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Perception and Radio Listening Behavior in Pokhara
Kavita Shrestha

Research Management Cell
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Contents

Students' Perception towards Online Class in Enhancing Learning Capability during Covid-19 1-14
Rahan Singh Rai

Discourse of Disability, Policy and Research Agenda in Nepal 15-24
Madhusudan Subedi

Investment Behavior of Individual Investor towards Share Market in Pokhara 25-36
Dhruba Kumar Budhathoki

Virtual Media and Academic Socialization during Covid-19 Pandemic: A Study of School Adolescents in Pokhara, Nepal 37-46
Bhim Prasad Neupane

Impact of Search Engines in Guiding Students 47-54
Bhumika Tripathi
Sajeeb Kumar Shrestha

Madhesh Movement in 2015: Birgunj Metropolitan Perspective 55-68
Basudew Lal Karn

Perception and Radio Listening Behavior in Pokhara 69-78
Kavita Shrestha

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Students' Perception towards Online Class in Enhancing Learning Capability during Covid-19

[1]Rahan Singh Rai, M. Phil.

Abstract

The primary purpose of this study is to examine the students' perception towards online class during Covid-19 pandemic of Bhojpur Multiple Campus through the different dimensions of enhancing learning capability. Further, this study also seeks to explore the students' preference and how they manage the various devices during the online classes. Descriptive and casual research designs were employed in the study. The respondents of 103 were asked structured questionnaire based on five-point Likert scales. To analyze the collected data, the SPSS version 26, and the statistical tools such as frequency, percentage were used. Similarly, Cronbach's alpha were observed to test the reliability of items. Furthermore, Pearson's Correlation coefficient were used to examine the relationship between dependent variable, enhancing learning capability (ELC), and independent variables like learning commitment, device management, shared information understanding, and knowledge obtain. Multiple regression analysis was also performed to test the hypothesis. The study revealed that around 96.1% respondents have chosen mobile gadget for online class. Regarding the problem that faced during online classes, the majority of the respondent ticked "Net problem". Two major dimensions such as learning commitment and shared information understanding have a positive significant impact in enhancing learning capability of students during Covid-19.

Keywords
Covid-19
Online classes
Pandemic
Perception
Students

COVID-19 FOR THE first time originated in Wuhan city of China and had suddenly spread in the form of global pandemic disease until March, 2020 (WHO). After then, various part of the world get affected and experienced a lock down and thus enforced to close educational institutions for uncertain period. Around 70%

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of the world's students get affected and the physical form of class turned into online class (Giovanella, 2020).

In the context of Nepal, the first phase of Covid-19 was observed when the first case was seen and identified on January 25, 2020 when virus affected Nepali student returned from China. Even after then, Government of Nepal took action in slow way in its proper responses. It means, little latter, a country wide lock down declared on March 24, 2020 and it remained until July, 2020 (The Kathmandu Post, 2020, July 21). The spread of Covid-19 has become challenge to medical science and it shaped the world in such a way that in every aspect like economy, education, public health and thus human life made thinkable to manage it properly, especially, in the context of education sector of Nepal is affected severely by the pandemic.

With the declaration of lock down to control the Covid-19 pandemic outbreak, various educational institutions of the country switching their physical or face-to-face classroom teaching into online teaching. Tribhuvan University officially endorsed online class of M. Phil. students along with online class guidelines and circulated the notice to whole institutions of it. Accordingly, the Campus Administration of Bhojpur Multiple Campus, Bhojpur also started to work from beginning of Baisakh, 2078 to manage online class systematically providing online-id to students. And, at the end, the online class of bachelor degree of all faculties i.e. management, humanities and education of Bhojpur Multiple Campus started from Jesth-9, 2078. Thus, this study focuses on the perception of Bhojpur Multiple Campus students towards online class during Covid-19 pandemic. Specifically, the major objectives of the study are: 1. to examine the students' perception towards online class in enhancing learning capability, and 2. to explore the students' preferences and management of various gadget used during online classes.

Literature Review

Conceptual Review

Learning is an ongoing process and to get knowledge, it has no boundary and obstacles. In the critical situation of pandemic Covid-19 too, many more alternate way of teaching and learning methods/techniques such as radio, television, Zoom, google meet, teams etc. were came into existence and thus, educational institutions remained success to continue the distance learning or online class, as a result, none of the students lost their academic session.

Online learning. Online education comprises of using internet and computers networks as a medium of delivering/disseminating knowledge package. In the world history, the spread of online education evolved since 1980s through the development of the internet and existence of giant companies that administered as a medium to provide worldwide training programme to all employees (Rudestam & Schoenholtz, 2002).

There are several features of online learning. Among them, some of structured learning i.e. prepared by teacher; community of inquiry i.e. the way of transferring knowledge between teachers and students; collaborative learning/ relationship learning between students and teacher, etc . In this scenario, no doubt, online learning provide a true path for the students and their accessible in learning activities.

Perception towards online class. Perceived world is different world, it means looking differently at different things. Past studies have documented the perception of students regarding online class in two ways i.e. favorable and unfavorable perception. Basically, instructor/teacher's interactions with students has considerable impact during online class of their perceptions. Regarding favorable perception, students choose online classes as the best way to create an interest for active involvement than physical class (Cole, 2016). Similarly, online classes improves students' academic performance as compared to face-to-face learning (Huang et al., 2014). On the other hand, unfavorable perception indicated that several students disagree with their Online learning due to occurrence of vital problem as eye fatigue (Hase, 2009).

However, there was no significant difference between online class and physical class with respect to students satisfaction and also, supported the real fact that online learning will become effective as face-to-face class if it is managed systematic and appropriately (Adem et al., 2012). It indicates that online class is a perfect substitute for traditional/physical class if they are managed appropriately. In the context of Nepal, the effectiveness of Online learning has became an important part of the education system.

Attributes of enhancing learning capability. Organizational learning involves learning capability as a set of instructional rules and it defined as the acquisition of knowledge that precedes to key features of system of organization (Levitt & March, 1998). Similarly, it can be defined as strategic learning capability under which firm proficiency at deriving knowledge from previous strategic actions and after then it leverages knowledge to adjust firm's strategy (Pietersen, 2002). In the field of enhancing learning capability, the researchers (Barr, 1998; Thomas, 2001) have started work seriously of the contributors to, and the contexts that enhance knowledge through different dimensions.

Learning commitment. Organizational commitment as a learning commitment has been conceptualized as an attitudinal and normative perspective (Morrow, 1993). Regarding attitudinal perspective, affective commitment/psychological attachment formed by a concerned employee in relation to his/her involvement with the organization. On the other hand, normative perspective follows employee commitment to continue working for firm based on cost-benefits of organization (Allen & Meyer, 1990). In the present study, learning commitment is characterized as attitudinal perspective of students' willingness to exert effort regarding 0nline learning.

Device management. Device includes hardware devices such as mobile phone, laptop, computer etc., and also, virtual machine can be treated as device. Device management itself is managing computing network, mobile phone, laptop, and upkeep its minor maintenance too. In short, it is the process to manage and maintain a physical/virtual gadget such as laptop, cell phone, computer, etc. In this study, device management is considered as various electronic gadget, and how the students manage such gadget effectively during their online classes.

Shared information understanding. Regarding the shared communication, and information understanding, it empirically tested the argument that the gain of experience and understanding of appropriate knowledge (Joshi et al., 2004). In this study, to examine the shared information understanding during online classes, students were asked what the teacher was teaching and whether the students, and teacher could understand each other while sharing information.

Knowledge obtain. Knowledge is a set of justified beliefs that enhances stakeholder capability for effective action (Nonaka, 1994). This definition gives emphasis on importance of an individual perception towards knowledge obtained. Actually, knowledge flows, which may be supported by knowledge management process and various tools and thus, they provide the integrative ability of knowledge from individual to group to organizational level (Grant, 1996). This study presents how the students' obtained knowledge about teacher's way of teaching, knowledge about power point presentation, net etiquettes, uses of information technology tools etc. during their online classes.

Empirical Review

Basically, internet and online media can be used to carry out for distance learning and teaching activities (Eldeeb, 2014). On this matter, obviously, at very beginning, teachers and students both face some difficulty and uncomfortable because of management of electronic device. Similarly, students may not cooperate and feel serious during online class as teachers have less control on it (Zhang, 2020).

Regarding the perception of the students, Abbasi et al. (2020) found that 77% students had negative perception towards e-learning. In the context of electronic gadget that used during the online classes, a research study of Koirala et al. (2020) found that the most commonly used device for attending online class was mobile phone. Around 51.9% students used that device because of easy access and availability of such gadget. It made possible students to attend the online class. Similarly, in the same study, it was found that 2/3rd of the students i.e. 63.2% were satisfied from the online classes. Also, it seem that overall, 54.10% got negative perception towards online classes during Covid-19.

Almarabeh (2014) found that the students were qualified to use and accepting the electronic learning model with desire to apply it in more advanced and valued manner which shows that perceived value was the strongest and significant determinant of students attitude towards E-learning. Similarly, Ganeser (2020) reported that students had active involvement, and were agreed that online classes enhanced their communication skills, and also side by side, increased their creativity during online classes.

Muthuprasad (2020) explored that majority of the students were preferred to use mobile phone for attending online classes. In the same study, it was found that students preferred to record classes with quiz at the end of each class to improve online learning effectiveness. Review through the lecture teaching method, Nugroho et al. (2020) found that around 80% of students marked that they did not like online class model due to difficulties they faced. Even the outcome of the questionnaire found a positive perceptions on the use of Google classroom and Omega T.

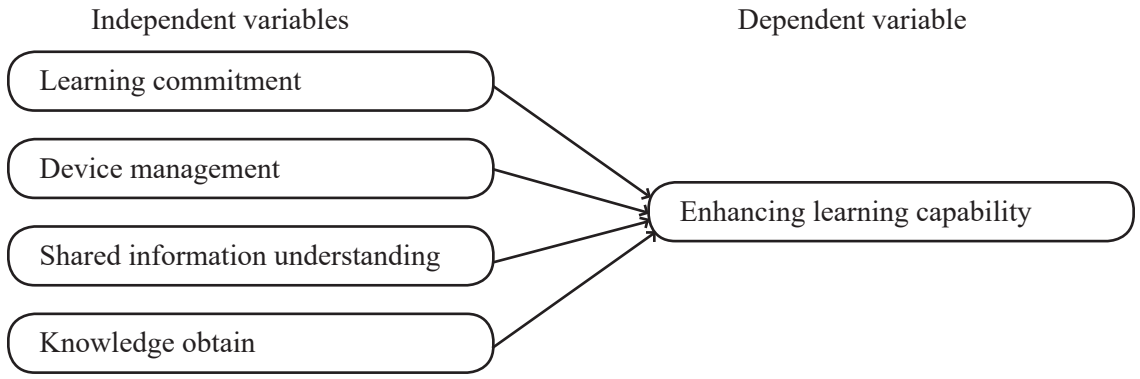
Theoretical Framework

The survey was conducted among the students of bachelors level who were taken the online classes during pandemic Covid-19. This study mainly examines the perception of students towards online classes in enhancing learning capability. Thus, theoretical framework is based on dependent variable i.e. enhancing learning capability and independent variables- learning commitment, device management, shared information understanding and knowledge obtain, illustrat-

ed in Figure 1.

Figure 1

Theoretical Framework



Hypothesis

H_1: The more learning commitment, the more enhancing learning capability (ELC).

H_2: The better and easy access of device management, the greater influence of enhancing learning capability.

H_3: The more shared information understanding, the more enhancing learning capability.

H_4: The more knowledge obtain, the greater influence on enhancing learning capability.

Research Methods

Research design. This study is mainly based on descriptive and casual research designs. Questionnaire survey was used to examine the students' perception towards online class. The survey data were collected from the structured set questionnaire.

Population and sample. The target respondents for this study were the bachelors level students of Bhojpur Multiple Campus, Bhojpur and thus, the population comprised whole students who were studying or enrolled and obtained Online class-identity either Management Faculty or Education or Humanities Faculty on or before the starting of the online class i.e. Jestha 9, 2078. Till that period 543 students obtained identity of online class from Information Officer; Examination Section, Bhojpur Multiple Campus. Regarding the sample size of what size of sample would be adequate for a survey, it was prescribed and suggested that 'as many as necessary' instead of 'as many as possible' (Rugg & Petre, 2007). In this study too, 121 questionnaire were distributed to the respondents. Among them, 14 were not returned and 4 were rejected due to incompleteness. In the net count, a survey was conducted among 103 respondents.

Nature and sources of data. This study basically used primary data. The primary data were collected by conducting structured questionnaire survey based on 5-point Likert scale as well as questionnaire with close ended questions distributed to obtain the information about the management of devices during the online class.

Instruments of survey. Structured questionnaire was the survey instrument which is classified into four sections. The preliminary section included general introduction of the study. Section-A mostly comprised the demographic variables. Likewise, Section-B included close ended questions and the final Section-C included 5-point Likert scales questions.

Methods of analysis. The reliability were tested for internal consistency for each variables. Table 3 depicted clearly about the fair degree of reliability. Similarly, correlation and multiple regression analysis were conducted to depict the association between independent variable and dependent variables. Basically, SPSS version-26 was applied to obtain the value of the above analysis tools.

Based on the theoretical and empirical review, the regression model has been developed and presented in Equation (i):

$$ELC = \alpha + b_1 LC_1 + b_2 DM_2 + b_3 SIU_3 + b_4 KO_4 + \varepsilon \quad \ldots\ldots\ldots\ldots\ldots\ldots \text{(i)}$$

Where,

ELC = Enhancing learning capability

LC = Learning commitment

DM = Device management

SIU = Shared information understanding

KO = Knowledge obtain

The operational definition of above dimensions as below.

