benefits, and a strategic technique to show one's power to others in the future.

**Discussion**

To be motivated means to be moved to do something (Ryan & Deci, 2000). From the perspective of Maslow's hierarchy of needs, the participants were motivated to join the vocational training in order to fulfil their deficiency-based needs. The participants' telling expressions revealed that they were driven by the basic human needs rather than the higher level or aspiration-based needs (Jordan, Carlile, & Stack, 2008).

The participants were motivated to join the vocational training for different reasons. Each participant was motivated by more than a factor to pursue the training. Some of the motivating factors were intrinsic and some extrinsic (Jordan, Carlile, & Stack, 2008, p. 157). Table 2 presents the intrinsic and extrinsic motivators to join the vocational training as expressed by the participants.

Table 2. Extrinsic and Intrinsic Motivators for PWDs to Join the Vocational Training

Extrinsic motivators	Intrinsic motivators
<ul style="list-style-type: none"> <li>• For employment and self-employment</li> <li>• Suitable to one's type of impairment</li> <li>• Utilization of free time</li> <li>• Advice from family members and relatives</li> <li>• Opportunity to get the training for free</li> </ul>	<ul style="list-style-type: none"> <li>• Because of personal interest and benefits</li> <li>• Ikh</li> </ul>

<sup>1</sup>It is a term from the Nepali language that describes feeling to show others that one can do something worthy after being hurt or impressed. It's similar to the feeling of jealousy or envy. For this, there is no exact equivalent term in English.

Although Table 2 has divided the motivating factors into two categories, the respondents' expressions revealed that both extrinsic and intrinsic factors played the role in their decision to join the vocational training. Some participants were driven by factors which were more extrinsic and some were by more intrinsic ones. The extrinsic and intrinsic factors were not found to be mutually exclusive. Rather, they were complementary to each other.

The data supports the Self-Determination Theory (SDT), which challenges the classic distinction between extrinsic and intrinsic motivators as mutually exclusive (Ryan & Deci, 2000). Rather, the extrinsic and intrinsic factors are the ends of a continuum. The theory maintains that motivation is not a unitary phenomenon. People are motivated by factors which can be partly extrinsic and partly intrinsic (Deci, Vallerand, Pelletier, & Ryan, 1991; Jordan, Carlisle, & Stack, 2008).

From the perspectives of Lieb's sources of motivation for adult learning, the participants' expressions showed that they were motivated by external expectations, personal advancement, and cognitive interest. The external expectations were met as the participants had to fulfil the expectations of their relatives and parents. They had the hope of getting a better job, which supports their desire for personal advancement. Some participants had the interest in doing the work. Thus, the data partly support Lieb's principles of motivation (Lieb, 1991, as cited in Russell, 2006).

After having in-depth interviews with them, I came to notice that there was gender-based selection of training (Cejka & Eagly, 1999). The female participants had attended tailoring, beautician, and knitting training programs. The female participants said that all their peers were female. This scenario supports Acharya (2015) that women's gradual involvement in non-traditional occupations had not influenced their perceptions. They could not go beyond the traditional norms regarding their choices of occupations. The same was true to the male

participants. There were three male participants, and there were only male participants in each of their groups. As stated by Watt (2010), they wanted to follow the masculine-typed career by attending training programs such as mobile repairing, building electrician, and automobile mechanic. Thus, the participants were choosing the training program from the gender-based perspective.

Khadga, an individual with physical disability, was from a Brahmin family. He said that he was the eldest son in the family, and he had the responsibility to look after his family members. He was expressing the gendered role of the eldest son typically found in a patriarchal Nepali family. The eldest son in the family is expected to provide economic support to his family members. He was trying to fulfil the role as prescribed by his society (Rothchild, 2006).

### **Limitations**

Being a qualitative study, its findings are not generalizable to the entire population of persons with disabilities. This study focused the experiences of motivation among learners with disabilities who were undergoing vocational training courses together with their peers without disabilities in mainstream classrooms. Thus, the limitations of the phenomenological approach are also the limitations of this study.

I conducted in-depth interviews orally with the study participants except with Kapil. Since he had hard of hearing, I communicated with him through writing. As I did not have skills of communicating in sign language, the written form of communication might have affected him in expressing his emotions and feelings in right words.

### **Implications and Conclusion**

As most of the participants expressed that the possibility of employment after training drove them to have the vocational training, the vocational training centers need to provide employment support to the individuals with disabilities after training. The training contents and training methods need to meet learners'

basic requirements for subsistence, security, and self-esteem. Based on the learners' drives, flexible and diverse training methods can be adopted to deliver the knowledge and skills.

Some participants viewed that they wanted to join the training because they had free time and a free of cost opportunity. These results highlight the need to convey the message to the participants that training is an opportunity to learn knowledge and skills rather than for the utilization of free time. How learners value training has a close link with the success of training events.

The participants were influenced by the gender stereotypes. It indicates that the vocational training center need to encourage the participants of vocational training to join the non-traditional trades in order to break the traditional gender roles. The female participants can be motivated to join the non-traditional occupations.

I conducted this study employing the in-depth interview method among eight individuals with disabilities. Further studies can be done employing additional methods to triangulate the study methods and findings. This study was concerned with the motivational factors to join the vocational training. Other studies can be done to explore the motivation for learning among learners with disabilities during the vocational training.

In conclusion, the persons with disabilities were motivated to join the vocational training for different reasons. The motivating factors were partly extrinsic and partly intrinsic. As the literature supports that extrinsic factors have the pivotal role to suppress or nurture the intrinsic motivation, necessary instructional and organizational measures can be taken to strengthen such learners' intrinsic motivation.

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# Perception and Practices of Academic Leadership in Technical Schools

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## Abstract

*This qualitative case study research explored leaders' and faculty members' perspectives on the nature of academic leadership at the technical schools in Kathmandu Valley. The study aimed to gain insights about academic leadership as practiced in a Nepalese technical school. Data for the study was collected from leaders and faculty members of technical schools in Kathmandu Valley through semi-structured interviews which were then analyzed thematically. Following an interpretivist worldview and drawing insights from leadership theories enabled understanding of the academic leadership practices at the technical schools. The study revealed that differences in the perspectives of leaders and faculty members on academic leadership at technical schools are influenced by the leadership knowledge, experience and training of leaders. Further, the study illustrated that understanding of academic leadership is affected by the Nepalese culture.*

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**Keywords:** academic leadership; technical education and technical schools

## Study Context

In the last six decades, the general education system made tremendous progress, but Technical Vocational Education and Training (TVET), despite the fact that policy document recognized it as “an effective measure to reduce unemployment and alleviate poverty from the country” (National Planning Commission, 2011) remains not much popular among people. In many cases, the learning on TVET has been labeled as suitable for low performers or failing students. Additionally, skill training programs of TVET that are largely supply driven and focused to delivering and assessing the context of standardized curriculum fail to satisfy employers or self-

employment needs (Franchising skills, 2007) of the students. Consequently, the rate of employment after graduation from TVET providing schools is not satisfactory. Additionally, such schools do not have decent learning environments, appropriate physical facilities and training materials to meet the demands of the job market (Kusago & Posner, 2007).

In order to address these challenges, the role of government has been crucial. However, government of Nepal has not worked toward strengthening TVET system (Parajuli, 2013). Moreover, the concern of quality and employability of TVET is often raised. Karki (2012) presented that TVET has not been well

linked to the world of work. This may be the reason why 30 per cent TVET graduates did not get job as indicated by a tracer study (Wagley, 2012). In this situation, the role of Council for Technical Education and Vocational Training (CTEVT) would be crucial in taking the lead. But, CTEVT is always at the center of debate regarding corruption and mismanagement (Edu Sanjal, 2013). Corruption and mismanagement do not only disturb the CTEVT operation but also affects the activities of the academic institutions under its umbrella (Edu Sanjal, 2012).

Technical schools are perhaps one of the most important groups of institutions for our TVET sector's future. Effective leadership among them increases productivity, performance and ultimately enhances the quality of students' performance. If leaders as well as faculty members are dissatisfied with their leadership style and also their job, they are likely to quit the job, or start being absent in workplace, or become overstressed, ultimately leading to poor organizational result. At the same time, the degree of academic leadership and ultimately the success or failure of technical schools not only depends on the role of leaders in controlling various activities including administering, guiding and supervising the technical school but also how s/he is influencing his or her subordinates to achieve the common goals. Job satisfaction among the faculty members also very much depends on leaders' integrity and leadership styles.

The government of Nepal is visioning to provide quality TVET. But without having visionary school leaders with highly satisfied TVET teachers, the objective of providing quality TVET would not be materialized. Therefore, to understand the perception and practices of academic leadership styles of principals or leaders or directors of TVET schools, will be the main focuses of the present study so that necessary intervention could be taken.

Currently, there is a lack of knowledge about the nature of leadership at technical schools in Nepal. Limited studies have been conducted to investigate

academic leadership at technical schools. Therefore, it is unclear about leadership approaches that are in practice and the approaches which would be appropriate in the Nepalese technical education context. So, this research tries to explore the academic leaders and faculty perspective on academic leadership at the technical schools in Kathmandu Valley and has set the below stated research question:

1. What are faculty members' perspectives on academic leadership at the technical schools in Kathmandu Valley?

### **Case study as my research method**

The case study as Yin (2003) and Flybjerg (2006) believe, falls under constructivist paradigm. Researching on the nature of academic leadership in private technical school fits here as it focuses to answer process questions (Yin, 2003). A case study is a specific instance that is frequently designed to study a more general principle and practices (Nisbet & Watt, as cited in Qi, 2009); it is also known as the study of an instance in action (Qi, 2009). Case study in true essence explores and as a research method investigates contemporary real life phenomenon through detailed contextual analysis of limited number of events or conditions, and their relationships (Zainal, 2007). Case studies are considered useful in research as they enable researchers to examine data at micro level. As an alternative to quantitative or qualitative research, case study can be a practical solution when a big sample population is difficult to obtain (Zainal, 2007).

The qualitative case study facilitates to explore the phenomenon within the context using variety of resources. It helps to see the issues through variety of lenses which allows multiple facts of the phenomenon to be revealed and understood (Baxter & Jack, 2008). So, here researcher tries to explore the phenomena within the context using the variety of resources. As a researcher, I have chosen social constructivist worldview and composed observations and open ended interview (Creswell, 2009). In my research I have taken ten participants purposefully in five were the leaders in technical schools where

as five participants were the faculty members of the technical schools here in Kathmandu Valley, Nepal.

### **Leadership is ambiguous**

Some leaders' and faculty members' comments suggest that leadership at technical schools is ambiguous. Ambiguity is understood as confusion that the members experience and lack of leaders' clear direction in the day-to-day functioning of the schools.

Despite a few leaders' belief that leadership at the schools happens in an orderly manner, there are other leaders who feel that leadership is in a state of confusion such as Radha (Pseudo name) who is a program coordinator in Nursing school in Lalitpur district having 5 years of experience in leadership position in nursing school. By age, she is of 35 years (Female) and holds BSc Nursing and MPH degree and shares:

*"I see the technical school is struggling to institute regulations, policies – to put it very simply; the school at the moment does not even have an HR policy of our own."*

Radha also notes that the school has no policy of its own to plan and guide human resources development. Similarly, Ram shares that there are no other relevant documents, such as proper terms of reference for various leadership positions. This, at times, leads to confusion in the form of duplication of roles among the leaders and neglects some roles.

The comments of Rajan (Pseudonym) also indicate that the leadership at the schools is ambiguous. Rajan, a faculty member in mechanical engineering, male, 32 year and having BE and ME in mechanical, teaching experience of 8 years points out that leadership at the technical schools happens on a "trial and error basis". He observes that the leaders agree on one policy. If that policy does not work, they adopt another. It appears to him that leaders are experimenting with policies. He cites an example of inconsistency in the implementation of a policy regarding detention of students who get a certain number of overdue papers. He observes that at one

time, students with three retake papers were not allowed to write an examination, yet at other times, they were given the opportunity.

Similarly, Rajan explains that leaders are confused when they have to adopt new ways of work. He holds that when leaders have to change their leadership outlook and style as required they experience confusion. He observes that leaders' limited orientation to new systems introduced at the school confuses the members. As a result, some leaders end up not knowing what faculty members are doing. He points out that change has to be systemic for leadership to be effective:

*"The entire system at the school has to be changed: from the top management till the person who is working on daily wage. The approach itself has to be changed. Like I said, everyone is doing everything and at the end of the day nobody is doing nothing, but the good thing is, thank God, the school is running."*

Mukesh (Pseudo name) who is a faculty member in public health, male, 29 years, having master's in public health, teaching experience of 4 years and Bikash, who is a faculty member in pharmacy, male, 33 years, having masters in pharmacy and pharmacology, teaching experience of 7 years in diploma in pharmacy also indicate that leadership at the schools is sometimes difficult to understand, especially when things do not happen as expected.

### **Age gap in leadership**

Interview data and research memos reveal an age gap in leadership at the technical schools in Kathmandu Valley, especially between some senior leaders, such as the Directors, and the middle-level leaders, such as, Program Leaders and Department Chairs. The Directors are over 50 years of age, whereas the age of the middle-level leaders ranges from 30 to 45 years. The way these two groups of leaders think, believe and act is different. At times, they experienced difficulty in reaching a common agreement or decision.

Middle-level leaders at the schools consider themselves more democratic compared to the older top leaders. Pramod (Pseudo name) who is a trade head in technical school in Lalitpur district having 5 years of experience in leadership position in technical school, Pramod, by age is of 34 years (male) and holds BE in Civil engineering observes that most middle-level leaders are open and approachable to faculty members. They view top leaders as autocratic in tending to control, and occasionally overruling a committee's decisions and taking unilateral decisions. This makes the middle-level leaders feel there is no fairness in top leaders' leadership. Middle-level leaders point out that there is often a conflict between their own beliefs and how senior leaders lead. Middle-level leaders attribute the difference in leadership outlook to many factors. For instance, Hari attributes the gap to factors such as age, education, exposure to work cultures outside Nepal, social and peer background, and leaders' ability to adapt to changing systems of work. Gita - a program coordinator in Nursing school in Lalitpur district, Nepal (Pseudo name) observes that the wider the age gap, the more different is the outlook of leaders. She, 38 - female, holds 7 years of experience in leadership position in nursing school and MSc in Nursing. On the other hand, Pramod observes that while top leaders use "fixing strategies", middle-level leaders use more collegial leadership. He and Bikash interpret these fixing strategies as top leaders recording mistakes the members commit and later drawing on these mistakes to penalize them.