Enhancing learning capabilities. It indicates guiding principles about learning, role for learning and systems (Leonard-Barton, 1992).

Learning commitment. Learning commitment indicates the commitment from the student side. Since, it is an ongoing connection, based upon desire and a preparedness to invest in focusing that connection (Allen & Meyer, 1990).

Device management. It is the process of managing and maintaining of a physical/virtual device/gadget. It includes various tools for the maintenance of a computing, mobile, network, etc.

Shared information understanding. It indicates the extent to which the norms, philosophy, problem solving, work values and prior work experience of a dyad are similar (Nelson & Cooprider, 1996).

Knowledge obtain. It indicates that one should get knowledge through reading, investigation, observation etc. Furthermore, it cleared from conceptual review too.

Results

Respondent Demographic Profile

Demographic profile of respondent includes gender, faculty and year they study.

Table 1

Demographic Information of Respondents

Respondent type	Frequency	Percent	Cumulative percent
Gender:			
Boy	34	33	33
Girl	69	67	100
Faculty of student:			
Management	52	50.5	50.5
Humanities	4	3.9	54.4
Education	47	45.6	100
Year:			
First	80	77.7	77.7
Second	15	14.6	92.2
Third	8	7.8	100
Total	103	100	

Source: Questionnaire Survey, 2078

Table 1 presents that out of 103 respondents, the majority was of girls i.e. 67% with compared to 33% of boys. Faculty wise, the majority of sample/respondents study management faculty i.e. 50.5%, followed by education faculty i.e. 45.6%. The most remarkable thing was that only 3.9% respondents was from humanities faculty. From overall faculty wise sample, majority of respondent was from First year i.e. 77.7% followed by Second year and Third year 14.6 % and 7.8 % respectively.

Descriptive Analysis of Close Ended Questions

The descriptive analysis of close ended questions are presented in Table 2.

Table 2

Objective Type Questions

Questions and options	Frequency	Percent	Cumulative percent
Device that I used during my online class:			
Mobile	99	96.1	96.1
Laptop	4	3.9	100
For the proper management of devices, I got inspiration from my:			
Parents	32	31.1	31.1
Teacher	27	26.2	57.3
Friend	13	12.6	69.9
All of the above	31	30.1	100

Mostly, I faced the problem during my online class:			
Electricity problem	44	42.7	42.7
Net problem	58	56.3	99
Device hangs	1	1	100
Alternate way that I managed in case of electricity cut off during my online class:			
Solar back up	13	12.6	12.6
Data back up	57	55.3	68
Other back up such as battery	7	6.8	74.8
None	26	25.2	100
Either Ncell or Wifi	31	30.1	68.9
Either NTC or Ncell data	32	31.1	100
Alternate way that I managed in case of internet problem during my online class:			
Either NTC or Wifi	40	38.8	38.8
Either Ncell or Wifi	31	30.1	68.9
Either NTC or Ncell data	32	31.1	100
I often tried to solve the seen problem of my devices:			
Immediately after the online class of that period	8	7.8	7.8
During the online class	57	55.3	63.1
After the finished of all online class of that day	20	19.4	82.5
Not faced such problem	18	17.5	100
Total	103	100	

Source: Questionnaire Survey, 2078

The questions were asked to choose the device that respondent used during online class providing four options. Out of 103 respondents, 99 students i.e. 96.1% have chosen mobile for online class, followed by laptop users i.e. 3.9% only. Unfortunately, none of the respondent were desktop users.

Similarly, descriptive result regarding the question from where they get inspiration to manage the devices during online classes, 31.1% respondent said from parents, 26.2% said from teachers. Likewise, 12.6% were inspired by their friends. Compared with above options, 30.1% were inspired by 'all of the above'. When the questions were asked to tick the problem they faced during online classes, the majority of the respondent i.e. 56.3% ticked "Net problem", followed by "electricity problems" 42.7%, and interestingly, one of the respondent among 103, said the problem as "Device hangs".

Regarding the question about alternative way they managed in case of electricity problem, majority of the respondent i.e. 55.3% managed 'Data back-up', followed by 'None' i.e. 25.2% indicates that they missed the online class of that day. Similarly, 'Solar back-up' and 'Other back-up such as battery' managed respondents were 12.6% and 6.8% respectively. Furthermore, question

were asked what alternate way that they managed in case of internet problem. In which, 38.8% respondent managed 'Either NTC or Wifi', followed by 'Either NTC or Ncell' i.e. 31.1%, and 'Either Ncell or Wifi' i.e. 30.1%.

The question regarding solving the seen problem of their devices during online classes, 55.3% respondents solved such problem during the online class only, around 19% respondents solved the problem after they finished of all online class of that day. However, 17.5% respondent did not faced such problem and around 8% solved the problem immediately after the online class of that period.

Reliability Assessment

Reliability assessment is done to confirm the internal consistency of the Likert scale questions in Table 3.

Table 3

Cronbach's Alpha Reliability Index

Constructs	No. of items	Cronbach's Alpha
Enhanccing learning capability	5	0.91
Learning commitment	5	0.87
Device management	5	0.87
Shared information understanding	5	0.84
Knowledge obtain	5	0.85

Source: Author's calculation using SPSS software.

Cronbach's Alpha reliability for each variables were calculated to check internal consistency. Nunnally (1978) suggested that over 0.7 is considered to a good acceptable level of reliability. Table 3 shows the overall alpha value for each variable is more than 0.7 and thus, indicates fair degree of reliability.

Relationship between Variables

The relationship between dependent and independent variables under study are measured by Karl Pearson's correlation coefficient in Table 4.

Table 4

Correlation Matrix

Variables	ELC	LC	DM	SIU	KO
Enhancing learning capability	1				
Learning commitment	.558**	1	.		
Device management	.338**	.647**	1		
Shared information understanding	.542**	.729**	.696**	1	
Knowledge obtain	.454**	.665**	.691**	.825**	1

** Correlation is significant at the 0.01 level.

Source: Author's calculation using SPSS software

Correlation analysis has been done to identity the magnitude and direction of relationship between the dependent and independent variables. It has been explained by using Pearson's Correlation Coefficient. Table 4 clearly depicts that the correlation coefficient between dependent variable Enhancing Learning Capability and other four independent variables found 0.558, 0.338, 0.542 and 0.454 respectively. It indicates that they are positively correlated. The p-value recorded to be 0.000 which is highly significant. Therefore, it can be concluded that there are positive and significant relationship between enhancing learning capability and learning commitment, device management, shared information understanding, and knowledge obtain.

Students' Perception towards Online Class

Students' perception towards online class enhancing learning capabilities is presented in Table 5.

Table 5

Coefficient Analysis

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	Collinearity statistics	
	B	Std. error	Beta			Tolerance	VIF
(Constant)	8.24	1.37		6.03	0.00		
Learning commitment	0.34	0.11	0.40	3.27	0.00	0.43	2.34
Device management	-0.15	0.09	-0.19	-1.55	0.12	0.44	2.26
Shared information understanding	0.30	0.13	0.37	2.32	0.02	0.25	3.97
Knowledge gain	0.01	0.13	0.01	0.07	0.95	0.29	3.44

a Dependent Variable: Enhancing Learning capability

Source: Author's calculation using SPSS software

Regression coefficient of learning commitment is 0.34 which indicates that one unit increase in learning commitment, the average influence shows on enhancing learning capability will increase by 0.34 units.

Regression coefficient of device management is -0.15 and has negative relationship with enhancing learning capability and p-value 0.12 (0.05). It denotes that one unit increase in device management affect 0.15 unit negative change in enhancing learning capability. But the result is not statistically significant at 5% level.

Likewise, regression coefficient of shared information understanding is 0.30 and it depicts that one unit increase in shared information understanding, the average influence on enhancing learning capability will increase by 0.30 units.

On the other side, knowledge obtain has positive relationship with enhancing learning capability with regression coefficient 0.01 and p-value 0.95(0.05) and it depicts that one unit change in knowledge gain, affects 0.01 units positive change in enhancing learning capability. Again, the result is not statistically significant at 5% level.

Hypothesis Testing

Based on correlation and regression analysis, the hypotheses of the study were analyzed.

Table 6

Hypothesis Testing

Hypothesis	Variables		Beta value	t-value	p-value	Decision
	Independent	Dependent				
H_1	Learning Commitment	ELC	0.40	3.27	0.00	Accepted
H_2	Device Management	ELC	-0.18	1.55	0.12	Rejected
H_3	Shared Information Understanding	ELC	0.37	2.31	0.02	Accepted
H_4	Knowledge Obtain	ELC	0.01	0.06	0.94	Rejected

H_1: The more learning commitment, the more enhancing learning capability.

The correlation matrix outcomes shows that the positive relationship between enhancing learning capability and learning commitment at 1% significance level. Also, the regression analysis outcomes, learning commitment was found to be significant contribution to enhancing learning capability at p-value 0.00(0.05) and thus, H_1 was accepted.

H_2: The better and ease access of device management, the greater influence on enhancing learning capability.

According to correlation analysis result, there was positive relationship between enhancing learning capability and device management at 1% level of significance. Furthermore, the regression result explained that device management was found no fully supporting to enhancing learning capability, since the p-value 0.12(0.05) . Thus, H_2 was rejected.

H_3: The more shared information understanding, the more enhancing learning capability.

The correlation result depicted the positive relationship between enhancing learning capability and shared information understanding. Furthermore, the regression outcomes found that shared information understanding provided significant contribution to enhancing learning capability, since p-value 0.02(0.05) and hence, H_3 was also accepted.

H_4: The more knowledge obtain, the greater influence on enhancing learning capability.

The outcomes of correlation matrix has shown the positive relationship between knowledge obtain and enhancing learning capability, since it is significant at 1% level. Again, the outcomes of regression analysis show that knowledge obtain was found no significant supporting to enhancing learning capability at p-value 0.95(0.05) and hence, H_4 was rejected.

Discussion

The present study was fully directed with the objective of findings that assessed the perception of students towards online class in enhancing learning capability. Based on 103 respondents of Bhojpur Multiple Campus as sample, this study was conducted. Regarding the students preference and management of gadget during Online classes, the findings of study reveals that around 96.1% respondents have chosen Mobile gadget for Online class and this result is supported by the result of past research conducted by Koirala et al. (2020) which has found majority of the respondents i.e. around 52% used mobile phone to attend the Online class. Similarly, this finding is also supported by the study conducted by Muthuprasad (2020), explored that majority of the students were preferred to use mobile phone for attending online classes.

Furthermore, regarding the problem faced by the respondents during their online classes, the findings shows that the majority of the respondent ticked "Net problem". Likewise, to solve the seen problem of the devices during online classes, the findings reveals that the majority of the respondents solved such problem during the online class only and these results also supported by the past research conducted by Ganeser (2020) who found that students were actively involved and agreed that online classes enhanced their communication skills.

After the observation that made through correlation analysis, found that there are positive and significant relationship between enhancing learning capability and learning commitment, device management, shared information understanding, and knowledge obtain as the p-value recorded to be 0.000 which is highly significant. Overall, the findings in this regard supports the research conducted by Almarabeh (2014), found that the students were qualified to use and accepting the electronic learning model and perceived value were the strongest and significant determinant of students attitude towards E-learning. Learning commitment and shared information understanding significantly explain the enhancing learning capability among the students of Bhojpur Multiple Campus.

Conclusion

Online class remained an efficient tool and solution taken by educational institutions in Nepal during pandemic Covid-19. This study mainly focused on students' perception towards Online class the key findings indicate that there exist strong positive and significant relationship between learning capability and learning commitment, device management, shared information understanding, and knowledge obtained. Furthermore, another major findings reveals that the mobile phone is considered as one of the preferred gadget during online classes.

Overall, the study results bring valuable implications and idea to the institutions, decision makers, or different stakeholders about the e-learning, specially, during pandemic diseases such as Covid-19 and its challenges. This study is carried out considering only attitudinal perspective of students' perception towards online class during Covid-19. That's why the findings of study may not be observable equally and over the time period. Similarly, the study has not attempted to examine the linkage between the enhancing learning capability and the management of various gadget with respect to the respondent family income status.

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Discourse of Disability, Policy and Research Agenda in Nepal

[1]Madhusudan Subedi

Abstract

About 15 percent of people in the world are estimated to have some form of disability. This paper briefly describes the global state of disability and key issues, compares the medical and social model of disability, and highlights the disability situation of Nepal. It looks into the national policy on disability and emphasizes disability related research agenda in Nepal. The findings showed that the existing disability related policies and standards are not implemented properly. Media could play a vital role in the successful implementation of policy and strategies, and disseminate positive stories about people with disability and their families. To generate evidence, research on the various dimensions of disability is a must. Disaggregated data become helpful to estimate the size of target groups for both medical and social support at the national as well as local levels.

Keywords
Disability prevalence
People with disability
Policy and practice
Research agenda

DISABILITY, A COMPLEX multidimensional experience, constitutes numerous challenges for measurement (Subedi, 2012). Approaches to measuring disability vary across countries and influence the results (WHO & the World Bank, 2011). Operational measures of disability differ according to the rationale and use of the data.

Since the 1970s, the international disability rights movement organizations, the United Nations (UN) and national governments have attempted to improve the status of the People With Disability (PWD) through advocacy and various policies and judicial measures, mainly in the areas of education, health, work and employment, infrastructure and social security. The concept of disability has shifted from individual impairment to a more social phenomenon. Responses to disability have undergone a drastic transform in

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recent decades (Ferguson, 2002; Dermott, 2003; Berhanu, 2011). The role of environmental barriers and discrimination in contributing to poverty and exclusion is now well recognized (Barnes & Mercer 2005, Crow 2010).