A wide age gap is sometimes seen as an obstacle to effective leadership at technical schools in Kathmandu Valley. Gita observes that younger leaders and faculty members hesitate to approach leaders who are much senior in terms of age and experience. This is exacerbated by some senior leaders not approving new ideas and initiatives of younger leaders and faculty members as these ideas and initiatives contradict the senior leaders' beliefs (Hari, Pseudo name, who is a trade head in technical school in Lalitpur district having 5 years of experience in

leadership position in technical school. Hari, by age is of 33 years (male) and holds BE in Civil engineering and M. Sc. in water resource management). In such situations, Hari sees senior leaders as a hindrance to the development of the school and its members. He also notes that some senior leaders hold on to the leadership position until it is time to retire or to handover after their term of office.

Gitashares that the members feel more comfortable working with leaders of their age range. She acknowledges that he is in the age group of most of the faculty members who share similar thoughts and ideas, hence, it is easier to lead them.

Similarly, faculty members, most of whom are young, prefer middle-level leaders' leadership (Mukesh, Anup (Pseudo name) who is a faculty member in computer engineering, male, 31 years, having BE in computer and M. Sc. IT, teaching experience of 8 years and Rajan). As Gita indicated, the age factor seems to play an important role in getting along with the faculty members and leading them. Most faculty members share similar views. They feel that top leaders, who are over 50 years of age, distance themselves, and this gap, combined with the power that the top leaders possess make it difficult for faculty members to interact with them. The faculty members state that even if top leaders invite their views on certain issues, they do it only as a matter of form (Bikash and Rajan). Decisions would have already been made. By contrast, middle-level leaders are considered open and they are honest in seeking the faculty members' views both in formal meetings and in other informal settings and interactions (Bikash and Rajan).

### **Discrimination against faculty members**

There is evidence of some discrimination in the way the leaders approach faculty members. Some leaders differentiate between senior and junior faculty members, and between faculty members and support staff. Research memos indicate that some leaders have stronger regard, respect and trust for expatriate

faculty members who are more experienced and qualified. However, most leaders believe they are fair in their leadership.

Some faculty members, especially younger ones, share similar concerns about leaders' discrimination between senior and junior faculty members and discrepancies in their dealings with faculty members and support staff. The discrepancy between senior and junior faculty members is noticed in terms of distributing training opportunities (Bikash and Rajan). Some faculty members point out that if there is an in-country training opportunity, it is given to the junior faculty members. However, if the same training opportunity or the next phase of it is outside Nepal, it is given to the senior faculty members and leaders irrespective of whether or not the training is relevant to them. Bikash and Rajan also point out a distinction between the top leaders' treatment of faculty members and support staff. Bikash and Rajan observe that support staff are apprehensive of the top leaders. The top leaders tell the support staff that the leaders now have the power to hire or fire members. In this regard, Bikash shares that this has instilled fear and insecurity in support staff and a few of them have resigned. Rajan believes that inequitable treatment of support staff by the top leaders has given rise to alienation. He believes that if corrective measures are not taken by the leaders, the gap may become too wide to bridge. He believes that for the school to function and progress, the efforts of faculty members and support staff should complement and support each other.

A few faculty members (Mukesh and Bikash) observe that top leaders discriminate against some members, especially those who are considered problematic. Bikash holds that the leaders point out the flaws of faculty members, rather than making attempts to understand and take initiatives to solve their differences. Consequently, faculty members start pointing out flaws of the leaders, and this pointing out each other's flaws and weaknesses worsens the situation at the schools.

### **Teachers are leaders**

Both leaders and faculty members of the three Colleges believe that teachers are leaders in their own ways. Some leaders (Radha, Hari and Pramod) believe that faculty members, as teachers, are also leaders. Though they have no formal leadership portfolio, they lead at their personal level. Hari asserts, *"I believe every teacher is a leader. They are taken as a model by students, the rest of the community, and society at large."*

He explains that not many people believe in teachers as leaders; but for him, teachers, like leaders, have a mission to perform their duty to the best of their ability, and do things in the way they think is best. He posits that good teachers will put their heart and soul into their work. Such dedication enables students to draw inspiration from their teachers as they would draw inspiration from good leaders.

Similarly, Hari believes that faculty members whether they take any kind of leadership position or not, are leaders. He claims that he makes an effort to give faculty members the realization that every member in the college is a leader.

Anup believes that faculty members as teachers are leaders. He advises that faculty members, as leaders, must lead themselves and students with good vision. Furthermore, he emphasizes that one should lead himself/herself before leading others. Some faculty members point out the need to recognize the importance of personal leadership. Ramesh adds, *"In fact, leadership does not relate to the people in official leadership position only or who have power. Every individual is a leader in his or her own right."*

### **Teacher-student lineage**

All technical schools exhibit a certain degree of teacher-student lineage among the leaders and the faculty members. A few leaders as Ram (Pseudo name) 67 – male, who is a director of a technical school in Kathmandu Valley having 30 years of experience in leadership position in technical schools and PhD in engineering, and Pramod feel there are

more advantages than disadvantages in working at an institution where they share a teacher-student lineage. Ram says that he feels comfortable to comment and distribute workload to the faculty members who once were his students. He also contends, *“I did not get any negative feedback because most of the lecturers are young and are my students and they listen to my advice and comments.”*

Leader Pramod shares a similar observation: *“Some are my students graduated from here, and again they are back as faculty members. It’s easier for them to approach me and vice versa. So, in a way, we have a kind of colleague relationship and also teacher-student relationship.”*

Leader Gita believes that working with the same group of people, especially with the people who have been one’s teachers or students, will help develop a positive institutional culture. However, leader Pramod argues that working for too long under the same leadership does not bring any overall improvement of the school. Pramod believes that change in leadership can bring change and development of the college. He points out, *“I have been serving him for seven years. Everything seems same: same person, same mind-set and same way of thinking. Now we know how he is and he knows how we are.”*

A few leaders explain that there are disadvantages in leading through a teacher-student relationship. For instance, Ram shares that faculty members who were his students feel greater attachment and, at times, take advantage: they do not carry out their duties in time knowing that they will not be strict with them. Ram also observes that most leaders hesitate to refuse or oppose decisions and suggestions of the leaders who were their former teachers and presently are at higher levels than themselves.

Some faculty members (Mukesh, Bikash and Rajan) see leadership through teacher-student relationship as a hindrance. The members believe it is

inappropriate to argue and defy teacher leaders’ wishes and decisions (Bikash). Rajan posits that the existence of a teacher-student relationship hinders effective leadership at the schools. He mentions casual discussion at the schools that Directors are unable to oppose the Director’s decisions, and the Program Leaders and faculty members are unable to oppose the decisions. Bikash argues that the existence of teacher-student lineage is a challenge when members are unable to express their concerns, when their views are not considered, and when they are not able to deny the teacher leaders’ decisions. Rajan sums up the issue of teacher-student lineage as:

*“At the back of their mind or beneath the lines of whatever they have to say, the teacher student relation is still there. He believes that this hinders effective leadership at the college.”*

## **Findings**

This section looked at characteristic features of leadership at the technical schools in Kathmandu valley. The findings reveal that leadership at the technical schools is ambiguous due to the lack of adequate groundwork in framing technical school guidelines and policies. Leadership appears to be hindered by significant age gaps among the top leaders, middle-level leaders and faculty members. There is also some apparent discrimination against faculty members and support staff, especially by top leaders. Student-teacher lineage seems to impact the leadership at technical schools both positively and negatively.

## **Discussion of the Findings**

The findings and the literature attach multiple meanings to leadership. The similarities include understanding of leadership as involving power/influence, leadership as inspiration, and leadership as management. The findings are unique in seeing leadership as opportunity, as this understanding is not explicit in the literature.

Study participants see leadership as an opportunity for technical school leaders to develop personally and professionally. As leaders, they get an opportunity

to learn to make decisions either through their participation in forums where decisions are made, or when faced with occasions where they have to make decisions. Leadership also affords an opportunity for technical school leaders to collaborate with members of the schools and with agencies outside the schools, resulting in the exchange of ideas, team-building and collaboration. Additionally, leadership also gives leaders the opportunity to develop values and to evaluate themselves. Leaders believe that being role models to the faculty members requires them to develop good values and to constantly evaluate their conduct.

At technical schools in Kathmandu Valley, leadership is power when leaders affect changes they want to bring to the schools; however, the literature views leadership power more subtly as influence, such as a process of influence, interpersonal influence, and an influence relationship in order to achieve common goals. Understanding leadership as power has led top technical school leaders to align with a leadership paradigm that was associated with the early to mid-twentieth century. This older style of leadership involves impressing the will of the leaders and inducing obedience, respect, loyalty and cooperation in the members (Moore, 1927), or leadership as an act of directing and coordinating members (Fiedler, 1967). This has led some faculty members to view leadership power in a negative way. They see leadership as abuse of power in the form of leaders being arrogant, giving orders and unfairly firing members. They also point out that some leaders safeguard and protect their power territory by not accepting members' suggestions that are likely to impinge upon their power. On the other hand, leadership of middle-level leaders who believe in Democratic and Relationship approaches aligns with more recent leadership views such as influence (Gonzalez, 2012; Northouse, 2013), interaction (Bass, 1985) and social relation (Nye, 2008).

The nature of leadership at the technical schools aligns key leadership theories, approaches and styles.

The leaders at the technical schools practice a relationship approach by empowering members to share their views and including their views in making decisions (Uhl-Bein, 2006; Uhl-Bien, Maslyn, & Ospina, 2012). The leaders and faculty members of the technical schools share that leaders need to use a situational leadership approach. However, this approach is not clearly evident at the schools though supporting and delegating styles are visible as they share similarities with behavioral leadership (Tannenbaum & Schmidt, 1973).

In behavioral leadership, varying degrees of autocratic and democratic approaches are used by the leaders. An autocratic approach is used especially by top leaders while a democratic approach is used by middle-level leaders (DuBrin, 2001). As a result, all the leadership styles of authoritative and consultative, consensus seeking and democratic are practiced. Transformational and authentic leaderships (Bass, 1985; George, 2003) are absent at the technical schools, except for the 'care' that leaders show in their leadership. However, a few leaders and most faculty members look for transformational leadership, especially in terms of inspiration and individual consideration, and authentic leaderships in terms of the leaders' genuine desire to lead and consistency of their deeds with their words. The lack of consistency between the leaders' words and deeds is one of the prominent themes that appeared in the study.

The findings suggest that relational leadership is primarily practiced by middle-level leaders, most of whom are young. The next frequently used style is behavioral leadership, in which top leaders tend to be autocratic, while middle-level leaders are generally democratic in their leadership, reasons for which are discussed in the next section. Most middle-level leaders at the technical schools practice relational leadership. They view relational leadership as the use of their personal relations with members to boost their academic leadership and facilitate the achievement of the technical school goals.

A few faculty members point out that Nepalese culture has not yet come out of an autocratic mind-set as the members experience Autocratic leadership at their workplace. Most leaders and faculty members relate leadership of top leaders to exercise their power (autocratic). On the other hand, the leadership approach of middle-level leaders, such as program Leaders and trade heads differs from that of the top leaders. The middle-level leaders state that they follow a democratic or follower-oriented leadership approach, such as being friendly, considerate and building trust (Drew, 2010) through the use of more consultative and consensus seeking styles. Their leadership ranges from the 'Manager presents tentative decisions subject to change' to the 'Manager defines limits, asks to make decision'. This end is a democratic or follower-oriented leadership approach (DuBrin, 2001). Most faculty members agree that middle-level leaders are more democratic, open and approachable, and they are sincere in seeking members' views before making decisions. Therefore, most faculty members feel more comfortable working with middle-level leaders.

Another possibility why the top leaders use an autocratic leadership approach could be that they have experienced a more intense Nepalese cultural influence in their personal and academic life journeys. Until the 1980s in Nepal, there was limited access to newspapers, radio, television, road transport and airways. These facilities became more available and more efficient much later after Nepal gradually opened its doors to the outside world in the 1970s. Thus, top leaders' immersion in Nepalese culture is likely to have resulted in the cultivation of values different from the values of the younger middle-level leaders who have had more exposure to media and the outside world, and are now generally seen to be open and relationship focused.

An autocratic leadership approach is not preferred by the faculty members of the technical schools. Some middle-level leaders and faculty members consider autocratic leadership as a short-term leadership approach which, in the long-run, would

prove ineffective and produce negative impacts. They see the autocratic leadership approach as inefficient and discouraging for leaders and faculty members who believe in a democratic leadership approach.

This study reveals that not all the six leadership theories examined in this study are enacted at the technical schools at Kathmandu Valley. Transformational and authentic leadership are almost absent. Most faculty members contend that leaders do not motivate and inspire them; rather leaders see leadership as power and opportunity. Additionally, one of the prominent findings of this study is that technical school leaders do not generally lead by example – they do not appear walk the talk (Northouse, 2013). In contrast to transformational and authentic leadership approaches, most leaders seem to lack genuine passion to serve through leadership; rather, some leaders tend to put their rights and benefits before the benefit of the schools.

However, there is a strong need for transformational leadership and authentic leadership at the technical schools in Kathmandu valley. Members look for leaders who can inspire and who are genuinely committed to lead members with clear direction and vision. These two leaderships are necessary as transformational leadership inspires and transforms members to the desired higher level of organizational performance through the leaders' support (Brymer & Gray, 2006), and authentic leaders lead through leaders' genuine desire to lead and consistency of their words with their deeds.

There are visible disparities in the leadership at the technical schools in five distinct areas. First, there is a disparity in the leadership approaches of top leaders and middle level-leaders. Second, there is a disparity between the leadership approaches practiced at the Colleges and the leadership approaches most leaders and faculty members look for. Third, there is an unequal gender representation with fewer female leaders and academic staff. Fourth, there is a lack of leadership development programs despite participants' expression of the need for it. Fifth, there



is an apparent gap between what leaders preach and what they practice in the form of genuine desire to serve members.

According to the findings of this study, there is a difference in the leadership approaches of top leaders and middle-level leaders at the technical schools in Kathmandu Valley. While top leaders' leadership inclines towards an autocratic approach, as evident in a top-down process and a tendency to centralize power, most middle-level leaders are democratic in their leadership approach. This difference in their approaches is a challenge, especially when they cannot find a common ground. It poses a challenge especially for large institutes to bring quick changes to leadership approaches without some kind of resistance (Kouzes & Posner, 2007). On the other hand, middle-level leaders interact with members and are more open to members' views and suggestions. Faculty members, most of whom are young, align with middle leaders' democratic approach to leadership. Additionally, while there is a gap in the personal relationships of top leaders and faculty members, middle-level leaders' close personal relationships with fellow leaders and faculty members boost their leadership effectiveness at the Colleges.

The findings suggest relational and behavioral leadership are practiced at the technical schools. However, the faculty members seek transformational and authentic leadership. Faculty members feel these two leaderships are more appropriate and necessary in the technical education context, where most members are mature and qualified. Moreover, the faculty members view transformational and authentic leadership as superior, as these leaderships cater to higher values such as motivation, inspiration, and sincerity of leaders' beliefs and actions.

The findings reveal that as is the case globally, there exist gender disparities in leadership at technical schools (Avolio, 2011). The findings reflect this gender imbalance as only two of the 10 leaders were female. However, despite the underrepresentation, female leadership shows an important variance

in comparison to male leadership at the schools. First, both the female leaders interviewed have a strong belief in the democratic leadership style. They believe in working as a team, avoid giving orders and prefer to be friendly, approachable and consensus seeking. This agrees with the literature that female leaders prefer interacting with members and have a natural sensitivity to members (DuBrin, 2001). Second, the two female leaders at technical schools shared that besides leading and teaching at the college, they are responsible for their family. Studies on women in leadership use terms such as 'double-day' (Avolio, 2011) to discuss a situation where females are responsible for their family as well as their official job. It is possible that the double day is one of the reasons for the underrepresentation of women in the technical school leadership positions.

Most technical school leaders share a general concern about the lack of leadership training opportunities, and express that they could lead more effectively if they were given some kind of leadership training. Currently, they fulfil their leadership roles either by observing or consulting other leaders, reading about leadership, and mostly through experience. However, leaving leaders to chance and personal experience presents unnecessary risks to the leaders and the organization (Walseth, 2009). Moreover, leading through experience and personal initiative are hard ways of learning to lead (Inman, 2009).

## Conclusion

The research question for this study is 'what is the nature of academic leadership at the technical schools of Kathmandu Valley? The outcome of this study was an empirical understanding of leadership at technical schools, demonstrating a fusion of different leadership's style. This chapter summarizes the study, discusses its contributions, and makes recommendations for future research. The nature of academic leadership at the technical schools is a complex and emergent fusion of different leadership style. None of the six leadership style works on technical schools in Kathmandu Valley. The use of English as the language of instruction in

the Nepalese technical schools and technical education environment has helped leaders and faculty members to gain exposure to and adopt Western leadership approaches. Moreover, most leaders at the technical schools have pursued their postgraduate studies in the west, in countries such as Australia, Canada and the UK. However, there are no western leadership approaches that fit neatly in the technical schools due to the strong influence of Nepalese culture.

The privatizing has put leadership at the technical schools at a crossroads. As a private institution, technical schools has options to develop leadership approaches that will enable it to function as an effective academic institution and as a successful corporate institution.

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# **An Ethnographic Inquiry on Injecting Drug Users towards Vocational Training**

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## **Abstract**

*In this study, I pursued to gain an in-depth understanding on vocational education and training (VET) of injecting drug users residing in rehabilitation in Kathmandu valley. Two rehabilitation centers that accommodate institutionalized injecting drug users were purposively selected for the study in which six participants voluntarily participated. An ethnographic narrative enquiry, which is the qualitative research methodology, was employed to gain insight into their lived experiences and perception towards VET. The themes that emerged from the findings were interspersed by focusing on a range of sociological theories. This study brings to the fore that injecting drug user has affirmative impression towards VET and understands the importance of VET but is not willing to study anymore. Participants' perception understood earning money is more important than getting VET and they understood that it is too late to study and they are not able to study any more due to the use and abuse of drugs and their study habits have been destroyed by the drugs.*

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**Keywords:** Injecting drug users; rehabilitation center; vocational education and training.

## **Introduction**

Drug abuse has been reported in almost every corner of the world. Drug use in Nepal is not a new phenomenon. Use of substances such as alcohol and cannabis in Nepal book back to centuries associated primarily with religious rituals and traditional festivals and consumed by both participants and observants (Sinna, 2009).

Drug use in Nepalese youth is often associated with lack of proper guidance by parents and exposure to western cultures. Some parents, especially father

working aboard are often absent during the growing age of their children. Such parents though might make good money for the family, are unable to supervise what the children to do with the money. Similarly, in household run by mothers where husband are absent due to work or other reason, it appears that some mother are unable to control their grown-up youngsters, which may leads to drug abuse (Dhital, Subedi, Gurung & Hamal, 2001).

United Nation Office of Drug Control [UNODC] (2011) states that in Nepal, the topography,

environmental degradation, poverty and economic migration are all linked and they combine with other factors to increase vulnerability to drug-abuse driven HIV infection. Similarly, UNODC (2011) states that Nepal has also entered the stage of a concentrated epidemic with HIV/AIDS prevalence. In Nepal Injecting Drug Users (IDUs) are seen a major high risk group, among others such as sex workers.

Aryal (2010) reveals that in Kathmandu Valley, 17458 were estimated to be the hard drug users in which 15580 are male and 1875 are female. Similarly current age distribution for hard drug abuse in 2010 were 1.2% less than 15, 21.6% 15-19, 31.% 20-24, 21.8% 25-29, 12.8% 30-34, 7.4% 35-39, and 4.2% 40 years and above. Similarly author also states that age at first drug intake less than 15 years were 19.7%, 15-19 were 53.4%, 20-24 years were 18.2% and 25 and above years were 8.7%. Aryal (2010) also states that hard drug users currently attending to school or campus were 14.4% where as not attending were 85.6%. Out of the total hard drug user 61.4% were using through Intravenous route where as remaining 38.6% were using orally. Also in this study, I found that 21.1% of hard drug users visited to the rehabilitation centre where as 78.9% hard drug users have not visited to the rehabilitation centre.

Sinha (2009) states that drug rehabilitation center are the place or institutes or organization where drugs users or abusers are kept to change their knowledge, attitude and practice or behavior in respect to drug use and abuse. Rehabilitation center also helps to uplift an individual through different VET so that drug users can rehabilitate in their society through VET programme. In Nepal there are more than 35 drugs rehabilitation center and in Kathmandu valley only i.e. Kathmandu, Bhaktapur and Lalitpur districts there are 18 rehabilitation center (Sinha, 2009). In these drug rehabilitation centers, drug users are kept and treated to change their attitude towards drug abuse including their social and behavioral attitude (Sharma, 2007).

Smith (2014) states that vocational education and

training (VET) is designed to deliver work specific skills and knowledge; VET covers wide range of careers and industries, including trade and office work, retail, hospitality and technology. Richard (2011) states that vocational rehabilitation is a process which enables persons with functional, psychological, developmental, cognitive and emotional impairments or health disabilities to overcome barriers to accessing, maintaining or returning to employment or other useful occupation.

So, from the above literature, I understand that drug abuse brings negative effect on physical and mental wellbeing of the individual. It also leads to problem related to work performance, family and social relationship. Drug use and abuse is also associated with crime and a prominent factor for human immune deficiency virus (HIV) epidemics in many parts of the world. Once an individual gets addiction on drug, it makes their life curse and after realization of drug abuse, demerits take necessary effort for harm reduction through drug rehabilitation. Since there is a narcotic drug control law prevalent in Nepal but still there is a gap is a practice due to the ineffective way to control the drug abuse in society. Though 18 rehabilitation centers are in operation inside Kathmandu Valley (Sinha, 2009) and many injecting drug users have taken service from this rehabilitation centers but only limited amount of research have been done in respect to IDU's residing in these rehabilitation center especially in understanding perception towards VET. While reviewing the literature, I found that more quantitative research have been done in these rehabilitation center so, there is a gap in understanding IDU's perception towards their vocational education and training which is also my problem of the study and to address this problem, this research especially tries to explore the perception of drug users towards their vocational education and training who are in the phase of harm reduction.

### **My Research Method: Ethnographic Journey**

Ethnography is also known as the study of social interactions, behaviors and perceptions which occur

within groups, organizations, and communities (Brewer, 2005). Here in this study, I was present as an ethnographer because I studied social interaction, behavior and perception which occur within injecting drug users residing in rehabilitation center towards VET. According to Brewer (2005), the central aim of ethnography is to provide rich, holistic insights into people's views and actions, as well as the nature they inhabit through the collection of detailed observations and interviews. Here in this study I have attempted to provide rich, holistic insight of injecting drug users views and actions as well as their nature they inhabits through the collection of detailed interview and observation. As Atkinson and Hammersley (2007) states, the central task of an ethnographers is to document the culture, the perspectives and practices, of the people in their natural settings. Thus, I have also documented the culture, their perception and practice of injecting drug users in their natural settings. Here I aimed to get inside the way of injecting drug users how they see the world in respect towards VET.

According to Brewer (2005), ethnographers typically gather participant observations through direct engagement and involvement and likewise ethnographers need to record a variety of elements in their field notes and also gather formal in-depth interviews and documentary data such as minutes of meetings, diaries and photographs. So here in this study, I have gathered participant observation through my direct involvement and also recorded information through in-depth interview in diaries and my recorder. According to Atkinson and Hammersley (2007), in ethnographic research, participants are sampled on an opportunistic or purposive basis here in this study I have selected my twelve participants in purposive basis.

Analysis of ethnographic data is undertaken in an inductive thematic manner where data are examined to identify and to categorize themes and key issues that emerge from the data (Brewer, 2005). Through a careful analysis of my data, using this inductive process, I have categorized themes and key issues

and generate theoretical explanations from my empirical work. Similarly, Brewer (2005) further more states that field work is often time consuming and data collecting can last for month/s or even year. So here I was also engaged in field work for a month.

### **Injecting drug users perception towards Vocational Education and Training**

Rupesh (pseudo name, 21 years old male from Kathmandu residing in *Our new home Rehabilitation centre*, Godhawari, Lalitpur) knows the importance of vocational education and training in his life but he was pessimistic about his VET. He says:

*VET is an important aspect in our life but as like water flows on river which never come back to its same place, the same happened to me. I wanted to become a pilot and also I studied well to become a pilot but because of friends circle, I became a drug addict.*

From the narration of Rupesh, I made a meaning was that injecting drug users knows the importance of VET in their life but the use and abuse of drugs made their study unmanageable and incomplete. Goode (2011) also claims that peer groups provide favorable environment for the use and abuse of drugs. Singh and Rajpoot (2012) also state that due to drug use and abuse it makes an individual, family and educational life unmanageable.

Rupesh has passed SLC. He got involved in drug abuse when he was studying at higher secondary level. After that his study got stagnant. He furthermore says:

*"When I look back ward, some of my friends are now doctor and some Pilot. They all are in good condition but my faith is like this. I convince myself like this and I feel so regret."*

Listening to the Rupesh's voice, I made meaning was that injecting drug users feels regret of their study. They feel more regret when they look backward and their peers who have done well on their studies. He realized that he had to study and said,

*“I feel regret when I see junior brother have done a good progress. Now when I start my studies I have to start with small brothers which does not fits for me. I have joined private VET course also but I can't complete it. It's all due to my drug habit.”*

From the interview of Rupesh, I again gained insight that injecting drug users feel guilty of their study not only of their peer who have done well on their study but also their junior brother and sister who have done good progress on their study. I also found Anup (pseudonym) feels shy to study with junior brother and sister even in VET course. From the interview of Anup, I made meaning was that rehabilitation centers were providing favorable environment where drug users were able to realize their past mistake from their experience and their schooling. Niraula, Singh, Nagesh and Shyangwa (2006) also state that one of the role of rehabilitation centers were to provide enabling environment where drug users could think and realize their past and go forwards for their new life.

Raju (pseudo name, 19 years old male from Kathmandu residing in Our new home Rehabilitation centre, Godhawari, Lalitpur) is also pessimistic about his education. He regrets his education. When he thinks about his education he says,

*“When I think about my studies I feel very regret. I have to do well, I had such feeling. I was a brilliant student. I always used to get high marks 80% and above. But now when I think my studies I feel very regret.”*

Raju gives emphasis on VET saying VET is vital things for every human being. VET helps to make an individual to gain in specific skills and knowledge but between these ten to eleven years of his life, education with addiction also came. He further more says:

*“Because of addiction, I went against education. What happens when we studies, by studies what can we do such feelings used to come in my mind. I was totally motivated with*

*drugs and self centered, I never response with others and left my studies. After three years of gap of my studies I got married. I also got good opportunities but I could not grasp the opportunity because of drugs. I still regret that I should have studied at that time but now I am interested to take VET course so that I can run my family and economic life.”*

From the interview of Raju, I inferred that use and abuse of drugs not only make individual negative feeling towards peers, family and society but also in education also. Use and abuse of drug make one lose the education and also disconnects from different opportunities. At rehabilitation center when injecting drug users try to reflect their schooling and education, they feel guilty and regret. In this regard, Shangwa, Joshi & Lal (2007) state that use and abuse of drugs were prevalent among high academic achievers but if the intake of drugs goes on increasing than that makes the degradation of academic outcome which finally may result to drop out of the students.