It will be counterproductive to generalize disability without adequate attention. PWD have diverse personal and social factors. People with intellectual disability or mental health conditions appear to be more disadvantaged in many settings than those who experience visual or physical impairments (Van Brakel, 2006). People with more severe disabilities often face greater deprivation. Gender, age, socio-economic status, occupation and ethnic background are important social factors (Thomas, 2006; Shakespeare, 2006). There social factors can be facilitators and barriers for activity limitations and participation restriction to PWD.

Nepal is a signatory to the UN Convention on the Rights of Persons with Disabilities (UN-CRPD) that was approved by the General Assembly in 2006 (Kanter, 2006). The discourse in the disability sector in Nepal has basically shifted from assistance and health safety to human rights (WHO 2017, Borras & Mohamed 2020). Although a number of Nepali researchers, activists and policymakers are engaged in path-breaking work on disability, it remains peripheral within the broader research and advocacy (Landry et al., 2016).

During COVID-19 certain groups have been excessively impacted. The COVID-19 pandemic created new challenges and exacerbated existing barriers to people with disability (Cochran, 2020). This paper highlights five issues. First, it briefly describes the global state of disability and key issues. Second, it briefly compares the medical and social model of disability. Third, it highlights the disability situation of Nepal. Fourth, it critically examines the national policy on disability, and finally it a proposal of disability related research agenda in Nepal is presented.

Global Picture of Disability and Key Issues

In 2011, WHO and the World Bank published the firstever World Report on Disability, estimating that 15% of the world's population experience some type of disability; with 80% of these people living in low-income countries (WHO & the World Bank, 2011). This report is highly recommended reading for anyone interested in a global view on disability and should be required reading for any students in medicine, nursing, public health and social sciences. The report requests the policy makers to improve the existing data, policies and programs related to disability (Krahn, 2011). The recommendations mentioned in the report are topic focused, progressive and feasible to execute the recommendations (Bickenbach, 2011).

The number of PWD is growing. Since life expectancy at birth has significantly increased in almost all countries, the risk of disability at older ages is also increasing (Ćwirlej-Sozańska et al., 2019). The prevalence of non-communicable diseases such as diabetics, cancer, cardiovascular problem and mental disorder are in increasing order that result in various types of disabilities. Road traffic accidents, natural disasters, dangerous work conditions, political conflicts, unhealthy dietary practices, poor access to health care services and substance abuse contribute to increase the disability cases (Krahn, 2006; Beaglehole et al., 2011; Heslop et al., 2014).

Despite being a fair number, issues of PWD are often underestimated. They regularly face discrimination and exclusion from healthcare, education, work and employment, and community

(Galabuzi, 2004). PWD are among the poorest and most vulnerable, their needs are often overlooked by governments and by international organizations. Efforts to reduce poverty can only be effective if we include people with disabilities (Stapleton et al., 2006).

Disability covers a great variety of situations.PWD are not a homogeneous group and there are significant inequalities among PWD. Economically and socially disadvantaged, women, children, and old people are more likely to experience disability than others. For example, women and girls with disabilities experience double discrimination on account of their gender and their disability, and are also particularly vulnerable to violence and abuse (Thiara et al., 2011). School enrolment rates also differ based on severity of disability status. Children with physical disability and their family face less problems compared to those with intellectual disability. Those most excluded from the labor market are often those with mental health issues or learning disabilities (Ditchman et al., 2016).

The social and economic expenses of disability have significant impact in personal and family life but hard to calculate (WHO & the World Bank, 2011). They include direct and indirect expenses. Some expenses are borne by PWD and their families, friends, relatives and employers, and some by society and state. Information on the cost of disability is important for the design of disable-friendly programs.

During the last decades, there has been discourse and reconsideration in the conceptualization of disability. Various international policies and legislation are developed and implemented in different countries. A growing number of issues related to PWD are started to take seriously. Disability is taken as a social issue.

Medical and Social Model of Disability

The medical model of disability largely focuses on provision of clinical and rehabilitation services. It is viewed almost exclusively as an individual medical problem or personal tragedy (Brisenden, 1986). This perspective highlights that the impairments should be fixed or changed by medical or other treatment and rehabilitation. This model looks at what is wrong with the individual and not what the individual wants. This model emphasizes the need and support of assistive devices and medical support to PWD (Ringland et al., 2019). The role of health professional is to improve health condition of the PWD and make their life more normal.

Anthropologists and sociologists highlight that societal response to people with impairment of long-term health conditions vary considerably across time, culture and location and the nature of the state policy (Ingstad & Whyte, 1995). The social model of disability highlights the systemic barriers, negative attitudes and exclusionary practices as contributory factors in disabling people (Terzi, 2004). This view highlights disability largely through social perspectives and opens the disability issue an interdisciplinary domain of research. It intertwines with the activist agenda of the disability rights movement (Shakespeare, 2006). The social model of disability stresses public participation of disabled persons attempting to make their lives as close as possible to the ordinary conditions of life in society (Oliver, 2013). Social model of disability emphasizes the obligations of individual, groups and the state to address the rights of PWD by removing legal, physical and social barriers to their inclusion in society.

The medical model and social model are often presented as mutually exclusive, but this is not the case in real situation. Disability should be viewed neither as purely medical nor as purely social. A fairly balance approach is required, giving proper weight to the different aspects of disability. For this, capability framework developed by Amartya Sen and others that include the relationship between social barriers and individual limitations would better fit (Robeyns, 2005; Mitra, 2006). This framework highlights the autonomy, importance of freedom and social satisfaction as a measure of well-being (Burchardt, 2010).

Disability Situation in Nepal

Nepal incorporated disability component in its Census in 1971 and continued in the 1981 Population Census. The 1991 Census did not incorporate the question on disability directly. In the Census of 2001, the question on disability was again included and it has been continued in the Population Census of 2011. Similarly, the Nepal Living Standard Survey (NLSS, 2010/11) has also collected information about disability and its types and reported disability rates (CBS, 2011).

Systematic survey into prevalence and determinants of disability in Nepal is lacking although it is an important public health problem and human right issue. The Disability Survey of Nepal 2001 reported the prevalence of disability as 1.63%, whereas the Population Census of 2001 reported the prevalence of disability as only 0.46% of the total population of Nepal (Khanal, 2014).

The National Census 2011 reported that 1.94% of the total population of Nepal is living with some kind of disabilities, whereas the National living standard survey report (NLSS) 2011 has claimed it to be 3.6%. However, both figures are quite low as compared to the 15% disability prevalence rate claimed by WHO and World Bank in the World Report on Disability (2011). These figures are in sharp contrast to studies carried out by specific impairment groups (Subedi, 2012).

The differences found in various researches are mainly due to differences in operational definition of the disability and categories used in the research. Social stigma and discrimination attached to various types of disability are also important factors related to prevalence of disability (Subedi, 2018).

National Policy on Disability

In the past, people believed disability as part of their destiny or the punishment of the god for the immorality committed in the past life (Eide, 2016).Such concept in society has been minimal with the advancement of medical sciences and global knowledge on disability.

Historically, disability in Nepal is linked with unqualified personality to perform certain roles. The first legislation related specifically to disabled people in Nepal was the Disabled Persons Act (1982). The Constitution of Nepal 2015 has given high importance to the protection and promotion of human rights, including the rights of persons with disabilities (Nepal Law Commission, 2015). The Constitution has safeguarded the rights of individuals and groups in an inclusive manner, and ensures the inclusive representation of marginalized and vulnerable persons, including persons with disabilities. It allowed for the participation of persons with disabilities at the

local and national levels, including in Parliament. This was a major milestone in Nepal's democratic transition. Persons with disabilities were mainstreamed in the political and development process. The Constitution, therefore, provided for the robust protection of the rights of persons with disabilities in line with the International Conventions (Nepal Law Commission, 2015; Baral, 2018).

The Constitution has guaranteed comprehensive sets of rights, specifically referring to persons with disabilities, and had set out special provisions to ensure their access to education, social justice and proportional representation in local bodies. It ensured that every person lived with dignity and strictly prohibited discrimination on the basis of disability.

The Disability Rights Act of 2017, which replaced the Disabled Persons Welfare Act of 1982, has made a significant departure from the welfare-based approach to the rights-based approach to disability (Nepal Law Commission, 2018). The Act fully recognizes the principles on which the Convention was founded. It has widened the definition of persons with disabilities in line with the Convention, and it recognized the intersectionality within disability, eliminated derogatory narratives and criminalized the use of such narratives.

Nepal has been implementing some major programs to protect the rights of persons with disabilities, such as the community-based rehabilitation programs, awareness-raising campaigns, support in the production and distribution of assistive devices, grants to the organizations of persons with disabilities, distribution of identity cards and social security allowances, tax exemption for assistive devices and vehicles, building codes for improved accessibility, representation of persons with disabilities in all three tiers of the Government, inclusive access to education, health services, and affirmative action in employment (Baral, 2018).

Both the Constitution and the laws have ensured the right to life, equality and non-discrimination, equal protection, freedom of movement, free education, medical facilities, freedom of opinion and expression, freedom from torture, personal integrity, social security, employment opportunities, and access to justice.

The issues related to PWD in Nepal include both basic services and social supports. They need support related to assistive technologies, basic nutrition, education, work and employment and other issues of survival. At the same time they should get social support for their dignified life and living.

Although disability pensions and other minimal welfare measures are provided to PWD by the government of Nepal, support to families caring for an adult with disabilities policy is yet to be developed.

PWD are not fully aware about their rights. Extremely embedded stereotypes towards PWD are still aggravating prejudiced practices towards them (Gurung, 2019). There are still misconceptions within the Government regarding PWD as rights holders. Government of Nepal still has to make policies more human rights friendly. There is insignificant representation of PWD persons in the political arena. In terms of access to justice, PWD still lack interpreters. Likewise, inaccessibility of essential medicines has caused problems in the treatment of PWD in various health facilities. Those PWDs who belong to weaker sections of the society, namely the Dalits and the poor and marginalized, still face violations of multiple rights (Schedin, 2017).

Although negative narratives about disability have undergone change, social attitudes to-

wards disability are still a challenge. PWDs should organize themselves and raise their collective voice (Schedin, 2017; Gurung, 2019). Sexual and any other kind of violence against PWD should be taken seriously and severely punished.

2020-2021 was a very tiring year due to COVID-19's transmission all over the world (Pant et al., 2020a; Pant et al, 2020b). We still struggle today to get rid of it. COVID-19 was more challenging for people with disabilities who have had to deal with challenging issues in their daily life (Cochran, 2020; Dickinson & Yates, 2020; Pant et al., 2021).

People with disabilities in Nepal are badly affected by the COVID-19 pandemic and their lives have been put at threat due to the sudden and disorganized nationwide lockdown by the Government of Nepal. People with disabilities are not a homogenous group and, therefore, their wants or necessities differ based on their severity of disability and economic condition (Pant et al., 2020). For example, PWD faced uncertainty about education with learning from home. The family members faced additional pressure due to school closure and inability to leave the home may have long term impacts on other services such as mental health and family violence (Poudel & Subedi, 2020; Banks et al., 2021).

Research Agenda in Nepal

National level disaggregated data is a must for increasing public understanding and knowledge about disability issues and agenda of PWDs. National population census should give adequate attention to the disability related data. Likewise, Nepal Living Standard Survey and Nepal Demographic and Health Survey should include adequate and internationally comparable questions related to disability.

A dedicated disability survey can provide comprehensive information on disability characteristics. The data from such surveys become helpful for developing evidence-based policy and program. Digitalization of information from the national level surveys and their proper management advantages the projections of availability of disability related data that avoids the duplications of the activities, saves financial and human resources for evidence-based planning and policy making at the national as well as local level.

Perceptions, knowledge, beliefs, and practices about disability vary from society to society and across time. Community-based researches on such issues are vital to identify the gaps in public understanding which can be changed through education and public information. Research on quality of life and well-being of people with disability provides the perspectives of PWD and their expectations.

Needs of PWD for health and wellbeing, economic and social security, and special needs to develop skills and live their communities should be explored systematically. Such study would help to identify the barriers to participation and identify the key challenges and areas of improvement in laws, policies, and organizational and social environments. Findings of the research would be helpful to formulate the context specific programs and sure that PWD participate equally in education, health, work and employment and livelihood options.

The academic institutions in Nepal should prepare capable human resources to conduct various dimensions of research on disability in social sciences (sociology, anthropology, and eco-

nomics), nursing, medicine, public health, and public policy disciplines. The researchers should be theoretically competent, methodological sharp and socially responsible to conduct disability related research, and critically engage in the policy related issue.

Conclusion and Ways Forward

To address the issues of PWD, research, service and social supports are crucial. To generate evidence, research on the various dimensions of disability issue is a must. At the national level information about PWD by sex, age, occupation, income is must. Disability survey can provide and estimates of prevalence, information on socio-economic situation, and geographical data. Longitudinal and follow up studies are required to understand dynamics of disabilities. Such studies provide superior information of what happens to persons and their families after disability onset, how their condition is impacted by state policies designed at improving the social and economic status of PWD, of the relationship between poverty and disability, and how and when to initiate prevention programs, modify interventions, and make positive changes.

Continuous advocacy play important role for dignified life of PWD. Advocacies sensitize and give moral pressure for the commitment across all sectors to develop disable-friendly policy and properly implement existing legislation, standards, policies, strategies, and plans. In addition to mainstream services, some PDWs may require access to specific measures, support services, or training. In such planning and implementation processes, involvement of PWDs is of paramount importance as they give insight into their issues and experiences, problems and suggest appropriate solution.

Capacity building of PWD through effective education, training, and job opportunity can be a starting point for developing appropriate measures to improve the life and livelihood of PWD. Public awareness and understanding of disability and attitudes on stigmatized issues should be changed. Media can play vital role to the successful implementation of policy and strategies for the betterment of PWD and disseminate positive stories about persons with disabilities and their families.