Dev (pseudo name, 34 years old male from Bhaktapur residing in Hamro Ghar Rehabilitation centre, Thimi, Bhaktapur) had passed SLC and after SLC he says that he had started to use drugs. Then after, his study went in vain. He says:

*Now I can't study. I have forgotten everything that I had studied previously. Now, I will encourage my children to study.*

He was pessimistic about his education but knows the value of VET. He further says:

*“Education is not an important aspect in my life but VET is important aspect for me. After SLC, I went to college for further studies but I just went to college only, I didn't pay attention to my studies only on either money or drugs. When I started using drugs then my parents told me to get married. They thought that after marriage I will leave drugs but it was not possible for me. Now I will concentrate on my children future studies but for earning no one gives me job and family are not willing to*

*sponsor for any business so, VET course is good option for me but I don't know which VET course I will do it."*

From the interview with Dev, I made meaning was that if an individual is in drug use and abuse and getting that individual to marriage does not let him/her to quit the use and abuse of drug. Here my participant got married so that he may get rid of injecting drug but that didn't happened. My participant quit his study and his family life also got worsened. Madhav and Yadhav (2012) also states that the use and abuse of drugs leads towards physiological and psychological dependency towards drugs which creates regular threat to their family and worsen their family life with an unexplained reason.

Prakash (pseudo name, 20 years old male from Dharan, Sunsari residing in Hamro Ghar Rehabilitation centre, Thimi, Bhaktapur) was pessimistic towards his study. He says:

*"If I had studied, it would have been better for me. Now if any one relatives or family circle comes to talk with me, then the first question they asked me is about my level of study, in which level I am studying. I have not completed my schooling and my friends are in university."*

When people talk about education Prakash feels odd. Sometimes he thinks he should study but again he says if he studies again, he may repeat the same behavior. He further more says,

*"I did many mistakes in my schooling too. Teacher use to say this and that and I don't like to work in direction. Now, here in rehabilitation centre I have to also follow the direction but now I am slowly habituated to be in discipline or direction. When I go back to school again if any one tries to move me or tries to control me in direction, there may be and because of my attitude, I can go back to injecting drugs."*

From the narrative inquiry of my participant, I made

meaning was that strict rules in school make students to do anti social activity which may further provides an environment for the use and abuse of drugs. Dhital, Subedi, Gurung and Hamal (2001) also state that anti social activity like use and abuse of drugs are the result of frustration, anger and corporal punishment to children.

Prakash was pessimistic towards his education. He says now he will not go to school but now he is thinking of doing some job or taking some VET courses. He likes to work as a technician. It will be good for his family too and he will be away from drugs.

Bhuvan (pseudo name, 19 years old male from Bhaktapur residing in Hamro Ghar Rehabilitation centre, Thimi, Bhaktapur) thinks education is an important think and he was getting good education but he ignored it. He says:

*"At first I was good in my studies but when I got involved in drugs than I didn't care it. When I started taking drug, how much I read but I didn't remember it."*

He opined education is important and added:  
*In my case now it's too late. Now if I got an opportunity than also I won't study. When I was in suffering period, I learnt motorbike repairing and also A/C maintenance but both where incomplete. I like to pass SLC but don't like to go school for studies. Honestly I don't want to study.*

Listening to the Bhuvan interview I made meaning was that injecting drug users have no will to study and if they study then there is less possibility of completion for their study. Their body is totally dependent on drugs and by their inner feelings they don't like to study. Shrestha (2012) also states that drug dependency and school dropout makes drug users low self esteem towards their education and finally they quit their education and choose their drug life.



## Findings and Discussion

Regarding my research question i.e. how do injecting drug users perceive their vocational education and training? It was found that my participant's perception towards VET was mixed. Some of them had a negative perception, while some of them had positive perception. But the common understanding was that every one of my participants knows that VET is an important aspect of their life. My participants did not have any intention of continuing their further education but were willing to do VET. Upon some digging, it became evident that the participants who had a sound schooling or education or learning experience before involving in use and abuse of drugs shared positive perception towards their VET. On the other hand, the participants who did not have sound educational history did not shared positive perception. They spent their time hanging around with their peers.

Conclusively, for my study question, I understand that my participants had understood the importance of VET for their future but were not willing to continue. My participants considered getting a job in order to fulfill their immediate needs without getting their further education, but has the desire to do VET courses. My participants had strong belief that they were not capable to study academic courses due to their habits of use and abuse of injecting drugs.

Injecting drug users know the importance of VET in their life but the use and abuse of drugs made their study unmanageable and incomplete. Singh and Rajpoot (2012) also state that due to drug use and abuse it makes an individual, family and educational life unmanageable.

Injecting drug users feel guilty about their study not only of their peer who have done well on their study but also their junior brothers and sisters who have done good progress in their study. Niraula, Singh, Nagesh and Shyangwa (2006) also states that one of the role of rehabilitation centers were to provide enabling environment where drug users could think

and realize their past and go forwards for their new life.

Use and abuse of drugs not only make individual negative feeling towards peers, family and society but also in education also. Use and abuse of drug make loss on their education and also lacks from different opportunities. Madhav and Yadhav (2012) also state that the use and abuse of drugs leads towards physiological and psychological dependency towards drugs which creates regular threat to their family and worsen their family life with an unexplained reason. If an individual is in drug use and abuse and getting that individual to marriage does not let him/her to quit the use and abuse of drug.

Injecting drug users perceive no will to study, and if they again start their study then there is less possibility of completion for their study. So, rehabilitation centre should play a vital role for vocational rehabilitation. Their body is totally dependent on drugs and by their inner feelings, they do not like to study.

Injecting drug users are the reflection of parents, family, peer and ultimately the society. A good nurturing home and society will produce socially accepted children. After scrutinizing the lived experiences and perceptions of all of the participants, it was revealed that the main problems that led to them being injecting drug users were companion pressure, poor surroundings, curiosity and lack of education with respect to harm of use and abuse of drugs. From my participants interview it can be seen that a child learns morals and ethics from home, school, surrounding and society. This is where he/she is supposed to be nurtured and prepared for a better future. However, home, school, and society are also places where child can learn different anti social activity and delinquency including injecting drugs.

It confirms with Bandura's social learning theory that claim that injecting drug users learned via observation, imitation and modeling (Bandura, 1969).

Similarly, a sound educational background is also a major part of the interface because it directly impacts the social construct and life. Also, social construct and education go hand in hand because in my understanding, education plays a vital role to improve social construct and the other way around is also true. None of my participants belonged to an educated home and my participants are also not willing to carry out their further study. This reflects the interface between education and social construct and its impact on my participant life. Most of my participants' life experience before coming to the rehabilitation centre was full of drug dependence and enjoyment on drugs. The Injecting drug users came from homes with broken family, or absence of one or both parents, bad peer/social influence. The social construct directly influenced their lives (Singh & Rajpoot, 2012). Also, attachment, commitment, involvement, and belief between my participants and the various facets of social construct were relatively weak. This led them to commit anti-social acts including intake of more injecting drugs and it severely impacted their own lives too (West, 2005). So, VET course and vocational rehabilitation is essential for specially needs like injecting drugs users.

### Conclusion

Finally, this research brings to the fore that every one of my participants has common understanding that VET is an important aspect in their life but my participants are pessimistic towards their study but on the other hand they were optimistic towards VET. Those who were good students and had affirmative impression towards school before involving in injecting drug users understood the importance of VET after joining rehabilitation centre had positive perception in relation to VET. They valued VET and VET course is highly important for their social and financial rehabilitation. They thought earning money is much more important than getting education and the level of education they had acquired will be enough to manage their life. For the financial upgrading, VET is one of most important aspects which not only help to upgrade their economic status but also for social integration in their own society.

### Competing interests

The author declares that there is no competing interest.

### Ethical consideration and consent to participants

Before the data collection, an oral ethical clearance was taken from the drug rehabilitation centers. An oral informed consent was taken from the individuals with substance use disorder. They were also informed about the purpose of the study, their voluntariness in participation and no any foreseeable risk and harm in the study.

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## **Role of Capacity/Skill Development Trainings in Rural Livelihood: A Case Study of Hapur, Dang**

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### **Abstract**

*Education has transformative potential if it is connected to people's life and their livelihood. And education has been seen as a means of developing capabilities, promoting employment potentials, and reducing poverty in rural communities. Reflecting upon those ideas, this study explained transformative role of capacity/skill development training on livelihood in rural contexts. There is no doubt, capable, knowledgeable and skillful youths have been playing change agent role especially in local levels. The study applied quantitative case study research methodology to test the significant relationship between study variables. Questionnaires, and key informant interview techniques were applied while collecting data information. Set of questionnaires were filled up with 108 respondents selected by using stratified random sampling methods. The study found significant role of capacity/skill development trainings on rural livelihoods. Further, skilled and capable youths are becoming human capital in the society and working for transforming social capital. They are also generating household economy by involving in income generate activities. The study concluded that capacity/skill development training program conducting in local level help to nourish knowledge, ability and develop vocational skills of male and female youths. And they are now playing transformative role in the society and achieving rural prosperity. Therefore, findings of the study can become fruitful guidelines to the policy makers and planners in local levels.*

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**Keywords:** Capacity development training, skill development training and rural livelihood.

### **The Contexts**

More than half of the world's population are still living in rural areas, where total population is expected to climb to over 8 billion by 2025 (United Nations [UN], 2013). Rural areas can be conceptualized differently, where human settlement and infrastructure occupy only a small share of the landscape, natural environment dominated by

pastures, forests, mountains and deserts. In Nepalese context, out of total 125 ethnic groups with 26,494,504 populations, majorities of them are living in rural areas and still facing poor service networking and living with vulnerable livelihood. However, in the past 15 years, interest in promoting and protecting economic, social and cultural rights has grown for securing right to take part in cultural life, to be free

from hunger that obstruct the full participation of everyone in economic and social life (UN, 2015).

Talking about rural livelihood, there are 3.8/5.4 million households (more than 71%) farming households (National Agriculture Census [NAC], 2011/12) and indigenous people (approximately 37% of the total population) lag considerably behind the national average in terms of economic advancement (Central Bureau of Statistics [CBS], 2011). Similarly, rural livelihood diversification is essential to change rural life through construct a diverse portfolio of activities and social support capabilities for survival and in order to improve rural life (Ellis, 1998). Rural people are practicing diversified livelihood practices like rural to urban migration, remittance, commercial farming and local business etc. DFID argued, sustainable livelihood can be achieved through high quality education, information, technologies and training, supportive and cohesive social environment, better management of natural, infrastructure and financial resources, and institutional environment that support multiple livelihood strategies (DFID, 2002).

Literature also suggests adopting an holistic view of the development of the rural space, preparing rural people for off-farm employment by building knowledge and skills capacity, understanding the complementarities of urban/rural linkages and developing partnerships with Non- Government Organizations (NGOs) and the civil society (United Nations Educational, Science and Cultural Organization [UNESCO] & Food and Agriculture Organization [FAO], 2003, p.52). Educational discourse on rural transformation was more focused on agrarian reform, modernization, state intervention, market liberalization and structural adjustment before 1990. But focused on empowerment and sustainable livelihoods in a broader context of poverty reduction strategy in late 1990 (Ellis & Biggs, 2001). Here is why, education has transformative potential if it is connected to people's life and their livelihood (Sen, 2005). Education has been seen as a means of

developing capabilities, promoting employment potentials, and ultimately reducing poverty of people in the rural communities (Atchoarena, 2006).

More so, capacity/skill development trainings are parts of vocational skills. Vocational skill development training is designed to enable participants from disadvantaged group like rural, poor and women for developing practical skills so that they can involve in income generate activities (Council for Technical Education and Vocational Training [CTEVT], 2011). In Nepal, CTEVT was established in 1989 assigning the roles of skilled development (Sharma, 2012). The vocational skill development training conducted throughout the country not only help participants to improve their quality of life through the gainful employment, but also supports to the social and economic development process of the country (CTEVT, 2012). And such types of skills affect economic development process of the country because it enhances earning, potential career progression and employability of the individuals (Bajracharya, 2010).

In this context, role of capacity and skill development trainings in sustaining rural livelihood in global and national contexts must give high emphasis. It is because it can be one of the strategies to transform rural life and livelihood, achieve rural prosperity and control rural to urban migration. Development stakeholders like local governance, I/NGOs, civil society, politicians, community based organizations and media are providing various kinds of capacity and skill development training to the youths in local level so that they can apply their knowledge and skills for sustaining their livelihood by involving in economic development activities. Even local governance mechanism has been implementing targeted budget program for inclusive development (Ministry of Federal Affairs and Local Development ([MOFLD], 2013). The guideline (Article No.10), has clearly mentioned at least 35% of total capital budget to be allocated for the defined targeted groups. As the provision of the guideline, at least 10% of

capital budget is to be allocated for the women empowerment and capacity enhancement. Out of the remaining 25% of the 35% budget, at least 10% is for poor and deprived children and 15% is for socio-economically deprived, backward and marginalized people (*Dalit, Janjati, Muslim and vulnerable communities*).

The literature Incheon Declaration known as Education Framework 2030 also recognized education as the main driver of development. The declaration suggested teachers/educators to conduct transformative research agenda for transforming rural lives and sustainable development (UNESCO, 2015). Here is why, major intent of the study was to understand how local stakeholders are working together for sustainable livelihood, experiencing meaning of learning, creating new socio-cultural and economic structures and perceiving about civic virtues and a sense of justice (UNESCO, 2015). However, more focus was given to analyze the impact of capacity and skill development trainings in rural livelihood and transformative role of trained youths who have been supporting their family, society by involving in income generating activities in Hapur village. This study is very much justifiable to generalize the effect of capacity and skill development trainings in rural contexts. Therefore, findings of the study can become fruitful guidelines to the local level planners, policy makers and local politicians/intellectuals.