Based on lived experiences, PWD have distinctive understandings and expectations about their disability situation. Before formulating and implementing policies, programs and activities related to disability, PWD should be consulted and actively involved.

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Investment Behavior of Individual Investor towards Share Market in Pokhara

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Abstract

This paper analyses investment behavior of individual investor towards share market in Pokhara with the consideration of gender, age, education, job and income differences. Descriptive research design was used. Total unit of population of the study comprises all the investors of stock market living in Pokhara valley. Convenience sampling was employed to select the sample size of respondents. The primary sources of data were used in the study with the help of self-administered questionnaire. A total of 210 respondents were administered questionnaires but only 103 returned the usable responses. This study also tried to assess the important factors affecting investment decision, and to examine the effects of demographic characteristics on individual investment behaviour. The result indicates that more than half of the investors take investment decision emotionally. Psychological factors like overconfidence, optimism and risk taking attitude of investors have a significant impact on the trading frequency of investors. There is a perceptual difference between male and female towards overconfidence and male tends to be more overconfident than female. The results also indicate that married investors tend to have more optimism than single and the investors having more income are high risk-bearing attitude.

Keywords
Investment behavior
Overconfidence
Optimism
Perceptual difference
Market psychology

INVESTMENT THEORY ASSUMES that investors are rational and make decisions based on profit maximization. The heart of traditional investment is the Efficient Markets Hypothesis that assumes all of the informations are provided, to all investors without any cost. Therefore, the price of stocks always reflects their intrinsic value and is reasonable (Fama, 1991). However, the reality shows that investors in the markets are not necessarily always rational in their decisions and that other factors might affect them when they

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are making their investment decisions (Thaler, 1993). Therefore, this Phenomenon encourages researchers to investigate the factors that may provoke irrationality among investors. Irrationality causes problems in the market and drives the price of stocks away from their fair value. The numerous kinds of literature on investors' behavior have been empirically extended on behavioural scientists in recent as well as past years (Shiller, 2015; Shefrin, 1985). They rely chiefly on two key assumptions of traditional finance theory under the condition that investors firstly make rational decisions and then they are unbiased in their predictions about future returns of the securities (Sultana, 2010). Individuals' attempts to maximize their utility based on classic wealth criteria to choose between consumption and investment through time (Merikas et al., 2004).

Kengatharan and Kengatharan (2014) found that psychological factors play a significant role in behavioural finance theory. They pointed out that psychological behavior such as emotion and panic influence the behavior of individual investors. Therefore, theory of psychology and anthropology can be used to explain irrational investor behavior. Individual investors do not always behave in their own best interests. Anomalies in prices can be studies through behavioral finance (Mitroi, 2016). Decision making is generally a process by which an individual responds to the opportunities and threats that confront him/her by analyzing the options and making determinations/ decisions about specific goals and course of actions (Akintoye, 2006). Hence, investment in securities also go through a decision making process. Eastlick (1996) argued that securities investments may also involve several participants who play roles as initiator, influencer, buyer and the user just as in buying behavior, the investment decision-maker goes through a decision-making process consisting of problem recognition, information search, evaluation of alternatives purchase decision and post-purchase behaviours. This implies that investors in securities go through a decision-making process that is usually influenced by many factors. There are, however, contending empirical studies and theories on the factors that influence investment decisions such as the efficient market hypothesis, risk tolerance, planned behavior, post-purchase behaviours.

The present study is mainly focused on the most influencing behaviours such as over confident, optimistic, risk tolerance and other factors affecting individual behavior on the choice of securities. The paper aims at assessing investment behavior of individual identifying significant factors that influence the investor's investment decision-making behavior regarding securities trading in Pokhara. The study also examines the effect of demographic characteristics on individual investment decision.

The study aims to know, what is the general perception of investor towards the share market? It also aims to examine the effect of demographic characteristics on investment decision. Besides it also aims to find out whether the investors are aware or not in the stock market.

Literature Review

Many theories have been developed to explain how and why people make decisions when they spend and borrow money (Belsky & Gilovich, 1999) and the factors that influence shares investment decision making. Security Prices approximately describe random walks through time: the price changes are unpredictable since they occur only in response to genuinely new information, which by the very fact that is new, is unpredictable (Shiller, 2015). Risk tolerance is a construct stipulating that the decision to invest depends upon the willingness to accept higher risk or volatility in exchange for higher potential returns (Bemheim, Skinner & Weinberg, 2001).

Investors' are classified into two: risk tolerant investor and risk averse investor. Risk tolerant investors are aggressive investors, willing to accept the possibility of losing their capital in search of higher returns while the risk averse are more conservative investors who are more concerned with capital preservation. Rahneman and Tversky (1979) asserted that people are risk lover for losses the preference for certain outcomes and the preference for risk when faced with losses, explains some premises of investors irrational behavior. Benartzi and Thaler (1995). Investor's behavior is sometimes said to be myopic, short-sighted, in that it ignores everything that might happen after the end of the single period horizon and therefore all investors plan for one identical holding period (Bodie et al., 2000).

The overconfidence phenomenon has been studied by numerous researchers, including Barber and odean (1998), Hirshleifer and Luo (2001), Scheinkman and Xiong (2003), Daniel and Hirshleifer (2015). Odean (1998) argued that overconfident investors believe that they are smarter than other investors in selecting the best time to buy shares at the best price. Investors' decisions are significantly affected by overconfidence. It is common to find that some investors are more likely to act based on their forecasts, if they are overly optimistic (Tariq & Ullah, 2013). Some investors dislike risk, behave carefully to minimize the uncertainly in the market and make rational decisions. In practice, no market is likely to be comprised solely of rational investors. Not all investors exibit the characteristics of rationally (Antoniou et al., 1997).

Overconfident investors believe that they possess more knowledge than other investors (Shiller, 2015). Ton and Dao (2014) argued that overconfident investors believe that they can gain more from the market by using their emotions. The greater confidence a person has in himself, the more risk there is of overconfidence. This applies, in particular, to areas where people are not well informed self-confidence usually bears no relation to their actual knowledge (Goldberg & Von-Nitsch, 2001).

If optimism is based on solid information about the company and supported by sound economic indicators, it does have a positive impact on the market. However excessively optimistic investors may inflate the prices by issuing false indicators to other investors. Investors dislike risk, behave carefully to minimize the uncertain in the market and make rational decisions. In practice, no market is likely to be comprised solely of rational investors. Not all investors exhibit the characteristics of rationality (Antoniou et al., 1997).

Bakar and Yi (2016) observed that the availability bias, conservatism and overconfidence have a significant impact on investors decision making while herding has no impact on investors decision making. Sarkar and Sahu (2018) found that demographic factors, awareness and perceived risk attitude significantly influence the investment behavior of individual investors of the stock market. Behavioural variables as regret aversion, loss aversion and mental accounting have a positive impact on the decision making of the investors (Velumoni, 2017). Investor's behavior is affected by gender, age, nature of employment work place activity, work experience, annual family income, educational background (Narender & Bandhopadyay, 2020).

Research Methods

The study uses the data collected from the structured questionnaire by administering to the respondents. It is presumed that there are certain factors that influence the investment behavior of

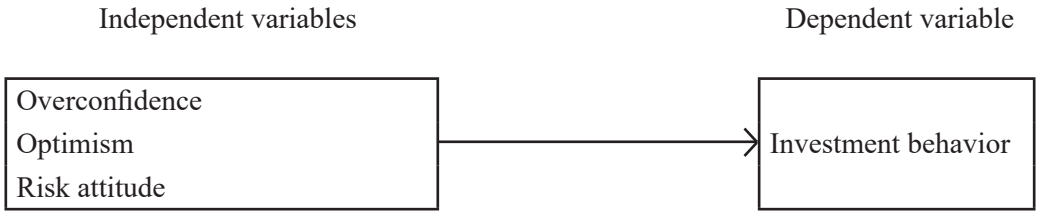
individual investor towards share market. The investment behavior of individual level has been examined as possible consequences of those influencing factors. The relationship between investment behavior and other variable like- gender age, overconfidence, optimism and risk attitude have been measured by numerical findings using appropriate parameters. Descriptive research designs have been used for the research.

The total population represents all the investors of stock market living in Pokhara valley. A total of 210 respondents were selected as sample size using convenience sampling. Questionnaires were administered to 210 respondents, only 103 respondents returned the usable questionnaires. Thus, the study confined to 103 respondents. Questionnaire were distributed to the investors, brokers and the institution respective of their professions. Frequency, percentage, mean, standard deviation, t-test, one-way ANOVA and correlation have been used for the analysis of the collected data.

This study is conducted to explore some information about the present level of investor's awareness in the Nepalese Securities, Market. It focuses on the impact of the existing situation faced by general investors while making an investment, which affect the investment behavior of individual investor towards share market in Pokhara.

Figure 1

Conceptual Framework



Results and Discussion

Demographic Profile of Respondents

The demographic variables considered under this study are gender respondent information age group, academic qualification of respondents. These variables affect the investment behavior of individual investor towards share market in Pokhara. Gender respondent information was analyzed in order to find out whether or not it affects the investment behavior of individual investor towards share market in Pokhara.

Table 1

Demographic Profile of Respondents

Gender:	n	%	Cumulative %
Male	74	71.8	71.8
Female	29	28.2	100

Marital status:			
Single	7	6.8	6.8
Married	96	93.2	100
Age (In years):			
Below 30	7	6.8	6.8
30 to 50	82	79.6	86.4
50 +	14	13.6	100
Job:			
Student	3	2.9	2.9
Retired	2	1.9	4.8
Self-employed	25	24.3	29.1
Un-employed	6	5.8	35
Salaried	67	65	100
Education:			
Below Bachelor	19	18.4	18.4
Bachelor	29	28.2	46.6
Master	48	46.6	93.2
Master+	7	6.8	100
Income:			
Less than 2,00,000	10	9.7	9.7
2,00,000 to 5,00,000	40	38.8	48.5
More than 5,00,000	53	51.5	100

Source:Field survey and output of SPSS-26, 2020

Table 1 shows that 71.8% of respondents are male and 22.2% of investors are female. 79.6% of the respondents are 30-50 years of age, 6.8% are below 30 years and 13.6% of respondents are of more than 50 years. According to qualification, master level passed respondents are 46.6% which is the highest percentage master (+) passed respondents are 6.8% which is the lowest percentage. Self-employed respondents are 24.3% and retired respondents are 1.9% which is the highest and lowest respondents respectively. Similarly respondents who are in the category of income level more than Rs. 500,000 is 51.5%. Which is the highest percentage and respondents who have the income level less than Rs. 200,000 is 9.7% which is the lowest percentage. 6.8% of respondents are single. Where 93% of respondents are married.

General Perception of Respondents towards Share Market

The perceptual difference based on tools considered while making an investment, resources for information and techniques to select the decision making process, market preferences, and emotions.

Table 2 depicts that the majority of the investors from self-employed and salaries categories prefer to buy shares from both markets. There is no such specific choice between primary and secondary markets for buying shares. 83.33 percent of the unemployed people prefer the primary market for the investment.

Table 2

Market Preferences for Buying Shares

Job	Primary %	Secondary %	Both %	Total %
Student	33.33	0		
Retired	0	0	100	100
Self-employed	36	0	54	100
Unemployed	83.33	0	16.67	100
Salaried	37.31	10.45	52.24	100

Source: Field survey and output of SPSS-26, 2020

Table 3

Tools Considered while Making an Investment Decision

Tools	n	%	Cumulative %
Active trade volume	4	3.9	3.9
Patterns, chart and trends	46	44.7	48.5
Daily price fluctuation	11	10.7	59.2
Past Price information	42	40.7	100
Total	103	100	

Source: Field survey and output of SPSS-26, 2020

Table 3 shows that 44.7% of investors use patterns, chart and trends. 40.8% of investors practice past price information. 10.7% of investors use daily price fluctuation and 3.9% of investors practice active trade volume for making investment decision.

Table 4

Investor Analysis of Emotional Investment Decision

	Frequency	%	Cumulative %
Yes	52	50.5	50.5
No	29	28.2	78.6
No idea	22	21.4	100

Source: Field Survey and output of SPSS-26, 2020.

Table 4 presents the emotional reaction of investors towards the share market. 50.5% of investors take investment decision emotionally relatively than rational analysis. More than 50% investors use emotional investment decision 28.2% investors do not invest emotionally.

Table 5

Techniques Used by Investors while Making an Investment Decision

Technique	Frequency	%	Cumulative %
Technical analysis	24	23.3	23.3
Fundamental analysis	45	43.7	67
Market sentiment	34	33	100

Total	103	100

Source: Field survey and output of SPSS-26, 2020

Table 5 shows that 43.7 % investors practice fundamental analysis, 33.0% investors use market sentiment. 23.3% of investors practice technical analysis.

Perceptual Difference based on Demographic Variables

The perceptual difference of investors investment decision based on demographic variation like-gender, marital status, age, qualification, income and job.

Table 6

Gender-wise Perceptual Difference

Factor	Gender	n	Mean	SD	t	Sig.
Over confidence	Male	74	2.0878	0.55275	-2.163	0.037*
	Female	29	2.5000	0.96594		
	Total	103	2.2039	0.71379		
Optimism	Male	74	2.3243	0.68463	0.155	0.877
	Female	29	2.3017	0.60644		
	Total	103	2.3180	0.66069		
Risk attitude	Male	74	2.3514	0.80444	0.48	0.632
	Female	29	2.2672	0.78755		
	Total	103	2.3277	0.79677		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

Table 6 shows that the gender wise mean value, standard deviation and t-statistics. The t value of -2.163 is significant at 5% level showing the perceptual difference between male and female towards the overconfidence factor. The mean value of overconfident for male is 2.0878 and female is 2.5000 signifies that male tends to more overconfident than female. Average optimism is also less than 2 it tends to the positive appreciation of both male and female in the Nepalese share market. The mean value of the risk-bearing attitude of investors is less than aggregate means.

Table 7

Marital Status-wise Perceptual Difference

Factor	State	n	Mean	SD	t	Sig.
Overconfidence	Single	7	2.0714	0.73193	-0.507	0.613
	Married	96	2.2135	0.71541		
	Total	103	2.2039	0.71379		
Optimism	Single	7	2.8214	0.86258	2.124	0.36*
	Married	96	2.2813	0.13375		
	Total	103	2.3180	0.66069		
Risk attitude	Single	7	2.7143	1.25357	0.864	0.419
	Married	96	2.2995	0.75535		

	Total	103	2.3277	0.79677		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

Table 7 depicts the marital status-wise mean value, standard deviation and t-statistics. The t-value of 2.124 is significant at 5%. Showing the perceptual difference between single and married towards optimism factor. The mean value of optimism for a single is 2.8214 and married is 2.2813 which signify that married tend to be optimism than single. The mean value of overconfident in male and female is less than the average mean.

Table 8

Age-wise Perceptual Difference

	Age	n	Mean	SD	F	Sig.
Overconfidence	below 30	7	2.6714	0.73193	1.448	0.240
	30 to 50	82	2.2622	0.73062		
	50+	14	1.9286	0.55840		
	Total	103	2.2039	0.71379		
Optimism	below 30	7	2.8214	0.86258	2.621	0.078
	30 to 50	82	2.3049	0.65971		
	50+	14	2.1429	0.44629		
	Total	103	2.3180	0.66069		
Risk attitude	below 30	7	2.7143	1.25357	1.811	0.169
	30 to 50	82	2.3445	0.69571		
	50+	14	2.0357	1.03244		
	Total	103	2.3277	0.79677		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

Table 8 shows that the age-wise mean value, standard deviation along with f-statistic. The mean value for age category 50+ is the lowest in every factor of investment decision. Investors who are more than 50 years tend to be over confident, optimistic and involved in higher risk bearing capacity.

Table 9 depicts that the mean value of all categories is better than the aggregate mean. There is no perceptual difference towards investment decision on the basis of qualification. The investors

Table 9

Qualification-wise Perceptual Difference

	Career	n	Mean	SD	F	Sig.
Overconfidence	below Bachelor	19	2.4737	0.92005	1.147	0.334
	Bachelor	29	2.1207	0.79793		
	Master	48	2.1458	0.55981		

	Master+	7	2.2143	0.63621		
	Total	103	2.2039	0.71379		
Optimism	below Bachelor	19	2.3947	0.45883	2.162	0.097
	Bachelor	29	2.1379	0.56532		
	Master	48	2.4479	0.70891		
	Master+	7	1.9643	0.95119		
	Total	103	2.3180	0.66069		
Risk attitude	below Bachelor	19	2.2368	0.64804	2.438	0.069
	Bachelor	29	2.1121	0.70263		
	Master	48	2.5417	0.88175		
	Master+	7	2.0000	0.62915		
	Total	103	2.3277	0.79677		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

having more than master's degree tends to be more over confident, optimistic, risk bearing as the mean value is less than 3 in each category.

Table 10

Income-wise Perceptual Difference

	Income	n	Mean	SD	F	Sig.
Overconfidence	Less than 2 ,00,000	10	2.2750	0.89326	4.093	0.020*
	2,00,000 to 5,00,000	40	2.4313	0.79257		
	More than 5,00,000	53	2.0189	0.56084		
	Total	103	2.2039	0.71379		
Optimism	Less than 2 ,00,000	10	2.4000	0.54263	2.932	0.058
	2,00,000 to 5,00,000	40	2.4938	0.70139		
	More than 5,00,000	53	2.1698	0.62360		
	Total	103	2.3180	0.66069		
Risk attitude	Less than 2 ,00,000	10	2.1750	0.79101	4.690	0.011*
	2,00,000 to 5,00,000	40	2.6188	0.80858		
	More than 5,00,000	53	2.1368	0.73473		
	Total	103	2.3277	0.79677		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

Table 10 shows the f value of 4.093 is significant at 5% showing the perceptual difference based on income level towards overconfidence and the income group more than Rs. 5,00,000 has a mean value of 2.0189 indicating the higher overconfidence. The f-value of 4.690 is significant at 57. Showing the perceptual difference based on income level towards risk attitude.

Table 11 depicts that the students tends to be more overconfidence than others. Optimism

Table 11

Job-wise Perceptual Difference

	Career	n	Mean	SD	F	Sig.
Overconfidence	Student	3	1.4167	0.14434	2.646	0.038*
	Retired	2	1.625	0.53033		
	Self-employed	25	2.32	0.92003		
	Unemployed	6	2.7917	0.81266		
	Salaried	67	2.1604	0.58985		
Optimism	Student	3	2.0833	0.38188	1.087	0.367
	Retired	2	1.875	0.88388		
	Self-employed	25	2.2	0.625		
	Unemployed	6	2.7083	0.36799		
	Salaried	67	2.3507	0.69093		
Risk attitude	Student	3	1.5	0.43301	1.201	.315
	Retired	2	2	1.06066		
	Self-employed	25	2.22	0.74414		
	Unemployed	6	2.4167	0.80104		
	Salaried	67	2.4067	0.81398		

*Significant at 5% level of confidence.

Source: Field survey and output of SPSS-26, 2020

and risk-bearing are not significant at 5% level indicating no perceptual difference based on their career.

Table 12

Correlations between Behavior Factors

Factor		Overconfidence	Optimism	Risk Attitude
Overconfidence	Pearson Correlation	1		
Optimism	Pearson Correlation	485**	1	
Risk attitude	Pearson Correlation	501**	546**	1

*Correlation is significant at 0.01 level (2 tailed)

Source: Field survey and output of SPSS-26, 2020

Table 12 shows that overconfidence and Risk attitude have a positive correlation with the investment decision. Optimism and Risk attitude (0.537) have a strong positive correlation. The analysis shows that there is a correlation among the psychological factors on investment decision-making.

Conclusion

Psychological factors such as over confidence, optimism and risk-taking attitude of investors have significant positive impact on the trading frequency of investors. It is found that the inves-

tors are confident about their ability as compared to others in picking stocks. There is a perceptual difference between male and female towards over-confidence and male tends to more overconfident than female. Average optimism tends to the positive appreciation of both male and female investors in the Nepalese share market. There is a perceptual difference between single and married towards optimism. The mean value of optimism for a single and married signifies that married tends to more optimism than single. Investors more than 50 years tend to be over-confident, optimistic and high risk-bearing capacity. The results depicts that investors having more income have high risk-bearing attitude.

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Virtual Media and Academic Socialization during Covid-19 Pandemic: A Study of School Adolescents in Pokhara, Nepal

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Abstract

Virtual media and academic socialization are common phenomena in the modern era. Nepalese educational system has also gradually adapted this reality at school levels. In this regard, academic intercourse through virtual media is taken as an effective tool for socializing school students. This study also focuses on the academic socialization of school adolescents through virtual media during the Covid-19. The purpose of this study is to explore how virtual media are supporive for adolescents' academic socialization during the Covid-19 pandemic, whether it is effective or challenging in the academic process. The qualitative research method is applied with an interpretive research design. For data collection eight high school students from two schools of Pokhara Metropolitian City were taken as key informants. The primary data were collected by telephonic interview. The findings revealed that virtual media has reshaped, re-exercised, and re-socialized students' educational teaching and learning during the pandemic of Covid-19. However, there are numerous advantages as well as disadvantages of the role of virtual media for academic socialization during the pandemic. It has linked scientific knowledge with multiple realities at the school adolescents' level and has done the extension of connection, a prepared platform of networking, and promoted academic socialization of school adolescents in Covid-19 pandemic.

Keywords
Virtual media
Reciprocity
Networking
Academic socialization
Covid-19

VIRTUAL MEDIA IS a means of information and communication among people for their daily life. It is a virtual structure made up of knots to individuals and organizations. It is woven with one or more specific types of relationships such as values, vision, ideas, and so on. Media networking is a vehicle for connections

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among academic stakeholders for the socialization process (Abbas et al., 2019). Academic socialization is the process of learning either physically or virtually with the connectivity of multiple stakeholders under socioeconomic and cultural contexts (Taylor et al., 2004). An academic intercourse runs with triangulation among educational institutions, parents, and students.Virtual media is underpinning the triangulation during the pandemic of Covid-19. COVID-19 Pandemic massively effected to 143 nations and they shutdown academic institutions as well as almost all areas of people's lives on their daily works, games and sports, teaching-learning patterns along socialization process in society (Ball et al., 2021). The physical academic activities of a large number of students have compressed due to the difficult situation and compelled them to seek alternatives. Virtual media with adequate technology has become an integral part of daily life in academic phenomena. Thus, the research study is relevant and genuine in this non-conventional academic situation of the pandemic in the context of Nepal.

Although, virtual media impact adolescents' learning, gaining and virtualizing become addicted and lazy. But digital media acts as a means of exchanging knowledge and networking for the academic socialization of school adolescents (Podbolotova et al., 2021). Adolescences feel very comfortable with virtual media and are able to move easily in their virtual environment. The internet is especially useful for adolescents as they are at the meditative stage of the socialization process where they develop a sense of identity, reflective of others' opinions, and for understanding symbolic meanings of consumption (Belk et al., 1984; John,1999). Furthermore, virtual media acts as a means for academic socialization of school adolescence. However, Kirschner and Karpinski (2010) stated that the ability for multitasking subject and the negative effect attempting simultaneously is the process of different streams of information that show the behaviors to both increased study time to achieve parity and increase of mistakes while processing information. But choosing to multitask at the same time is a higher risk than being strict on one assignment at a time with virtual media. The research study has focused on that academic socialization among school adolescence through virtual media during the pandemic can be subjected as a positive vehicle in their academic intercourse with the absence of physical academic activities.

Virtual networking sites are a new way of communicating with classmates, friends, and teachers as a form of socialization. It is beneficial to keep connected with others by use of the sites. According to Khan et al. (2021) "Social media, as a tool, as well as its features is indispensable and extremely vital for students in higher education" (P. 10). However, It has both positive as well as negative affect among adolescents of high school in academic achievements and socialization (Flad, 2010).A large number of people who are involved nowadays with virtual networks, it is very interesting to note how they are influenced by each other in many different ways concerning society and human interaction. Social media are being incorporated by the western academic arena since the last decades (Kapoor et al., 2018). However, it has been recently practiced in Nepal after the spread of COVID 19. It has been an integral part of academic procedures through Zoom, Teams, Meet, etc. Virtual media is a key aspect for reviewing and networking adolescents in the present environment. Dawadi et al. (2020) have argued that the pandemic spread of Covid-19, has significantly disrupted every aspect of human life, including education, forcing educational institutions to shut down. Concurrently, virtual media can be supportive for learning activities, information sharing, and group discussion among peers. It delivers a new model of

learning methodology for students with their subject experts, peers, and teachers (Khan et al., 2021). The motivation and socialization process of adolescents positively predicted their regular participation communication, sharing, and educational behavior among their peers and teachers. In this regard, virtual media become integral parts of participating means during the pandemic (Festl, 2021). On the contrary, Gedik and Cosar (2020) stated that social media without specific guidance is a harmful sharing tool to get information, entertaining, and addictive for adolescents.

The academic institutions in Nepal have started closely with a range of alternatives for students depending on the resources, both materials and human as available to them during the situation for alleviation negative impact among the students. The quality of education requires critical analysis and reflection on the opportunities and challenges the pandemic has presented for the alternative socialization through virtual technical systems and the widening gap between advantaged and disadvantaged children in their equitable access to quality education in Nepal.

In the critical situation of social distancing, it is necessary to continue the academic socialization process where virtual media has become one of the important means. The academic socialization among adolescents has to be continued to shape the overall socialization process. Thus, the researcher attempts to perceive the real situation of virtual media's role in academic socialization. It is necessary to study the role of virtual media in the academic process of the students for academic socialization during the pandemic time. As prior studies have a clear gap in the role of virtual media on the academic socialization process of adolescents and the relation between them and their impact of virtual media. Hence, this research study aims to find out and discover the effect of media in reciprocity, networking, and academic socialization. To find out the relation between them and the socialization status of school adolescents, the researcher has observed how virtual media reshapes the exercises for their academic socialization of educational teaching and learning in Nepal during the pandemic of Covid-19.The key objective of this paper is to explore the effect of virtual media on academic socialization in school adolescents of Pokhara.

Data and Methods

To achieve a better understanding of the academic behavior and teaching-learning pattern of academic achievement during the pandemic situation, the qualitative research method was adopted for digging out the perspective of school adolescents. The effect of the virtual media on the academic socialization of school adolescents during the pandemic of Covid-19 was observed and explored subjectively. It aimed and linked the scientific knowledge with multiple realities at the school adolescents' level. The main concern of the researcher is to discover how virtual media reshaped the teaching and learning process during the Covid-19 pandemic. It focuses on reciprocity and socialization in terms of networks among the adolescents of age 10 to 19 in two high schools of Pokhara Metropolitan City. The theory of hypodermic syringe and globalization were applied for this research study where the hypodermic syringe theory dealt with media as a direct, immediate, and powerful effect on its audience. Virtual media in the present context is perceived as a powerful influence on behavioral change and in influencing the information gathering process (Hill, 1997). The effective guidance of teachers through the media can cover a large group of students to disseminate the information from the distance. Similarly, in mass communication

theory, Klapper (1957) stated that "Mass media of communication possess various characteristics and capabilities distinct from those of peer groups or opinion leaders. They are, after all, media of mass communication, which daily address tremendous cross-sections of the population with a single voice" (p. 471).The effective academic socialization during the pandemic time, the virtual media has applied by the academic institution to make the daily learning process for the connection of cross-sectional and in various level of students. This media connection was tested for massive information delivery processes in the world in the various mass awareness programs.