### **Theoretical Lens: Capability Approach**

The center ideas of capability approach focuses on the agency and judgment of individuals including their capability, responsibility, and opportunity. Raising human capability is good because it improves: the choices, well being, and freedom of people; their role in influencing social change; and their role in influencing economic production (Sen, 1985). Amartya Sen also distinguishes human capability approach from human capital. Human capital is important, as it refers to the agency of people in augmenting production possibilities. Yet human

capability is more important because it refers to the substantive freedom of people to lead the lives they have reason to value and to enhance the real choices they have. Education and training, for example, is crucial beyond its role in production; it is the most important role being that of increasing human capability and therefore choice (Sen, 1985). Again, Sen cites Adam Smith who links productive abilities to lifestyles to education and training, and presumes the improvability of each.

In this framework, I tried to explore capability approach in some detail, both conceptually and in terms of its empirical implications. I agree that if freedom is intrinsically important, then the alternative combinations available for choice are all relevant for judging a person's advantage from sustainable rural livelihood perspective. On the other hand, if freedom is seen as being only instrumentally important, then the interest in the capability set lays only in the fact that it offers the person opportunities to achieve various valuable states (Sen, 1982). From real freedom aspect, freedom gives more opportunity to fulfill expected desires of any individuals. Thus, having freedom means not being forced into some state because of constraints imposed by others. Similarly, from process aspect, freedom helps any individual's ability to decide to live with joy; however he or she may like and promote the ends that they may want to advance (Sen, 2009, p. 228). In my reflection, concepts of capability approach; functioning, freedom of choice, capability and well-being/development are basic grounds for human and social capital formation and household economic generation. To me, being capable means being a knowledgeable and skillful who can then play supportive role to the own family members and villagers. One can transform their social and economic relationship and foster the rural economy. It can ultimately transform livelihood of the villagers in local level and uplift rural development process.

### **Methodology**

This study designed under quantitative case study

research methodology. Case study research involves the study of an issue explored through one or more cases within a bounded system, setting or context (Creswell, 2012). The study aimed to analyze influence of capacity and skill development training in livelihood of the local people in Hapur village. It is a specific or a complex functioning thing like; boundary and working parts and purposive social interactions (Stake, 1995, p. 2 as cited in Yazan, 2015). To explain relationships between capacity/skill development training and rural livelihood by understanding causes and outcomes of variables (Yin, 2003), I applied single instrumental case study for interpreting experiences of the respondents on the foundation of personal experiences and background (Creswell, 2012).

For this purpose, I selected 108 respondents by applying multi stage sampling method (Burton, 2007). In the first stage; 22, 86 total households of the case (Hapur village) has been considered as a theoretical population (CBS, 2011). In second stage, 178 male/female youths who participated in capacity/skill development trainings were selected as sample population. Finally in third stage, 108 trained male/female youths were selected as sample number for collecting primary data which is generated with 95% confidence level and 5% marginal error by using sample size determination formula (Krejcie & Morgan, 1970). The random stratified sampling method was applied while selecting the respondents. Structured questionnaires were applied for data collection. Key informant interview was also conducted with role model youths and local intellectuals. This has explored participants' perspectives on researching issues, phenomenon or situation (Mason, 2002).

### **A Case Study: Hapur Village**

Hapur village is located northern part of Dang District. At present, out of 13 sub metropolitan cities created by the government in new federal structure, the village is situated in ward number 11 and 12 of Ghorai sub metropolitan city (The Annapurna Post

Daily, March 11, 2017). However, it is situated from plain low land of valley to high hills and large Patan (pasture or high grazing land). Very few i.e. only ¼ land of the village situated in hilly region and remaining in plain and agricultural land. Tropical and sub-tropical and temperate climate can be found in Hapur village. Thus, Dang valley exhibits a pattern of two seasons: a cold dry season from October to March, a hot dry season from March to September. More specifically, extreme cold season falls in December and January and extreme hot season falls from May to July. In this area, maximum temperature falls to up to 40.5 degree Celsius and minimum temperature falls up to 0 degree Celsius. Likewise, average rain falls recorded as per minimum 1266.3 to maximum 1779.5 mm. The Hapur village is regarded as a one of the historically, religiously, and economically sound villages of Dang District.

This village is just seven kilometer far from Ghorai Bazaar which is one of the major urban centers of the district. Majorities of the local people produced main crops like wheat, maize, and paddy. They also produce vegetables like cauliflower, cabbage, tomato, potato, onion, garlic, runner beans, pumpkins, carrot, eggplant, bitter guard as well as meat and dairy products. Majorities of the local people have been living in rural areas as compared to urban dwellers. Housing structures can be seen in both typical traditional pattern and in modern pattern. Typical houses are made by stone, soil, wood, and roofs are covered by aluminum tin, cemented tiles and sedimentary rock plates and modern housing are made by cement and breaks by varies architecture model to adopt climatic variation. There are twelve educational institutions in the village. Electricity facilities and telephone services are available for all. It has both black topped and gravel road for transportation purpose. Hapur village at a glance (see in table 1).

### **Discussions of Findings**

Knowing yourself is the beginning of all wisdom-

Table 1: Profile of Hapur Village

Title	Descriptions
Area	71,800 square kilometer
Population	18682 (Male 53.82 % and female 46.10 %)
Total HHs	A- 2286 HHs
Administrative center	Ward no 4
District center	Ghorai Bazaar
Main crops and products	Rice, Maize, Wheat, pulses and dairy or meat
Electricity, telephone & security	Available
Road Networking	Black topped , gravel and rough road available
Educational institutions	12[3 secondary, one l/secondary & eight primary]
Community Forestry	18 [3243 HHs User groups & 209.51 Hector land]
Literacy	67.45 [Male 56.89% & Female 48.3%]

Source: Village Profile, 2016

Aristotle. After involving in capacity/skill development training, local youths are realizing their capability and playing transformative role in the society. With this, trained youths are becoming active and interactive and improving their life and livelihood. By involving in decision making process in household and local levels, they are playing leadership role in the society. Further, by involving in income generating activities, they are also playing economic role in the society and mobilizing their earnings. More specifically, transformative role of trained youths on rural livelihood have been discussed under three different sections viz. human capital formation, social capital formation and household economy generation.

**Human Capital Formation**

The central focus of development is people. People are thus, means and end of development. In this study, local youths who participated in capacity/skill development training are becoming means for transforming rural livelihood. From development perspective, this is a process of human capital formation. During the process, respondents have participated in various capacity/skill development trainings (see in table 2).

In fact, out of total respondents, majorities 59.25% were male and 40.74% were female. 37.03% respondents had completed lower secondary, 23.14% had completed secondary level education and 12.03%

Table 2: Capacity Development and Skill Development Trainings

S. No.	Capacity Development Trainings	Skill Development Trainings
1	Community health and sanitation	Tailoring and embroidery
2	Women empowerment	Agarbatti (incense stick), soap and candle making
3	Youth leadership and development	Goat farming and Poultry farming
5	Ethnic awareness program	Mushroom cultivation
6	Dalit capacity development program	Leaf plate and pickle making
7	Awareness raising program	Tunnel vegetable farming
8	Advocacy	Ginger, turmeric & dry food processing

Source: Field Survey, 2016



were illiterate. 48.14% respondents had 4-6 numbers of children and living with joint family system. Majority that is 91.66% respondents have strongly agreed that they have become capable and skillful after participating in trainings. Out of them, 31.48% respondents had participated in capacity development training, 29.62% in skill development and 38.88% in capacity and skill development trainings. Out of total, 74 respondents had participated in vocational training; only 48.66% respondents were involved in agro based and non-agro based activities with commercial purpose and remaining are applying their skills in household level. Similarly, 43.51% respondents' children were studying in institutional school. Majority that is 83.33% respondents shared that their self-esteem and social status has been increasing in satisfactory level. Chi square value of 0.059 also shows dependent relation between skill development training and involvement in income generating activities. Finally, studied variables related to human capital indicate that trained youths are not only improving rural livelihood but also becoming human capital. They are now benefited to self, society and nation (Colm, Walker & Wester-gaard-Nielsen, 2001). This situation indicate that little amount of investment in trainings has been producing human capital in local levels for sustaining rural livelihood.

### **Social Capital Formation**

Social capital deals function of neighborhood's relationships in any particular communities that uplift group participation or collective cooperation (Kawachi, 1999; Ponthieux, 2004). Accordingly, trained youths are maintaining social harmony and socio-cultural integration in Hapur village. Blending with the literature of Coleman (1988), trained youths are viewing social relationship from sociological approach and maintaining socio-cultural environment, subject to norms, rules, and obligations. They are advocating against caste based discrimination, gender violence, and early marriage and illiteracy. It can be analyzed that they are thus, fostering social capital and working for maintaining social networks, social connectedness, trust, reciprocity, sense of identity

and norms. In fact and figure, out of total respondents, 34.25% respondents are playing leadership role and 38.88% are planning to play in near future. Majorities 88.88% respondents expressed their satisfaction with mutual relationships among villagers. And 62.03% respondents argued that caste discrimination and untouchability are decreasing as local youths are practicing inter caste marriage.

Similarly, majority: 94.44% respondents are members in community based in/formal organizations. Out of total, 44 female respondents, majority- 90.90% respondents are members of mothers group and saving groups. Majority: 54.15% respondents were found active in decision making process in household and social levels while mobilizing economic resources. They are seeing social relationship from economic approach and becoming self-interested, becoming independent individuals seeking to fulfill their goals (Coleman, 1988). Finally, studied variables related to social capital indicate that trained youths are also playing social and political role in the society. They are now advocating for mobilization of youths in commercial farming activities for the betterments of rural livelihood. They are also creating demand for capacity/skill development training program with development stakeholders. Majorities of the respondents have good relationship within a group of people (bonding), strong external connections (bridging) and relationship with those who have power (linking) social capital (Winter, 2000).

### **Household Economy Generation**

The process of human capital and social capital formation has been fostering economic well being of the people in Hapur village. Therefore, human capital, social capital and economic capital are determinant factors for transforming rural livelihood. Thereby, access to new knowledge and skill development, income generating opportunities, credit facilities are considered essential for economic well-being of the rural people. Respondents of the study are creating self/employment opportunities and playing economic role. They are managing and

mobilizing sources of income and financial income. Most of the respondents that are 45.37% have 5-10 ropani farming land in which 75% households are following agriculture based occupations. Majorities 65.74% respondents are producing food grains for 9-12 months. By involving in income generating activities, majority of respondents (51.34% ) are earning NRs. 1,50,000-2,49,000 and 48.66% respondents are earning 2,50,000-4,50,000 NRs annually. 75.92% respondents have saving account in local cooperative and bank. 82.40% respondents were investing 4,000- 12,000 NRs monthly for child education. Correlation between income and investment in child education was found 0.249. Likewise, 38.3% respondents were keeping income and expenditure records. Skewness value of income 0.939 and expenditure 0.482 shows that income and expenditure of the households are normally distributed. Most (49.07%) respondents have 35,000-80,000 NRs credit loan who were investing in commercial farming. Studied variables related to household economy generation indicate that due to the outcome of capacity/skill development training youths are generating and mobilizing household economy for improving rural livelihood. Role of skillful youths have been influencing social change economic production, which is gist of capability approach (Sen, 1985).

### **Conclusion**

Capacity/skill development training program implemented in Hapur village has played significant role for transforming rural livelihood. Awareness level of local youths including Dalit and marginalized who participated in capacity development trainings increased and they are now advocating against social/cultural stigmas. Youths who participated in skill development trainings are involving in agriculture and non-agriculture based income generate activities and mobilizing local resources. They are supplying their products in rural hinterland and urban centers for generating household economy. They are not only supporting the livelihood of their family members but becoming motivational sources for

others as they are playing social, economic as well as political role in the society. No doubt, trained youth are becoming human capital for the society and they are establishing social relationship among themselves and others. They are creating social and economic capital in the village. Therefore, the study comes up with conclusion that after becoming human capital, trained youths have been experiencing their knowledge and skills practically in their own village and creating productive socio-cultural and economic structures and working for sustainable livelihood. To conclude, trained youths have been playing transformative role in Hapur village due to efforts of local stakeholders who implemented capacity/skill development training program in local level for improving rural livelihood.

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# Understanding Trainers Implementing their Occupational Skill in Delivering Training

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## Abstract

*The objective of this study was to understand the vocational instructional implementation of occupational skill while delivering hardware maintenance training in Kavraplanchok district of Nepal. A case study research design was applied while carrying out this study. All together five participants were purposefully selected for the study. The study reveals that the training was taken for granted by the trainees. Lack of equipment, tools and resources, same teaching learning methodology, focus on tradition lecture methods and limited time frame were the hindering factor during the implementation of occupational skills by the trainers.*

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## Keywords:

### Introduction

Training is a means to an end. It is not an end itself. The purpose of any vocational skill training is to prepare individuals for livelihood by being engaged in a specific occupation/s in the formal or informal sector economy (Subedi, 2008). Skill development project (SDP) of council for technical education and vocational training (CTEVT) is providing vocational training with financial support from Asian Development Bank (ADB) throughout Nepal. But the question is that whether the trainers are successful in transferring their occupation skills while delivering the training or not. To understand and explore the answer this study was carried out purposively with five participants who were directly involved in the

vocational training held in Kavraplanchok district of Nepal.

### Literature Review:

Transfer of training plays an important aspect to enhance skill of an individual (Subedi, 2008) which further leads economic development of an individual. Subedi (2008) conducted a research on transfer of training with the purpose of examining the extend of transfer and to identify factors influencing in the context of civil and corporate sector organizations of Nepal. The research shows that actual rate of transfer of training proportionately depends upon the extend of pre training, knowledge, training job relevance and the rate of incomprehension in any

course or programme. The extend of transfer of training provided to the employees of the organization, nongovernmental sector is higher than that of civil sector (government) organization in Nepal.