The information was collected through the primary data collection tools and techniques such as in-depth interviews. Both primary and secondary data were used and analyzed for the research study. A list of the semi-constructed questionnaire are prepared before the interview and proving questions were entertained during the interview with a selected participant from purposive sampling to analyze the reciprocal effect of virtual media on school students. The entire population in this research study were school pupils of two secondary schools, were eight pupils (four from each school) were the sample size for the study for primary sources of data. Similarly, relevant secondary data were also used from a relevant source. As per the collection of primary data, students were selected with the formal request for the school authority and acceptance of resonance. For telephonic interviews, the telephone numbers were provided by the school administration. The schedule of the interview was decided with the mutual understanding of the respondent and researcher. A precise interview was taken exhaustively with recording formally. Before recording, they were trusted that it was only for the research purpose and not released their privacy. The recording was transcribed and re-interviewed with them for the consistency of their reflection as well as to test them whether their version was correctly depicted or not. The coding and decoding procedure had done for interpretation and analysis to enable the readers to credible.For the rigorous and trustworthiness in the qualitative study, every researcher should consider "transcription", "triangulation", "member checking,", coding and decoding systematically (Gunawan, 2015).

Results and Discussion

This research study on "Virtual Media for Academic Socialization during Covid-19 Pandemic" has based on two thematic aspects such as virtual media as reciprocity and networking, and virtual media for adolescents' academic socialization. As the research is a qualitative study, a total of eight selected school adolescents from two schools of Pokhara were interviewed. The responses were divided into two categories according to the thematic aspects of the study.

Role of Virtual Media in Education during Pandemic

While asking the information about the role of virtual media for teaching-learning process, different information for and against was found. Total six out of eight informants' responses on the supporting role of virtual media in education during the pandemic. Whereas the other two informants had a contrary view on it.

According to *Mr. Gurung, it supports during Covid-19 time, there is a danger to go to school, people are becoming victims of coronavirus. We are talking and discussing the present situation of our locality, nation, and world. We can continue our academics through virtual me-*

dia. It is safe and beneficial too. Similarly, *Mr. Panta argued that the connection between school and students is improved quite a lot. We are in touch with the teacher and friends through virtual media. We are sending our subject-based problems to our teacher and friends in our confusions that make us clear. So we can get knowledge every minute*. Likewise, Ms. Dhakal has also a similar understanding such as it is helping us effectively. *Due to the electronic devices, students are enjoying reading the subject matter of their class, we were not much ICT familiar, but due to the virtual study, we know how to give and take our ideas with each other by the use of it*. To quote Ms. Sedai's virtual way of teaching provides more support for academic activities at this time of our isolation with each other due to Covid-19. Virtual media is the only means of connection, keep in touch with friends and students to teachers'. In favor of virtual media Mr. M. Gurung has a similar illustration that in pandemic time, virtual mode of connection is only possible to connect with all classmates and teachers in a single meet with the help of various applications like zoom, meet, Messenger, google classroom and team, etc. In a similar view, Ms. Sunar says that *in a virtual class, there is no practical lab. Still, the teacher is showing a demo on the virtual way; we are watching and observing the things demonstrated by our science and computer teacher, so it is normally good*.

In contrary, Mr. Lamichhane opined that *it is no more effective than our physical classes. But only possible students are connecting with their studies. Some do not join from the beginning of the virtual course, but the style is running; they may be missed or lost their academic years too. No, it is not like the class where we use to be in our regular class. It is like the radio, television listening types*. Likewise, to Mr. P. Gurung, *it is not interactive, creativity loses, hard to ask questions, to teachers' fewer concentrations video quality is not effective. The sound cut problem makes it hard to listen from teachers. Disciplinary matters are stronger in school, but I found it isn't easy to make behavioral guidance from virtual media*.

Virtual Media for Adolescent Academic Socialization

Another thematic aspect of the study is virtual media for adolescent academic socialization where the informants have a similar view as in the thematic element of virtual media as a means of the teaching-learning process and academic socialization. A total of five out of eight informants have highlighted the positive role of virtual media for adolescents' academic socialization, and the other three informants have contrary views.

Mr. Panta has argued that *it is quite helpful. It helps in many ways because students can get many ideas through the websites of their assignments and the subject matter. New methods of doing experiments are also found in google and web search along with the teacher. We were based only on our textbooks, but now the habit of searching materials from the net is developed*. Similarly, Ms. Dhakal has a similar view that *due to virtual media: the schools can continue the academic curriculum and conduct different co-curricular activities. It increases student's participation and makes it easy to find reading materials through google classroom which helps students reading effectively*. To quote Mr. Gurung: *school adolescents are linking social media in their academic intercourse. They are getting help from the internet to complete their homework class assignments and problems. They also send their homework from a different app like messenger, google classroom, etc*. Likewise, Ms. Sadai reported that with *the use of various virtual tools*

zoom, meet, teams, google classroom, etc. students are connected with their classroom for their academic activities. If no virtual classes, then it was not possible any educational activities. So, I can say the role of virtual media is becoming a strong agent for academic socialization. Similarly, Ms.Sunar says that it is useful and helpful to learn many things in such a situation of a pandemic. We were more book-based during our regular physical class time but now technological awareness also developing in learning activities.

In contrary with the role of virtual media for school adolescents' academic socialization, Mr. M. Gurung reported that *student participation must be increased, now some friends are not joined in a virtual class. I don't think it can make good socialization as we see and in our physical school, sir. Yes, sir, I am missing my friends and juniors that we used to play, run, eat and talk to each other*. Likewise, *Mr. Lamichhane argued that academic activities are running on the base of the text of limited lesion and subjects, we lack many school activities like seminar, sport, training, etc. But academic activities are good, and this model of the education system benefits students*. Similarly, Mr. P. Gurung says that *peer learning is missing, no open sharing is possible among the students, teacher to students. Co-curricular activities are not fully run; very few are likely to be done. Teacher's presence in the class itself a big*.

According to the informants' responses, the diverse view of understanding is found on virtual media as reciprocity and networking. The virtual media has supported their reciprocity among the friends, their networking, and their academic learning activities during Covid-19. It helps to talk, discuss and explain the difficulties of the present situation brought by Covid-19 on our locality, nation, and world. The aspects of the connection between school, students, parents, and teachers for the academic network is possible by the virtual media, so we are getting knowledge without physical presence. It is a means of connection among the people in this difficult situation of the pandemic time. However, it has its barriers as it is like television and radio listening types. Sometimes, it loses interactivity, creativity, hardness to ask questions to teachers, and less attention due to poor video quality, internet problems, and frequent cut-off electricity.

Similarly, the responses of the respondent on virtual media for adolescents' academic socialization has also been in for and against. The virtual press has linked adolescent educational intercourse and is quite helpful for socialization academically. It is the new method of doing experiments through the virtual media with google, web search, and finding online material for academic socialization. The virtual media helps the educational intuitions to continue the academic curriculum through google classroom. Use of various virtual tools such as zoom meet, teams google classroom are used in intellectual intercourse in a difficult situation, so virtual media has become strong agents for academic socialization. However, physical presence is necessary for effective academic socialization. All the educational activities without physical reality are not effective with some restrictions on the virtual model of education.

This research study is based on two thematic aspects such as the role of virtual media in education during Pandemic and virtual media for adolescents' academic socialization. The study has explored the role of virtual media in education during the COVID pandemic among schools adolescents, their networking, and their academic socialization through virtual educational intercourse. The responses from informants have shown that virtual media has linked school adoles-

cents among their groups, through networking and helped their academic socialization during the pandemic of Covid-19.

As per the responses from the informants, the virtual media has its boundary for conducting school-level activities for school adolescents perfectly to all students. Due to the various barriers like network problems, lack of devices, electricity cut off. They are not able to connect in the regular class. Even if they join the course, they are missing all friends of the school. Open interactions of the day today is not possible by two-three hours of virtual classes. However, Upadhyay (2016) argues that in the 21st century, virtual media has become a popular communication medium for online networking. The vast cyber-culture has created a whole new method for people to judge each other without even meeting each other face to face. In a similar view with Upadhyay, the responses of majority informants highlighted that academic intercourse through the virtual media found safe tools teaching-learning process during Covid-19 where educational institutions were shut down in Nepal and almost over the world. They are in the new practice of the school education system, getting an education from home. Home isolations of adolescents have changed into the community, national and international connections with virtual media which they started on their daily part of the learning process. Students have developed a new way of searching their curriculum-related materials from virtual sources. The applications, i.e. zoom, meet, google classroom, team, etc. are used by the students for their learning materials.

In response to another thematic aspect of virtual media for adolescents' academic socialization, it is found from a few informants that all the classes and subjects along with the co-curricular activities are not found possible in this mode of learning. The school does not define the virtual method of the exam, so children are quite a confusion in their academic year missing. Through the virtual media, students are visiting unrelated sites and wasting their time, and direct participation of peers, the direction of teachers for personality development is missing. However, Malita (2011) affirms that there is an important percent of students registered on social networking sites for related educational activities, like informal and formal learning and in teacher-student interaction in the form of web communication. Students who participated in a web-enhanced class outperformed students in the traditional lecture-style category. It is one of the effective means for academic socialization. In a similar vein, the majority of informants have responded that adolescents are found interested to learn from the virtual media process. They are seen as more interested in learning by searching for various sources. The school is conducting co-curricular activities like online quizzes, multiple talent shows, art, essay writing competition. All activities are supportive of academic socialization through the virtual way. The modern social structure of social networking is supportive to the students to express their views and idea in their online classroom. Personal freedom and open sharing ways of the learning environment through the virtual path are usually accepted and appreciated which was not practiced in academic pedagogy before the pandemic in Nepal at the school level. It has been accepted by society, schools, and policymakers for the socialization process by implementing web-based pedagogy to students (SazmandAsfaranjan et al., 2013) Though the very few physically doing activities are missing, the students' virtual world is broadly expanded in their adolescent age. The academic activities during the Covid-19 pandemic were completely impossible in the absence of virtual media. It has been making students engaged in their general socialization to techno-academic socialization. Overall academic

socialization to all school adolescents is not fascinated well without the students' connection in a virtual class.

Conclusion

Virtual media reshapes the exercises for students' academic socialization of educational teaching and learning in Nepal during the pandemic of Covid-19. However, there are numerous advantages as well as disadvantages of the role of virtual media for academic socialization during the epidemic. It has linked scientific knowledge with multiple realities at the school adolescents' level. The researcher's concern was to discover how virtual media reshaped the exercise of educational teaching and learning in this global era of the Covid-19 pandemic. Virtual media has played a vital role in adolescent intellectual intercourse and is quite helpful in the socialization process academically. It is the new method of experiments in the pandemic time through the virtual media with google, web search, and finding online material for academic socialization. Virtual media has become a reliable way to the educational intuitions for the continuation of the academic curriculum during the pandemic. The study of virtual media's effect on school adolescents on their networking and academic socialization is a wider task. Therefore, complete research in media effects on them cannot be expected within a short period. This issue of Covid-19 is recently affecting, and its larger impact can be seen later. So, the present research cannot be generalizable in future endeavors. It has somehow provided a platform for further researchers as a reference. Further research can be done to explain and explore the role of virtual media in other positive and negative issues related to other sectors.

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Impact of Search Engines in Guiding Students

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Abstract

This research tries to measure the impact of search engines in guiding students. Descriptive and causal research designs were used. Convenience sampling was considered. Primary cross-section data were collected. Structured questionnaires were administered to collect the responses. One hundred samples were taken in this research. This research found that the site options and device impact influence on guidance to students. No support was found for contents included, technical factors and social media.

Keywords
Search engines
Sites options
Device impact
Technical factors
Social medias

THE SEARCH ENGINE is considered a primary activity, such as email and other general activities over the internet. Hence, the search engines are considered a concierge for the digital network ecology (Dijck, 2010). The recent search engines have excellent access to colossal information. The first proto of the search engine was started in 1990 by the students of McGill of Montreal University, who have created a script-oriented content accumulating program that could download various files from the FTP directory. Later, the same concept with a few more technical; advancements are being done to reach an enormous database with a huge index of web pages by the advent of technology Google, Yahoo, MSN, etc. are few majorly browsed search engines (Abiteboul & Vianu, 1997; Koster, 1993).

A web search engine is designed to search for information on the World Wide Web and FTP servers. The search engine is a service that allows internet users to search for content via the World Wide Web (Global Internet Usage, 2018). A user enters keywords or key phrases into a search engine and receives a list of web content

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results in websites, images, videos or other online data (Search Engine, 2022).

During the earlier days of the internet, human-powered search engines were a popular and vital source of information (Global Internet Usabe, 2018). The technological world is moving very fast towards automation and artificial intelligence. Big technology companies like Google and Microsoft, which own the popular search engines, drive this change and benefit from it (Sauperl, 2009). None of the human-powered search engines could survive this fast shift. Though people use special purpose search engines on a very small scale, artificial or crawler-based search engines act as a primary source of information with minimal human intervention (Rappoport, 1999).

Internet usage has been tremendously increased in recent days with the easy-to-use search engines like Google, Bing and Yahoo search engines are classified into the following four categories based on how it works, namely crawler-based search engines, human-powered directories, hybrid search engines and other special search engines. This study shows how various search engines will help guide the students in their respective queries and how various factors play a role or affect the guiding process.