Nepal's Technical and Vocational Education and Training (TVET) policy has also highlighted three key objectives 1) Ensure access and equity to those who are interested to participate in TVET programmes through massive expansion of the programmes 2) provide market based quality TVET programs and recognize prior learning and 3) coordinate TVET providers and stakeholders and stakeholders for effective and efficient use of resources. In this regard to achieve the objectives the key policy are 1) massive expansion of TVET programs 2) inclusion and access in TVET programs 3) firm integration of TVET programs and pathways 4) quality and relivency of TVET programs and 5) sustainable financing in TVET (Lamichhane, 2013). So from the above literature it can be said that there is policy for effective training and also prevalence of effective transfer of training in TVET sector.

### **Case Study as My Research Method**

Case study research method is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (Yin, 2003). This method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subject of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Zainal, 2007). Case studies are considered useful in research as they enable researchers to examine data at the micro level. Case studies can be a practical solution when a big sample population is difficult to obtain (Zainal,

2007). So the researcher investigated the contemporary real life phenomenon of TVET instructors and trainees through detailed contextual analysis of a limited number of participants, and their relationships.

The qualitative case study facilitates to explore the phenomena within the context using variety of resources. It helps to see the issues through variety of lenses which allow for multiple facets of the phenomena to be revealed and understood (Baxter & Jack, 2008). So, the researcher explored the phenomena within the context using the variety of resources. Study on the understanding of trainers implementing their occupational skills in Nepal fits here as it focuses to answer the process question (Yin, 2003). So the researcher has chosen the social constructivist worldview and comprises interview and observation. Social constructivism develops the subjective meaning of participants' experiences towards certain objects or things which are varied and multiple (Creswell, 2008). In this research, there were five participants. The five participants' occupational background was computer hardware maintenance and they were from Kavraplanchok district of Nepal.

### **Understanding my participant perception towards training**

Ritesh (Pseudo name, 27 years, male, computer hardware trainer, Kavraplanchok) says that:

*It is very difficult for me to train my participants. They are not of same level and they also take training just for granted. When they take training just for granted, it makes it difficult to transfer the knowledge and experience that I have.*

From the above narrative inquiry of my participant, I came to understand that it is difficult to train participants who are not serious towards the training and the understanding level of the participants is also varied.

Hari (Pseudo name, 24 years, male, computer hardware trainer, Kavraplanchok) says that

*In my training I have 20 students but the availability of computer is not enough. I can't teach all my trainees properly with the limited number of computers.*

From the above narrative inquiry of my participant, it clearly means that lack of sufficient tools and equipment also hampers the effective transfer of skill and knowledge during a training. During my field work I found out that only two computers were available for 20 students for the hardware maintenance training.

Shyam (Pseudo name, 17 years, male, computer hardware trainee, Kavraplanchok) says that:

*I am very happy with the training. I am learning new skills in computer hardware and maintenance. But sometimes I feel lazy and bored because my trainers always use same method to teach or the way the trainers teach us demotivates me to learn.*

From the narrative inquiry of my participants, I come to understand that the trainers should use different methodology during the teaching learning process to teach their trainees. Use of same methodology in teaching and learning process can be boredom and can de motivate learners to learn the desired skills.

Monaj (Pseudo name, 21 years, male, computer hardware trainee, Kavraplanchok) says that trainers are very good in delivering theory class. They have very good presentation skills but in case of practical class I am not so satisfied. They just do demonstration and leave it. We also have limited tools and instrument so how can we learn. We sometime can only observe the practical session without getting any opportunity to practice the demonstrated skill. So again from here it is clear that the trainers should be actively involved in both theory and in practical class.

Krishna (Pseudo name, 32 years, male, Training coordinator, Kavraplanchok) says that:

*It is very difficult to complete the training in 390 days. We have lots of skills to train in limited time schedule and also there is a challenge for us to maintain all the resources*

*and environment in this rural area.*

From the above interview with my participant, it can be said that lack of time can make it difficult to provide all the desirable skills to the trainee. Likewise it is also a challenge to create a good training environment in the rural areas of Nepal due to the turnover of trainers, who are always seeking for a better opportunity.

## **Findings and Discussion**

### **Findings**

My objective was to understand the perception towards training in TVET sector in which I found multiple perception through narrative inquiry. I found that trainees feel difficult to implement their knowledge, experience and skill. Similarly lack of tools and equipment also hinders the trainees while learning a new skills. Likewise I also found out that that by using the same method in teaching and learning process also hinders the teaching learning process. I also found out that 390 days training was not sufficient for trainees to learn all the desirable skills in computer hardware maintenance.

### **Discussion of the Findings**

From the narrative inquiry of my participants I have come to the conclusion that if the participant take the training just for granted or are not serious towards the training, than it is very difficult to transfer the knowledge and skills. Haccoun and Saks (2009) also states that it's very difficult to conduct a training if trainees take the training for granted. Lack of tools and equipment also hamper in transfer of training. Grossman (2011) also reveals that lack of resources and training support material hampers effective transfer of training in TVET sector. Likewise trainer should also adopt different training methodology and skill while teaching to make effective transfer of training. Cornford (2002) also states that in vocational training, participant based learning approach is most important and frequent change in teaching learning approach makes effective transfer of training in vocational training.

Trainees should be actively involved in both practical and theory class to make effective transfer of training. If trainers were only successful in giving good quality lecture but failed to demonstrate their skill in practical session than it hinders transfer of skills/knowledge. Bunning (2016) also states that vocational TVET teacher should focus on transferring skills to their trainees rather than providing theoretical because TVET refers to the transformation of skills for the transformation of society. Lack of sufficient timeframe also hinders trainees to learn the desirable skills. Similarly teaching in rural areas also hinders effective transfer of training. Koirala and Dhungana (2015) also states that teaching in rural area in Nepal demotivates to teach and technical teachers were always seeking new opportunities in urban areas.

### **Conclusion**

To understand the training transfer rate of occupational skills after delivering the training, I found out that the major hindering factors were lack of seriousness from the trainee's side who seem to take the training just for granted. Lack of tools, equipment and resources during the training and boredom during the teaching learning process due to the use of same teaching learning methodology that focused on traditional lecture method. Finally not providing enough time to transfer the skills and knowledge during the training also hampers the teaching learning process. So transfer of training is an important aspect in TVET but it is difficult to apply in rural training environment.

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# Voyage From the Himalayas to the Highlands: Reflections in Technical Education

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## Abstract

*This paper reflects on my journey from the Nepal to the United Kingdom (UK) as a student initially and then as a National Health Service (NHS) Grampian's employee. The purpose of developing this paper was to draw insights on the factors that pulled me as an urban youth for studying and living in the UK and to present the significance of skills-based technical education for the changing job market. I used analytic autoethnography to carry out this research, where I presented past epiphanies and consecutively interpreted the strong memories of those lived experiences and observations to broaden my theoretical understandings. I argued based on my lived experiences that the scope of the market based technical education is globally prevalent. For this, I have sequentially presented my stories of self-realizations and skills acquisition in the developed country such as the UK from the theoretical ideas of ethnoscapes, new and intelligent urbanism, and credentialism. Moreover, I have illuminated the relevance and significance of market based technical education courses for competing not only in Nepal but also in the global job market of the UK through self-reflection. Findings in this paper suggest the need for the international students to be pre-equipped with market based skills and to opt for market oriented subjects preferably from the field of technical education.*

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**Keywords:** Ethnoscapes, Credentialism, Urbanism, Technical education, UK

## Background

Ever visited International airport to see off someone flying abroad for further education? Or heard of someone who got student Visa for higher studies? I believe we all have come across this situation and seen a young student with red *tika*<sup>1</sup> on the forehead

and flower garlands round the neck is waving good bye with a heavy heart to their loved ones. As much as we have wished them with fortune for their bright future, we might have as well wondered what actually inspired or prompted them to go abroad and if they are well prepared for the long series of struggle or

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<sup>1</sup> A paste of rice grains and coloured powder mixed with water, mostly red in colour which is used in Hindu religion in religious ceremonies and auspicious occasions as a mark of blessing

not. For different reasons, going abroad for education has become a youth culture in the urban society of Nepal of which I was also a character. In this paper, I present on my own journey from Kathmandu, Nepal to Aberdeen, North-East Scotland during the course of higher studies and professional work experiences. I have symbolized Nepal as the Himalayas and Scotland as the Highlands.

More specifically, I reflect on my experiences throughout my stay in London and then in Aberdeen based on which I thematically present what provoked me as an urban youth to go abroad for studies. I exhibit these findings being based on theoretical grounds. On the other hand, I present the wider scope of career in technical education across the United Kingdom (UK) which I learned from the struggles of my own and those of my fellow beings from my observations. I have used pseudonym of those I interacted with during my stay to protect their identities.

### **Autoethnography: My Research Method**

To develop this paper, I used autoethnography under qualitative strategy as my research methodology to gain cultural understanding of self and others. Autoethnography allows the researcher to illustrate one's experiences in a well personalized style (Wall, 2006). Further Ellis, Adams & Bochner (2011) illumine this method as both process and product in which a researcher uses doctrines of autobiography and ethnography. Hence, it facilitated me to explore the multi-hued account of the lived experiences of the self and make a deeper understanding of the social phenomenon during my stay in the UK. Rather than the style of academic report, I presented this paper in the style of research based story plots with auto/ethnographic narrative as one of the other ways of writing style of autoethnography as elucidated by Ellis and Bochner (2000) and Tillman (2009). They were based on the strong memories (and the feelings of the memories) of the characters I met and issues and tensions I experienced during my stay. Chang (2016) explains that this method utilizes ethnographic research methods to establish an association between

the researcher and the society. Blending with these literatures, I presented my findings based on relevant past epiphanies illuminating the conscious interpretation of my experiences and thoughts (generated as the result of those experiences) so as to establish the connections between the personal to the social construct. Here, I have presented the plots in series of stages in reference to the work of Belbase, Luitel & Taylor (2008).

In contrast to evocative autoethnography which Denzin (1997) explains as the research in which the researcher merely appeals to epistemology of emotions to make the reader feel emotions of the researcher and avoids emblematic issues (as cited in Anderson, 2006), I used analytic autoethnography on the ground of subjective experiences to develop a theoretical understanding. Anderson presents analytic autoethnography as a broader perspective that highlights evocative autoethnography as its subgenre. He also elaborates analytic autoethnography as such research which is inclined towards generating theoretical insight of the social phenomena through analytic reflexivity where the researcher is fully the part of the research setting, and appears as centre of the study. In the paper, I presented self as a youth from Kathmandu representing an urban society who flew to London for higher education. I maintained my own self experience in the centre of discussion. Hence, I conducted this research as an opportunistic complete member researcher keeping self in the centre and as the ultimate participant in the dual participant-observer role.

In my research, I have incorporated expressive skills and narrative fidelity along with the subjective meanings generated through dialogues with others and observations referring to Aksan, Kisac, Aydin and Demirbiken (2009). These meanings also served as my data in this paper. Anderson (2006) explains dialogue with informants beyond the self and analytic reflexivity as the components of analytic autoethnography. I met several urban youths in London and in Aberdeen whom I observed and

interacted with. Through reflexive analysis, I presented the autoethnographic accounts of my stories from my personal experiences and these interactions looking for patterns for narratives maintaining ethnographical orientations in line to the literature of Chang (2006).

Researchers ought to focus on thick description of the phenomenon and assess findings of previous studies (Shenton, 2004). Thus in this paper, I have paid attention to details while presenting the story plots and referred to styles and patterns of published autoethnographic papers to ensure the credibility of this qualitative approach based research. In addition, I visited the sequences of utterances to reconstruct them, to consolidate textual coherence and clarity in the meaning, and to contribute to elaboration and extension of theoretical understanding.

### **Stage One: The Transit Talk - What Pulls us There?**

It was 15 January, 2010 when I first flew in an international flight. My ultimate destination was London. The transit was in Doha where I encountered Pramod, a fellow Nepali student. During the course of conversation, I shared with him that I was going to London to pursue Master's Degree in International Business from the University of Greenwich. He then told me that he was enrolled in a cheap-private college. It had a catchy name but no strong academic ranking. He said he knew someone in a Nepali *dohori*<sup>2</sup> restaurant situated in South East London and would be working there as a waiter and earning right away. My primary intention to go to the UK was to acquire globally valued education while his was something else, I perceived.

In transit, I realized that many of the students travel abroad for various reasons, not only education. The notion of ethnoscares as one of the global landscapes of global connectivity articulates landscapes of social beings comprising of the world we live in (Appadurai, 1990). It occurred to me that the universities from the developed countries offering courses to foreign

students and the liberal immigration policies for international students have eased their movements. It has thus surged the ethnoscares. In this connection, Nasser (2003) explains that in the UK, along with post-colonization, globalization has formed new cultural societies by South Asians and this has brought changes to its urban landscapes through every day and social processes as matter of representation. The movement of people across culture and borders has become a widespread trend with the ease in ethnoscares (Cox, 2008; Powell & Steel, 2011), and it blended with my own experience and observations.

In Heathrow airport's immigration section, my passport was stamped with arrival date after a few general questions about the objectives of coming to the UK. To my surprise, as I was leaving the section for luggage collection, I noticed Pramod was having difficulty to even speak properly and was being interrogated with suspicion. I joined the exodus in the arrival section with my luggage hoping that he would get clearance from that officer. I never heard from him after that.

As much as the societal phenomenon of studying abroad has become common, urban youths like me lack preparation, I think. I now realize that even I landed in London without any market oriented technical skills or trainings that could have helped me find a job earlier than I did. In every city I visited, I noticed food outlets and local bars or pubs at every other corner. A realization I thus made was that vocational trainings in related courses or technical education courses such as hotel management would generate employment focused skills and it be much helpful to get a job for students willing to work part time. Not just Pramod who was going to start working in a restaurant, but any student like me could benefit from pre-acquired related skill. Hanushek (2008) advocates for vocational education for providing specific job related skills to prepare for employment. Besides, the countries in South Asia including Nepal, due to unemployment problems, depend on foreign employments for sustainability; thus technical

<sup>2</sup> A two way system of traditional singing practice in various regions of Nepal between male and female where completion of one instantly composed contextual paragraph by one group of sex is to be carried out spontaneously by another group of sex harmonizing with earlier lyrics

education can foster skill development and prepare for job market for such immigrants (Martinez-Fernandez & Choi, 2012). While studying in London, I as well found higher job opportunities for part time students who are skilled or have relevant trainings or education prior to job applications. My experiences thus instilled the necessity of having certain set of market oriented skills through technical and vocational education while flying abroad.