The search engine was started in 1990 when the tool used for searching on the internet was Archie (Lievens & Harris, 2003). Pages indexed facility was given in 1993 (Valentine, 1993).

Due to the extensively increasing use of the internet in the modern day, the significance of search engines has been rising. Search engines have been widely used to tackle various problems and solutions. This study is conducted to give answers to the following questions:

What are the factors of search engines influencing guiding students?

The purpose of the study is streamlined below:

To analyze the impact of sites options influencing guidance to students.

To measure the impact of device influencing guidance to students.

To examine the impact of contents included influencing guidance to students.

To assess the impact of technical factors influencing guidance to students.

To measure the impact of social media influencing guidance to students.

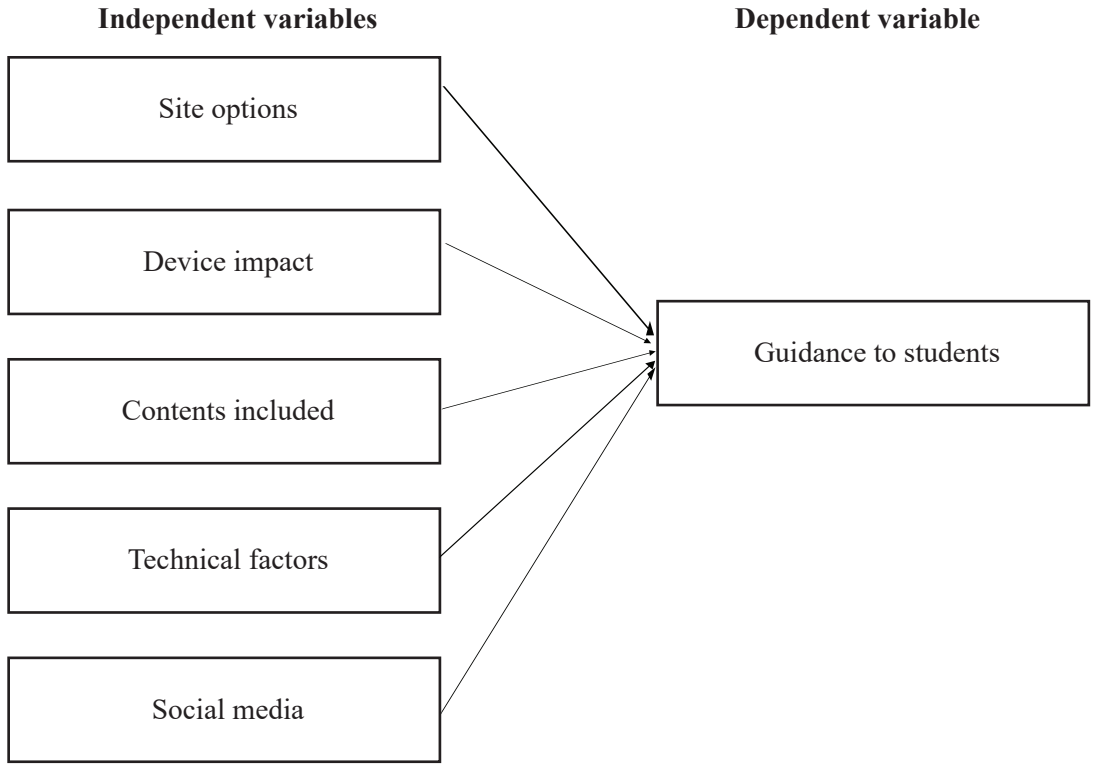
Yates (2006) found search engines as resource managers who provide their resources to users for popularity and profit. The researcher presents a framework for automatically identifying users' interests based on the analysis of query logs. This identification is made from two perspectives, the objectives or goals of a user and the categories in which these aims are situated. This paper categorizes web search engine query into three categories: informational query, not-informational, and ambiguous query category. An informational query is when the user wants to extract information from the web for knowledge purposes. Ambiguous queries are those whose goals cannot be

identified from the query.

Lee (2005) highlights the goal of the user's web query so that this goal can be used to improve the quality of Search Engine results. Jansen et al. (2000) found web queries are short, Boolean capabilities in query and about one in average user views 2.35 pages of results where one page equals ten hits. Over half the users did not access results beyond the first page. Fatima et al. (2014) highlights the limitations of traditional information retrieval system such as keyword based search and highlights the efficiency of semantic search.

Figure 1

Theoretical Framework



The following hypothesis can be formed for the study:

H_1: Sites options influence guidance to students.

H_2: Device impact influence guidance to students.

H_3: Contents included influence guidance to students.

H_4: Technical factors influence guidance to students.

H_5: Social media influence guidance to students.

Research Methods

This study is based on a descriptive and causal research design (Malhotra & Birks, 2006; Creswell, 2009; Zikmund, 2000). The study is based on primary data. The convenience sampling method makes research more efficient (Burns & Burns, 2008). For this research purpose, samples of 100 college going bachelor level students of different colleges in Kathmandu were chosen. Structured questionnaires were used for collecting cross-section data. Questionnaires consist of a rigid set of questions, and respondents were asked to respond to the questions.

SPSS20 was used for data analysis by calculating descriptive statistics, correlation and multiple linear regression. The research is limited to primary data and only college-going graduates were included.

Results and Discussion

Fifty-two percent of search engine users are male, and 42 percent of search engine users are female. The majority of the respondents were below 25 years. Most of the respondents (48 percent) use Google for searching purposes. Very few are using Bing and Yahoo.

Descriptive Analysis of Variables

Descriptive statistics is used to describe the basic features of the data in the study (Saunders et al., 2019). It provides simple summaries of the sample and the measures. It is used to present quantitative descriptions in a manageable form. It helps us to simplify large amounts of data sensibly. Each descriptive statistic reduces many data into a simple summary.

Table 1

Descriptive Statistics of Constructs

Code	Statement	Mean	Std. Deviation
SO	Site Options	4.06	0.935
DI	Device Impact	3.95	0.85
CI	Contents Included	3.55	0.98
TF	Technical Factors	3.45	0.95
SM	Social Media	3.44	0.92
GS	Guidance to Students	4.5	0.87

Table 1 shows the descriptive statistics of all the constructs in this research. All the construct's mean value is greater than 3, and their respective standard deviation is less than 1. This shows that the data are uniformly fitted.

Relationship between Variables

Correlation analysis measures the relationship between two variables. Correlation indicates the strength and direction of a linear association between two random variables (Clow & James,

2014). The correlation coefficient (r) could range between -1.00 and +1.00. A correlation of 0.0 indicates the absence of a linear association between two variables. -1.0 means that there is a perfect linear negative Correlation. +1.0 means that there is a perfect linear positive Correlation.

Table 2

Correlation Matrix

		GS
GS	Correlation	1
	Sig.	
SO	Correlation	0.341*
	Sig.	0.014
DI	Correlation	0.565**
	Sig.	0.000
CI	Correlation	0.524**
	Sig.	0.000
TF	Correlation	0.217
	Sig.	0.000
SM	Correlation	0.621**
	Sig.	0.000

Table 2 expressed that significant relation was found between guidance to students and social media (i.e. r = 0.621). Similarly, there is significant impact of guidance to students and device impact (i.e., r = 0.565), which means that these two variables have a positive or moderate linear correlation (Levin & Fox, 2006). This shows that various use of the device while searching over the web has a huge impact on the guidance to students.

Similarly, the correlation coefficient between contents included and guidance to students is 0.524 (i.e., r = 0.524) is moderately correlated with each other (Levin & Fox, 2006). On the other hand, the correlation coefficient between site options with guidance to student are also moderately correlated 21(r = 0.341), while the technical factor has a poor correlation with guidance to students (Levin & Fox, 2006).

Impact of Search Engines in Guiding Students

Regression analysis tests the impact of one variable (Independent variables) on another variable (Dependent variable) (Clow & James, 2014).

Table 3 presents that R^2 value is 0.433 (43.3%). This shows its independent variables predict the model by 43.3 percent. P-value of F-statistic is 0.000, which is sig. that means the model fitted linearly.

Hypothesis Testing

H_1: Sites options influence guidance to students

Table 3

Multiple Regression Analysis

Code	Independent variables	Beta (β)	Std. error	t-value	Sig.
	(Constant)		0.590	1.517	0.136
SO	Site Options	-0.087	0.171	-0.532	0.021
DI	Device Impact	0.416	0.182	2.472	0.017
CI	Contents Included	0.261	0.175	1.864	0.069
TF	Technical Factors	-0.167	0.142	-1.114	0.271
SM	Social Media	0.285	0.152	1.979	0.054
R = 0.658; R2 = 0.433; Adjusted R2 = 0.370					
Std. Error of Estimate = 0.56697; p-value of F-test = 6.826; Sig at 5% level = 0.000					

The *p*-value of the site option is 0.021, which is significant at a 5% level of significance. So, H_1 is accepted.

H_2: Device impact influence guidance to students

The *p*-value of device impact is 0.017, which is significant at a 5% significance level. So, the H_2 is accepted.

H_3: Contents included influence guidance to students

The *p*-value of contents included is 0.069, which is not significant at a 5% level of significance. So, H_3 is not accepted.

H_4: Technical factors influence guidance to students

The *p*-value of technical factors is 0.271, which is not significant at a 5% level of significance. So, H_4 is not accepted.

H_5: Social media influence guidance to students

The *p*-value of social media is 0.054, which is not significant at a 5% level of significance. So, H_5 is not accepted.

Conclusion

Concisely, a search engine is a computer program that finds information on the internet by looking for words you have typed in. This research is mainly conducted to determine how search engine impacts students. This study has also established a significant relationship between site options and device impacts on the guiding of the students (Abiteboul & Vianu, 1997; Koster, 1993).

From this research, there is a huge impact in guiding students while searching over search engine sites (Jansen et al., 2000; Valentine, 1993). Data collection and analysis have correctly addressed the fact that there is a significant relationship between the independent variables site option and device impact and the dependent variable guidance to students.

However, many students are unaware of the fact of search engines and face dilemmas while selecting one specific and reliable search site or their reference and study purpose. Also, students are misusing the sites by copying the same contents on the web due which their creativity has deteriorated and is unethical.

Proper use of search engines help build up students' knowledge and helps them grow in their academic curriculum. In addition, they should not completely rely on search engine sites and sometimes use their knowledge and thinking in dealing with their work. A better platform and suitable search engine sites will help guide students continually in the present and coming days.

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Madhesh Movement in 2015: Birgunj Metropolitan Perspective

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Abstract

The general objective of this study is to investigate the influence of the Madhesi movement in 2015. The study evolved the major association between discrimination and conflict raised as Madesh Andolan in the year 2015 while exploring and analyzing the Madhesh Movement in 2015. The research was exploratory and descriptive. Birgunj Metropolitan City, Province No. 2 is the research area. The primary data and information were gathered using both qualitative and quantitative techniques that included focus groups, key informant interviews, Media Clips, Cases, and secondary data from various sources. The Madhesh Movement has been characterized as a social conflict in which political issues have played a key role. The Madhesis were subjected to inequity, which resulted in conflict and societal change over time, according to social conflict theory. For this, a Social Conflict Analysis Database (SCAD) was used, which tracks strikes, the size of the protest, the economic damage caused by the strike, deaths of civilians and police officers, riots, strikes, inter-communal conflict, government violence against civilians, and other types of social conflict not systematically tracked in other conflict datasets. The study revealed that there is a significant link between the discriminating factor and Madesh Andolan, and it is advised that the authorized body of government should be proactive in addressing and reducing these elements to avoid conflict in the future.

Keywords
Madheshi
Social conflict
Citizenship
Blockade
CPA

NEPAL'S CONSTITUTION HAS a long history and has traditionally been ruled by a king who is believed to be a reincarnation of Lord Vishnu, a Hindu god. When Padma Shamsher Rana became Prime Minister in 1945, popular opinion and the decline of British authority in the region prompted liberal changes, which culminated

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in the adoption of Nepal's first constitution in January 1948. A coalition led by the Ranas and the Nepali Congress Party restored constitutional monarchy and established an interim constitution in January and March of that year. Similarly, King Mahendra presented the country with a new Constitution just before the elections of 1959, which established a mostly-elected, bicameral legislative body.

In 1990, a strong protest movement forced King Birendra to sign a new Constitution that preserved the constitutional monarchy but curtailed the King's powers and established a multi-party system with a parliamentary government.It increased personal freedoms, lifted the ban on political parties, and established a Council of Ministers to assist and advise the King, chaired by a Prime Minister. In 1996, a Communist Maoist guerrilla campaign destabilized the political establishment in the countryside.In April of that year, after weeks of protests, the King was obliged to reinstall the House of Representatives. After 10 years of guerilla warfare that claimed over 16,000 lives, the elections marked the start of a ceasefire. Less than a month after convening, the new House of Representatives, with a Maoist majority, abolished the monarchy and approved an Interim Constitution on January 15, 2007.