### **Stage Two: New and Intelligent Urbanism as a Driving Factor**

In June 2010 during the semester break, I met Niglesh - a friend from the University, in Cutty Sark - Greenwich. We went to McDonald's food outlet nearby for lunch and gossips. Born and brought up in the Gujarat state of India, he shared somewhat similar religious and cultural values to mine. We sat there with our meal and started casual conversations. Taking bites of chicken burger and sips of chilled Coca-Cola, I shared with him my feelings about how I was attracted to the facilities and London's public service and that I was glad to pay taxes and National Insurance for such state services. Though I did not know about the social structure of his place, he agreed that he too was impressed with council services.

I internalize how I was inclined to this cultural-social-economic phenomenon termed as urbanism as an urban youth. I was fascinated by systematic and accountable councils, basic facilities for living, social security and such. The global prevalence of urbanism had long been identified, and studied (Wirth, 1938) which still prevails in urban societies of Nepal and even in my neighbouring country. Moreover, new urbanism is applied to address the diversity in the urban social settings and acknowledge participation of new urbanists (Day, 2003). I believe that the quality of life with respect to facilities in community was the reason why I was fascinated to live in the UK.

After completing my study, I moved to Aberdeen in January 2012. I had to again register for the General

Practitioner (GP) there at nearby locality. It is the clinical service for basic health check-ups and referent point to the hospitals. It functions under National Health Service (NHS). I did not need much medical attention during my tenure as a student but I needed one when I moved to Aberdeen. In February 2013 month, I was referred to a hospital by the GP to check up on issues I had been having in my ear drum. Upon inspection by an Indian doctor - an Ear Nose Throat (ENT) specialist, I was informed that I needed a surgery which was scheduled one month later. It was a bit worrisome for me as I had no family there and my own well being was the key to my survival. But their services gave me confidence that I was in good hands. My surgery was successful and I received individualized care during the whole time. I was given paid leave from my employer for nearly three weeks which was abundant for full recovery in my case. I had never been that impressed in my life with such quality and free health services (including medicines) which I received in Scotland.

I connect this experience to new urbanism which functions in line with smart growth policy and acknowledges place diversity (Grant & Perrot, 2009; Trudeau & Kaplan, 2015). To me, there is no better example of smart growth policy and acknowledgement of diversity than of NHS which treats people's health first, provides equal health services irrespective of immigration status. From both the hospital and my employer, I received the facilities which were no different than what a British citizen would receive. It still amazes me and I now reflect it to intelligent urbanism. It is also about processes along with architects that incorporates a vision of tolerant and equitable societies (Benninger, 2002). Thus, I also link my experience of my work-life in this connection. My employers always acknowledged my identity as a Nepalese and respected the diversity in the workplace. They gave priority to work rather than ethnic backgrounds. This respectful behaviour both at the office and the society which was not different from a native British serves as another example of intelligent urbanism. I now understand and infer that this new and intelligent

urbanism existing in practice in the western society provokes youths like me to settle there in long run.

### **Stage Three: Essential Credential**

My decision to pursue master's degree from a university in the UK was guided by increasing demand for competencies and educational qualifications, and the credential values of UK's universities. Brown (2001) explains the theory of credentialism as the social phenomenon that involves reliance on formal credentials or increased demand for formal qualification of education that has been devaluing the qualifications. The social construct of our urban societies are such that we value the individuals who measure the intelligence and ability of the individuals based on their formal qualifications and value those who have such higher level of formal education. I was raised in the family and neighbourhood where we were compared with our contemporaries based on our educational performances. As a result, I possessed this culturally and socially acquired way of thinking from my childhood that reflects to Bourdieu's notion of habitus (Morrison, 2006; James, Busher & Suttill, 2016). This embedded mental disposition led me to determine pursuing master's degree from a renowned university, preferably from a developed country.

During the course of stay in Aberdeen, I met a few Nepalese fellow beings from Nepal pursuing their second master's degree. They were hopeful they would find better job back in Nepal which their first credential of master's degree from Nepal was unable to get. I reflected that the web of the effect of credentialism for Nepalese was widespread across the UK since it reminded me of my struggles after graduation in Bachelor's degree in Business Administration when I began searching for job. It took me a couple of months before I found one while my friends were still searching. I analyze that the limited job market filled up with stiff competition signifies employers' preference to human capital with higher credentials.

Human capital theory posits that schooling is the

responses to the increased demand of skilled workforce (Becker, 1964 as cited in Walters, 2004). In line to this, Walters explained the human capital theory also has found that the credentials correspond with the needs of the employers. Immigrants with undervalued credentials from their home countries carry deficit in human capital (Li, 2008). I internalize that I myself was highly influenced by the value of higher degree from abroad. Hence, going to London was the result of my decision to strengthen my academic qualifications. As Li suggested, foreign credentials benefit majority of immigrants. In my case, I wanted to stand out of the crowd, be it in the UK, or in Nepal, which I eventually gained across time. Later I found that this was also the desire of my friends.

On a mild sunny day in the early summer of 2014, I and my friends were sitting in a park, on a green moist ground watching some native teenagers play football. We were enjoying our day off when Laxman shared his feelings out of nowhere, "I cannot wait to complete my study and start a decent job in Kathmandu. I am the youngest of all. If I complete this course, my family and cousins will value me more." With this, Rabin added that he used to feel worthless especially he was being compared in studies with other youths in his society and relatives by his own family. But with a breath of pride, he continued that later he occasionally remitted money and both his family and society treated him with respect for his education in the UK. My story was also a part of this. I too shared with them that soon after I completed my degree and started doing a decent job in NHS Grampian, the way my society perceived me drastically changed. I also shared with them a funny fact that many people approached me with the proposal of arranged marriage for their nephews or cousins and such. This seeded laughter and we continued talking other stuff related to our current life of that time.

I now analyze how credentialism has also been linked with social stratification. The same society that treated me and my friends as an ordinary youth, now

distinguishes us as valuable members of the society. In this connection, Morrison (2006) explains Max Weber's theory social class and status group as the conflict theories by articulating the conflict that arise from the class interests and status groups. I further relate this to Collin (1979) who states that there exist a strong relationship between credentialism and stratification of the class (as cited in Armstrong, 1981). I have observed that credential attainments create distinct class divisions in our urban societies. Thus, for youths like me, owning a foreign degree was the key to better earning and strata upliftment. In fact, "The content and occupational significance of credentials are more cultural and exclusionary" (Brown, 2001, p. 20). My own image in my society strengthened after I completed MBA which helped me have a good job, and subsequently emerge as a role-model for my cousins or neighbours in the society. On the other hand, due to educational inflation, the youths are bound to have higher degree than their parents to achieve social class (Van de Werfhorst & Andersen, 2005). In my context, my father had his second master's degree from the UK due to which I too felt the obligation of living up to that standard and establishing my image as a learned person in the society. In this way, the expectation of getting better job opportunities either in home country or abroad and raising one's strata in friend's circle or society as a whole has as well lured me as an urban youth to study abroad.

### **Meta Stage: Technical Education and Career Scope**

Urban youth culture of studying abroad has been strongly influenced by the deeply rooted issues of credentialism in our society and the job market which has been facilitated by ethnoscapes and further triggered by new and intelligent urbanism. Reflecting on my overall experiences during my stay in the UK, here I associate with how technical education has been linked with all the three stages and it begins with my career choice.

The career choices we make are guided by our interests, family and social influence, the market

demands and other factors. The choices depend on the availability of career options and individual preferences. Moreover, personality and demographic variables influence on career choice behaviours (Özbilgin, Küskü, & Erdogmus, 2005). Agarwala (2008) further argues personal and cultural values as well as structural factors are the determinants of career choices. In my case, the decision to study 24 months - Master's degree in business Administration (MBA) in International Business was based on my personal interest and the structural factors. Enchanted by the glowing and growing charm of MBA in the urban places in Nepal, I was convinced that I would be saleable either in the UK or Nepal. Besides, I was under the impression that a UK's university degree in any stream in management or business would be fruitful for the career. However, the experiences I had while searching for jobs were on the contrary. Though there were numerous vacancies from different employers including multinational companies, there were mostly clauses of immigration and besides, the competition was unimaginable due oversupply of graduates of such general subjects. For fresh graduates with merely a couple of years' experiences like me, it was next to miracle to stand out among hundreds of competitors from the UK, Europe and beyond. This made me understand the necessity to have highly market focused degree, preferably of technical fields.

A few months after working in Admin Support Department in National Health Service (NHS) Grampian which I commenced in the summer of 2012, I offered myself to work in Payroll department within Human Resource Service Centre to cover its workload. I worked as a resource person for few months. With this experience, I was selected for the post of Trainee payroll officer when there was a vacancy announcement for the same post in November 2013. My career advanced after I started this technical job with regular informal trainings. I received frequent trainings during the job by the senior payroll officers or supervisors which usually were based on cognitive apprenticeship model. Dennen (2004) explains cognitive apprenticeship as

social learning method in which experts assist the novices to equip them with necessary job related cognitive skills. In my job, I along with the two new recruited officers was trained to develop cognitive skills rather than physical psychomotor skills. We were periodically trained on the e-payroll system through demonstration with guided practice followed by independent practice, and ultimately real job tasks. My career took better shape with the legitimate participations in training and gradual skills acquisition. However, it took me over a year to reach to that Band 5 level job from Band 2 that made me realize that technical education had more scope than general education in my case.

The realization further consolidated after meeting quite a few Nepalese friends and neighbours during my stay in Aberdeen from 2012 to mid 2014. I observed that they were still struggling to find a job related to their field even after graduating their courses. Apparently, many of them had graduated in the subject of general education field based on their own interests rather than those of market demands. In contrast, a few I met who had graduated in technical subjects and were enjoying their highly paid jobs. In October 2013, I and my flat-mate Sujan were invited by Sujan's cousin sister to celebrate *Dashain*<sup>3</sup> festival in Dundee – a small town in Scotland which was two hours drive away from Aberdeen. She was a senior nurse herself residing there as a British citizen. In the gathering she organized, I met a couple of her friends who were Information and communications technology (ICT) graduates. They were working in their respective fields with highly paid jobs and were living as permanent residents. Based on the interactions with all of them, I found that employers value competent employees with skills rather than ethnical backgrounds. Now I reflect those experiences as I advocate the necessity of opting for technical education to acquire specific skills in order to compete in the job market as the fresh graduates.

The blunder of selecting courses just based on

personal interest without realizing market demand of foreign soil was prevalent in my experience. While searching for online jobs, I came across thousands of vacancies but most of them demanding technical expertise and experiences. I found more vacancies in the field of technical education than general education and that the demands were high and frequent with attractive pay scales comparatively. As explained by Beyon, Kellen and Kishor (1998), the career choices that are broadly classified into intrinsic (personal interest, satisfaction); interpersonal (influence of family or companions); and external (market demands, pay scale, availability of jobs). External factors did matter more in my experience since I also had to struggle for a few months to find a decent job after the completion of my study. The market worth of credentials of immigrants is unclear and their credentials carry a penalty compared to the natives (Li, 2001). As many jobs had immigration related clauses, it was more difficult for me to match the eligibility criteria. A lesson I learned is that when we have options around, it is more sensible and wiser to select the courses that have high demand in either the market of UK or Nepal considering external factors.

External factors hold more significance to those who are oriented to protean career. Hall (2004) explains it as the self-directed career which is proactively managed by individuals and is value driven. As my career orientation was protean rather than conventional, I learned that one should consider all the scopes of job market, acknowledge work uncertainty and have preparedness with professional passion. I reflect on how the scope of technical education in Nepal is gradually rising. Technical education as well as vocational training are not just associated with job market positively, but also help strongly in reducing unemployment (Tan & Chandrasiri, 2004). As it is said 'better late than never', I realize the bright scope of technical education in the UK, and not just in Nepal from my own personal experiences.

<sup>3</sup> One of the biggest festivals of Hindu people in Nepal celebrated for 10 days in which goddess Durga Bhawani is worshipped and usually falls in October in Gregorian calendar

### Wrapping up the Discussion

I had a series of stressful but fruitful experiences during and after the study which were no less than a ride in a roller-coaster. In this paper, I have self-reflected the series of my memories and feelings associated with them from past from the current perspectives and applicable theoretical lenses. I thus expanded the theoretical understanding on the ground of self-realizations. I explored links among ethnoscapas, credentialism, new and intelligent urbanism and skills based technical education with respect to international job market.

My personal experiences helped me comprehend that the ethnoscape has become a common phenomenon for international students like me. In this regard, I was influenced by credentialism that is the value my society has put to the attainment of higher formal education that pushed me to go to the UK and acquire master's degree to uplift my position in society and strengthen my career. Thus, the global movements of students like me from urban places of Nepal have been provoked by credentialism and facilitated by the trend of ethnoscapas. Further, an interesting exploration I made was pertinence of the new and intelligent urbanism as another persuading factor for youths like me who choose to study abroad, and moreover, to settle there in the long run. I was deeply impressed with public services, respect for diversity in workplace and the community and moreover, value for competencies or skills. I noted the relevance of market based jobs mostly offered by technical educations in order to sustain and succeed over there.

My lived experiences and observations made me internalize how important it is to choose the subjects under technical education which are market based. Through analytic autoethnography, I presented the emblematic issues to illuminate the gap between 'what should be' and 'what is' with respect to my realization on the significance of technical education. I explicate that though the movement of credentialism-driven international students like me have been simplified opening the gateways for long

term settlements, it is essential to choose market based courses which are basically technical subjects. This is imperative to be successful either in developing country such as Nepal, or advanced economy like the UK. Through autoethnography, I was able to methodologically analyze my lived experiences of studying and living abroad from different theoretical lenses and advocate the scope of technical education throughout the world.

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## **ICT Pedagogy in Higher Education: A Constructivist Approach**

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### **Abstract**

*Information and communication technology (ICT) has been an integral part of pedagogy in educational institutions in general and higher education in particular. My focus in this paper is to see how ICT plays a role in constructing knowledge and improving learning in the higher educational institutions. The arguments are based on the review of existing ICT related literature, and in-depth interviews with few ICT pedagogy and social constructivist related educationists. So, the method applied is qualitative. First, ICT plays a role of a means to an end in the sense that it carries messages with higher level of accuracy. Second, it makes the interactions among the target group 'living' and creates the environment for effective learning. Third, ICT links the performers (teachers and students) in the learning groups cognitively and affectively to transform the unit of learning among the learners. This means that ICT plays a vital role in the part of the learners in which they are liberated from their teachers' dominance.*

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**Keywords:** Constructivist Approach; Higher education; ICT; Knowledge Building; Pedagogy,

### **Introduction**

In the recent decades, ICT has brought about unprecedented change in the society allowing people from distance to communicate in fix time using information technologies. Moreover, the websites of social network have also allowed us to be in contact. As a result, modern ICTs have created a "global village", where we can communicate across the world (Akkalwar, 2013). Moreover, Internet, World Wide Web as part of ICT has contributed to the quality of learning materials. Through ICT any number of learners from anywhere and at any time can easily have access to a large number of resources.

In this way, modern ICTs have supported individual and society for global reach. Similarly, Gulbani and Joshi (2012) mentioned that ICT is a potentially powerful tool for extending educational opportunities and it can provide remote learning resources.

Constructivism, a theory of human interaction into knowledge generation, has made its influences in many academic fields, like sociology, psychology, pedagogy and science. It believes that knowledge generation is possible only through interaction and discourses between and among individuals. Phillips (1995) argued that constructivism is possible through

various roles of a learner such as active learner, social learner and creative learner. He further argued that learning is a social construction which means we make meaning of knowledge only through interaction with others. Moreover, constructivists believe that knowledge can be created and recreated which demands active involvement of the learners to discover new knowledge (Pritchard & Woollard, 2010).

There are many forms of constructivism including personal constructivism, radical constructivism and social constructivism. Personal constructivism is based on Piaget's work that emphasizes learning on individual basis depending upon individual needs. This is considered as the expansion of Piaget's model of cognitive structures (Piaget, 1972). Radical constructivism, on the other hand, is based on the work of Ernst von Glasersfeld. This kind of constructivism deals with two principles: one, the knowledge is actively constructed and two, it is meaningful only through the organization of learners' experiences (Glaserfeld, 1995). The third form of constructivism is social constructivism, which is believed to be based on the work of Joan Solomon. According to him, knowledge held by individuals is always on the path of modification with social effects on it.

### Methodology

This research was purely qualitative in nature. I conducted in-depth interview with related experts in addition to the review of relevant literature. The review and the interview focused to answering my research question "How can we relate the current practice of ICT in higher education with social constructivism?"

### Findings and Discussion

Based on the data collected by interviewing my study participants, I came up with the two different themes namely ICT in Knowledge Building and ICT Pedagogy and Social Constructivism. These themes along with respective data and relevant literature are

presented and discussed as follows:

#### ICT Pedagogy and Social Constructivism

ICT seems pervasive throughout the learning endeavor in higher education, but it still requires intensive efforts to be meaningful in addressing the learners' need of learning in the present world. In this regard, one of my research participants offered me his experiences as follows:

*"There is not much use of information technology (IT) in the current practice of higher education in Nepal. But, it has taken its momentum. Basically, the Private higher education institutions have moved towards this direction. Moreover, Open Distance Learning (ODL) programs run by Universities and/or other Higher Education Institutions (HEIs) also use ICT in delivering its pedagogy to the students. So far, the interaction as such has not been promoted in regular classes where teachers use the "idle" technology, the PowerPoint presentation..."*

On the other hand, the application of ICTs in pedagogy, MOOC<sup>1</sup>, has made meaningful interaction with the students. Modular Object-Oriented Dynamic Learning Environment (MOODLE) has also been useful in the context in which students individually becomes active to interact with the system and with instructors.

Similarly, next participant said: "...Each knowledge should be revised and updated for 21st century. Moreover, the maximum potential of ICT should be used to investigate authenticity of the resources that are provided. ICT is a means and not an end. Information technology facilitates students to gain new knowledge, but it equally depends upon how to use it. In today's world ICT has been used to search for new knowledge. Countries with richer resources have been able to do this and countries with poorer resources are still struggling towards the direction....."

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<sup>1</sup> Massive Open Online Course

This explains that the use of ICT in HEI<sup>2</sup>s have definitely helped students understand the content. Again, simply understanding the given contents does not seem to be enough. A key question can be raised in this regard: has ICT contributed to better learning?

Next, it has also given opportunities to the students for asynchronous learning through recorded programs. In contrast to cognitive-constructivism, social constructivism emphasizes “collective-learning” where the role of teachers, parents, peers and other community members in helping learners and making learning fruitful. So, social constructivists also emphasize that learning is an active, contextual and social, (Tinio, 2002). Social constructivists talk about technology-adoption as a process of involving social groups into the innovation process where learning takes place on the learners’ experiences, knowledge, habits and preferences (Bondarouk, 2006).

Hussain (1999) described learning as a social process taking place in and outside the classroom. Classrooms are social bodies where students interact with each other and their instructors for knowledge construction. There seems to be a consensus among different constructivists like that learners construct knowledge through social interactions with each other.

### **ICT Pedagogy and Social Constructivism**

The concept of social constructivism has been introduced since 1990s. After that, research started on interpretive design and computer-based information systems had developed and penetrated into the society (Bondarouk, 2006). Along the continuum of objectivist/relativist to constructivist modes of pedagogy, learners find changing learning environments with ICT. There is one-way communication and actions of teachers rather than their interaction with the students (Young, 2003). On the other situation of social constructivist learning environments, learners follow self-designed, self-controlled and socially collaborative learning-tracks (Phillips, Wells, Ice, Curtis, & Kennedy 2008). The

middle stages of this continuum are characterized by a mix of both the absolute positions. Learner’s understanding depends upon the social and cultural context where the learning is happening. The notion of social constructivism is closely associated with the development theories of Vygotsky and Bruner and that of social cognitive learning of Bandura. Reality, knowledge and learning are three major concepts of social constructivism (Pritchard & Woollard, 2010, P-7).

While talking on social constructivists, reality is constructed through human activity, that is, knowledge is socially and culturally constructed and learning is a social process (Pritchard & Woollard, 2010). For all these assumptions, they see the role of communication to be vital only by which socially agreed ideas and social patterns can be understood (Kim, 2001). This includes the extension of the understanding of new information and activities among the group members (Rogoff, 1990). In social constructivism, learning is an exploration and discovery rather than a passive didactic approach in the classroom. It is multidimensional, as described by Young (2008), who mentions the application of knowledge in different contexts whether of experts or non-experts, how they construct, challenge and modify knowledge, and further how they challenged both forms within the community and from without (p.9) for learning meaning.

Likewise, Scardamalia and Bereiter (2006) state that students are not mere learners or inquirers; they are members of knowledge building community. In social constructivists’ perspective, classroom teaching is supported and facilitated by technology especially the telecommunication tools (Mumtaz, 2006). These tools provide student with opportunities for interactivity, a process of social learning. In this regard, Vygotsky believes that, “the classroom should provide variety of learning materials (including electronic) and experiences and the classroom culture provides the child with cognitive tools such as language, cultural history, and social context” (as cited in Driscoll 2000).

<sup>2</sup> Higher Education Institutions

The progress and development of educational pedagogy has interesting phenomena with the development of computer technology. It especially focuses on personal computer technology (Basturk, 2005). In these days, as the internet and World Wide Web have matured; the social aspects of learning as described by Vygotsky have become very useful for those who are looking to design educational projects for involving communicating audience (Lane, 2001). From the perspective of teacher development, Shulman (1986) sees the gap in knowledge growth in teaching and asks several questions: Where do teacher explanations come from? How do teachers decide?, what to teach? How to represent it? How to question students about it? How to deal with problems of misunderstanding? (p. 8).

From the perspective of social constructivism, on the other hand, learning is a collaborative process which is differentiated between two developmental levels. Distinguishing between these levels as actual development and potential development has resulted in Vygotsky's identification of the "zone of proximal development" (Vygotsky, 1978, p. 85). The zone of proximal development is the potential level of cognitive development which a learner acquires if he is provided with the appropriate support.

Furthermore, social interaction, a key component in the social constructivist pedagogy, is also significantly changed by the impact of technology (Ford & Lott, n.d). Then, major transition in communication media from speech to print and from video to electronic form has changed our means to create, record, store, distribute, access and retrieve information. As a result of these changes, the social interactions between students and students, and teachers and students have changed. At this context, students are no longer dependent on teachers as the main source of information. For this perspective "web-based environments are becoming important forums for joint problem solving, knowledge building and sharing of ideas" (Nevgi, Niemi, & Virtanen, (2006).

Prior to such development of technology, a social presence was communicated by dialogue and social clues such as facial expressions, non-verbal clues and inflection (Nevgi, Niemi, & Virtanen, (2006). Communications between and among the students, the teachers and the learning materials are the cornerstones of technology. Moreover, it demands a clear and concise interaction of the learners with technological devices (Desai, Hart, & Richards, 2008) in the distance education environment.

According to Hussain, (2012), higher education is considered to be an apex body in all educational systems. It mainly focuses on knowledge creation and its dissemination. Further, Hussain in his paper states that teaching, learning and research are considered to be the main activities in higher education. Besides, there are some interrelated and associated activities which seem to expand the outcomes and effectiveness of higher education. Such activities include instruction and instructional mechanism, learning activities, institutional environment and infrastructure, innovations and interventions etc.

### **Knowledge building with ICT**

ICT has also been contributed to building up knowledge profoundly. Scardamalia and Bereiter (2006) mentioned that knowledge building is also a kind of social constructivism. Further, they elaborated the knowledge building with the process of CSILKBE<sup>3</sup>. The difference between learning and knowledge building is visible. Scardamalia and Bereiter (2006) maintain that learning is an internal, unobservable process that results in changes of belief, attitude, or skill while knowledge building, by contrast, results in the creation or modification of public knowledge. In knowledge building pedagogy, all ideas are treated as improvable, and that idea improvement is its basic and explicit principle. Additionally, Scardamalia and Bereiter (2006) mentioned the perspectives of knowledge building with idea of "knowledge of knowledge". "A growing number of "knowledge societies" are joined in a

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<sup>3</sup> Computer Supported Intentional Learning to Knowledge Building Environment

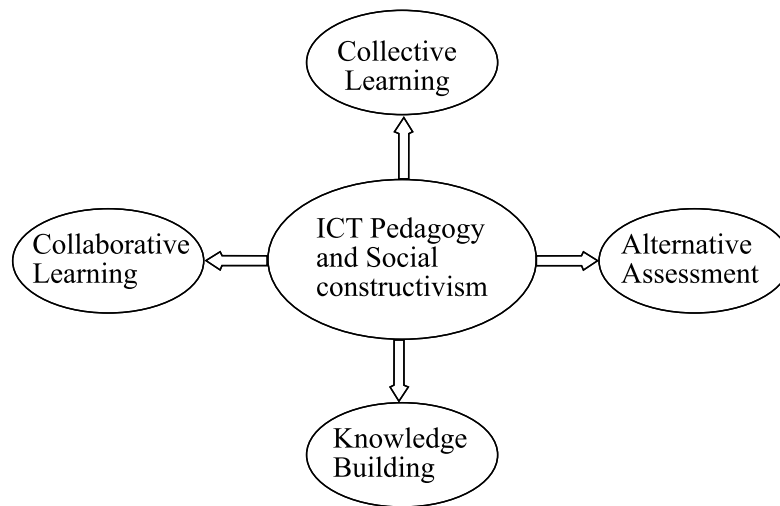
deliberate effort to advance all the specific knowledge” (p. 1).

As far as higher education is concerned, many researchers explain ICTs as a form of learning based on small groups in which contents are shared by using ICT to access, create, share, build and continually improve ideas of sharing and creating knowledge specifically in higher education. In the same way, Sfard (1998) maintains that learning processes have different possible metaphors: one is

an acquisition metaphor and other is a participation metaphor. The first one is a process of acquiring chunks of information, typically delivered by a teacher, while the second one is a process of participating in various cultural practices and shared learning activities.

Based on the data and discussions mentioned above, I came up with the following figure to elaborate the components of ICT pedagogy in social constructivism.

Figure -1. Components of ICT pedagogy in social constructivism.



## Conclusion

ICTs have been an essential tool to construct knowledge building in higher education. It helps students in constructing knowledge in their social periphery. ICTs are the demanding need in higher education particularly in the context of building up knowledge. The need of massive knowledge in the part of learners appears to be imperative due to their growing access to globalization. As a result, people seem to feel the need of new knowledge to meet their local and global requirements.

This paper, thus, focused to bring forth the role of ICT in building up new knowledge in higher

education. Based on qualitative research, there emerged two different aspects of learning in this regard. First, use of ICTs can be useful in constructing new knowledge in the way that it facilitate learners and teachers interact in a creative and meaningful way. Second, the learners use ICTs to make meaning of the contents and context of their own surrounding which becomes helpful to live their life in easy way.

For this kind of knowledge construction, they need to be in contact with the availability of the ICT tools that broadens their horizon in one hand, and update their knowledge on the other. It, therefore, seems essential for higher education institutions to consider ICTs not as a separate part of pedagogy, but

indispensable to the pedagogical process.

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