The Madhesi leaders began a movement after the civil war (which began in 1996) ended in 2006 with the signing of the Comprehensive Peace Accord between the Unified Communist Party of Nepal and His Majesty Government of Nepal (HMG/N). They demanded a bandh, Chakkajam, and other protests, claiming that the Maoists had betrayed them. Madhesi organizations used both violent and nonviolent methods to launch agitations and demonstrations. Several bandhs, chakkajaams, and demonstrations have been called in the Terai-Madhes districts of Dhanusha (Janakpur), Saptari (Rajbiraj), Rautahat (Gaur), Parsa (Birgunj), and Bara (Kalaiya). They began protesting against Nepal's interim constitution, which was adopted in 2007. One of the main protesting groups, the Madhesi Janadhikar Forum (MJF), presented a list of demands, including federal structure; proportionate electoral system; autonomous Madhes region and self-determination; abolition of internal colonization; and citizenship for all Madhesis without discrimination. Previously, during the Jan Andolan of the 1990s, the CPN (Maoist) ethnicized the Maoist movement with the ethnic upsurge of many communities, including Madhesi, Dalits, and Janjati movements. The CPN (Maoist) skillfully incorporated ethnic considerations into their demands. "Declaration of Nepal as a secular state, Equal treatment for all Nepalese languages, Ethnic and regional autonomy and the right to self-determination, End of caste, ethnic, regional, and gender-based discrimination, and Special policy for the promotion of Dalit and women's interests," they demanded (Basnet, 2009). During the war, the CPN (M) pushed for a federal ethnic structure using a focused strategy to win the hearts and minds of ethnic communities. And the Maoists' unexpected shift in political aspirations has created a climate of suspicion among Madhesis (Upreti et al., 2012).

The meeting was chaired by Ram Raja Prasad Singh, who rejected the demand for a separate Madhes state from Nepal, saying it was impossible and that even India would not accept it. The majority of Madhesi movement groups, according to this study, lack a coherent philosophy as well as political means and aspirations to achieve any goal. Different Madhesi groups refuse to acknowledge each other's existence and are always at odds with one another. During the violent Madhesi revolt that began in early 2007, Upreti et al. (2012) claim that a mutual mistrust emerged between the two communities (Pahadi and Madhesi). They were enraged, implying that the hill

people are to blame for the long history of discrimination against them. In several cases, Madhesi demonstrators vandalized the properties of hill people, but no Madhesi leaders took responsibility for it, and the state machinery did not take it seriously. The Madhesi leaders have also threatened to call a separatist campaign in Terai-Madhes for 288. Emerging Conflicts and Regional Security in South Asia. They also rejected the ethnic and linguistic identity of the Tharu people of this region, claiming that there is no independent Tharus language and that they speak Bajjika, Maithili, and Bhojpuri dialects of other Madhesi languages. The Seven Party Alliance (SPA) was in power, and they were working to defuse the demand for a single autonomous Madhes, which was seen as a danger to national integration and was endorsed by several other opposition parties. Bandita Sijapti (Lawoti & Hangen, 2013) claims that the movement, which had previously been limited to the Sirha and Dhanusha regions, has now spread throughout the central and eastern Terai. After two weeks of unrest, Nepali Prime Minister Girija Prasad Koirala convened a meeting with protestors, but they declined. PM Koirala tried again to talk to the Madhesi protesters on February 8, 2007, and made some concessions, including a "federal system of governance by revising the constitution, increase in electoral districts in Terai, a proportional representation system, and MJF suspending the movement." On August 30, 2007, the MJF, led by Upendra Yadav, and the Interim Government of Nepal, led by Ramchandra Paudel, struck a '22 point Agreement,' which gave the MJF some political space and put an end to the protest. The three biggest Madhesi political parties, the MJF, the Sadbhavna Party (SPMahto), and the Terai-Madhes Democratic Party (TMDP), formed the UDMF (United Democratic Madhesi Front) and demanded a "single autonomous Madhes with the right to self-determination," as well as organizing multiple strikes. Finally, the government met with them to discuss their concerns, and an Eight-Point Agreement was signed. With the motto "Ek Madhes Ek Pradesh" (one Madhes, one province), the UDMF opted to run in the CA elections (Upreti et al., 2012). The CA elections were held on April 10, 2008, and the CPN (Maoist) came out on top with 229 seats out of 601. The Maoists entered mainstream politics as a consequence of the CA elections, and Maoist leader Prachanda was elected Prime Minister of Nepal with the aid of lesser political parties. The UDMF won 81 seats in the CA, making it the government's coalition partner. However, due to political insecurity and the inability to make decisions, Prachanda resigned and Madhav Kumar Nepal was appointed Prime Minister. However, political and governmental insecurity persists, and the CA has failed to pass a new Constitution (Upreti & Pyakurel, 2012)

The difficult period in Nepalese politics is regarded to be the years 1950-1960 when the country first adopted democracy. At the same time, eyewitnesses claim that leader such as Gajendra Narayan Singh advocated an equitable share for Madesh, but the aggressive and vociferous demand for Madesh shares began only in 2007 and culminated in 2007 with the materialization of local regional parities (Ghimere, 2015). As a result, the Madhesi First movement focused in the 1990s. The Madeshi movement did not end here; it returned in 2015 with a catastrophic nature and a 6-month blockage.

Amid lengthy faculties of political protests and political avarice, Madeshi development was mesmerized. In this approach, different variables rather than a single component were the causes of the unstable animosity that occurred in 2015. In January 2007, the Madhesi disputes remained unresolved. However, was growing for a long time as a result of a long history of separation. The

justifications for the solid Madeshi rebellion in January 2007 are crucial to understanding the movement. For more than five decades, the Madeshis have been fighting for development against the Nepal government's harsh practices, as well as discriminatory citizenship and language regulations, just as enrollment into the military and administration approaches (Yvome, 2007).

The focal issues of the Madeshi's Andolan 2015 are numerous. It is almost impossible to observe it one through one corner. It can only be "understood and explained from multidisciplinary boundaries". It requires multiple reasons to be explained to fined the prolonged conflict in Nepal. To find its one reason like discrimination which is deep-rooted in many formsis being undertaken to analyze its one component to find the cause of Madesh Andolan. Based on this backdrop, the specific objectives of this study have been stated as 1. to examine the different causes of conflict of Madesh in Nepal, 2. to explore economic damages made due to Indo-Nepal Blockade and 3. to analyze circumvented demands in the constitution.

Literature Review

Conflict theory has been used to explain a wide range of occurrences, according to Carl Marks, such as wars, revolutions, poverty, discrimination, and domestic violence. It attributes most of human history's major developments, such as democracy and civil rights, to capitalist attempts to control the masses (as opposed to desire for social order). The principles of social inequality, resource division, and the existence of separate socioeconomic strata are central aspects of conflict theory.

Likewise, relative deprivation is defined by Robert Longley (updated August 03, 2021) as a real or perceived lack of resources required to maintain the quality of life to which various socioeconomic groups or individuals within those groups have grown accustomed, or are considered the accepted norm within the group.

It is just a feeling that you are "worse off" than the folks you hang out with and compare yourself to. Relative deprivation theory, as defined by social theorists and political scientists, states that people who believe they are being deprived of something considered essential in their society (e.g. money, rights, political voice, or status) will organize or join social movements dedicated to obtaining those things. For example, one of the roots of the 1960s U.S. Civil Rights Movement, which was rooted in Black Americans' battle for social and legal equality with white Americans, was relative deprivation. Similarly, many homosexual people joined the same-sex marriage movement to have their marriages recognized in the same way that straight people's marriages are recognized.

Relative deprivation has been blamed in several circumstances for causing societal unrest such as riots, looting, terrorism, and civil conflicts. Social movements, and the disruptive activities that accompany them, are sometimes linked to the grievances of individuals who believe they are being denied resources to which they are entitled.

Anne Marrie Gurung's study The Madeshi Movement in Nepal: Socio-Cultural and Political Aspects, 1950-2015, focused on various factors that influenced madeshi development from 1950

to 2015. The investigation is expected to focus on the political implications for the Terai and the reasons behind Madeshi developments. The investigation is popular among Tharus and other denied network members in the eastern part of the country. The primary factors for madeshi development include pulverizing social avoidance and citizenship as key issues with double political responsibilities in terms of the pahade and madeshi networks.

According to Thapa (2011), there are approximately 109 subversive organizations active in Nepal, the majority of them are based in the Terai Madhes and fight for the rights and grievances of Madhesis. Thapa also discusses how the Maoists exploited the Terai-Madhes region and drew the Young Madhesis into militancy by portraying the situation as "internal colonialism," and how the Pahadis rule the state and exploit the Terai-Madhes region without offering any political rights. "During the People's War period, the CPN-Maoist established a Madhesi Rashtriya Mukti Morcha (MRMM) in 2000 under the leadership of Jai Krishna Goit to expand the Maoist presence in the Terai," according to Nayak (2011). The demand for a "single autonomous province under the new constitution" by Madhesi political parties, which was partially supported by the Maoists to some extent (favoring the According to a study by Conflict Study Centre Nepal (2007), the Madhesi movement after 2006 has several conspiracies by different organizations against each other, which could lead to the demand for separate states in the future. The arson to the NC office in Sunsari was disclaimed by MJF in early February 2007, as it was campaigning at the time. Similarly, 30 Maoist cadres were killed in clashes between the MJF and Maoists in Gaur. In a press release about the incident, Prabhu Sah, General Secretary of the Madhesi Rashtriya Mukti Morcha (a Maoist sister organization), claimed that "Indian criminals were hired by MJF." The study also claims that all the armed or unarmed groups of Madhesi movements assembled in Patna (Bihar) and prepared different sets of agendas.

The investigation broke down Nepal's post-republic period in "New Nepal: The Fault Lines," by Nischal Nath Pandey (New Delhi: Sage Publication, 2010, 164 pages, Reviewed by Milly Joshi). The Federal Structure, Security Area Changes, Outfitted Development in Terai, and Religious and Communal Conflicts, he says, are the major issues in Nepal. Pandey examines the relevance of these issues and their implications for India and China in his book, concluding that the Nepalese government has failed to address elements such as identity, ethnicity, language, religion, region, and culture. This, he claims, should be addressed while establishing the between-time constitution. (Pandey, et al., 2010)

"New Nepal: The Fault Lines", by Nischal Nath Pandey (New Delhi: Sage Publication, 2010, 164 pages, Reviewed by Milly Joshi) The investigation broke down the post republic time of Nepal. Pandey expresses the significant issues of Nepal are Federal Structure, Security area changes, outfitted development in Terai, and Religious and Communal conflicts. In his book, Pandey tests the significance of these issues and their suggestions for neighboring countries India and China and accompanies the end that the Nepal government has neglected to address the variables like Identity, Ethnicity, Language, Religion, Region, and Culture. He says this ought to be tended to while proclaiming the between time constitution (Pandey, 2010).

"The importance of Madhesh: Social Transformation-Madhesh Adhyan" Madesh Adhyan is the examination article by Jhalak Subedi talks about the reasons for Madhesh Andolan In 2007.

As indicated by him, the reason was Madeshi needed a different character depending on their language and culture that were not quite the same as Kathmandu. Additionally, it was grounded on the separation and outline Madheshis had been confronting. It was because Madheshis were forgotten about political dynamics, strategy making, bureaucratic association, managerial force, and other governance arrangements. So essentially, Madhesh Andolan requested the Identity of Madheshis, their way of life, and the redistribution of intensity and regular assets with sway.

In Relative Capacity and the Spread of Rebellion, Insights from Nepal (Helge Holtermann, 2014); Holtermann has discussed the Maoist uprising that developed and spread over the nation in such a brief period. He discovered revolt spread using compulsion, material motivators, and the development of powers as the revolutionary gathering got more grounded. Likewise, he found that the fundamental motivation behind why the military wasn't effective against them was detachment, previous agitator attaches vicinity to existing guerilla bases.

In the new article by BBC, 19 September 2015, Charles Haviland, has secured the proclamation of the break constitution of Nepal. His article has secured the Maoist insurrection by the revolutionaries that pursued a 10 years common war requesting another constitution. The primary Constituent Assembly neglected to draft the constitution yet the second one of every 2013 had the option to finish a draft constitution and this was declared on 20 September 2019 making the year an authentic one. Be that as it may, with this, the country was spellbound between the North and the South jumping the Madhesis/Tharus/Janjatis from the Khas Nepalese.

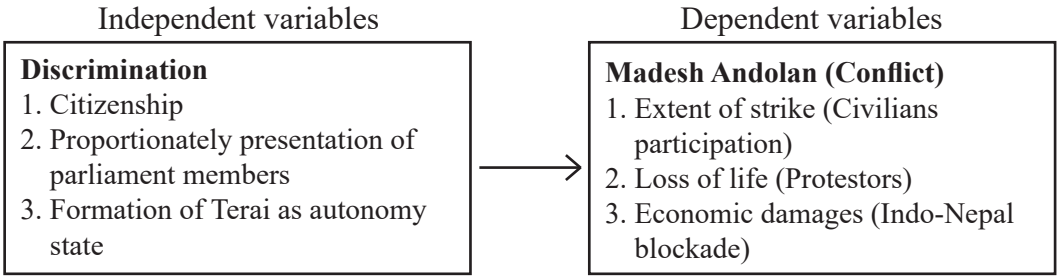
Article "The New Himalayan Republic" by Achin Vanaik (2008) is centered around the second vote-based unrest of 2006 named Jan Andolan 2. The creator talks about how the nation changed from an Autocratic government to a bureaucratic republic by bringing the dissident Maoists into standard legislative issues. It talks about in detail how Monarchy drove by King Gyanendra was ousted by the mass development that keep going for 19 days and was supplanted by the interval government framed based on 1999 political race results additionally fusing the approaching Maoists. This was trailed by the constituent Assembly a political decision that was given the obligation of drafting another Constitution. The creator has additionally talked about how the Madhesh development began and has clarified the issues in the Madhesh. He has clarified how the break constitution was not tending to all the issues of Madhesh and this was upheld by Upendra Yadav offering ascend to Madhesh Movement. The Madhesh development got a total end of the Terrain regions, upsetting the transportation and coordination’s supply. The administration powers fight back against the fomentation yet it was crazy and the shooting from the security powers took more than 50 lives all the while. At long last, Upendra Yadav alongside other Madheshi legislators wrote concurrences with the legislature to cancel the disturbance.

Article "The Madheshi Movement in Nepal: Implications for India" by Nayak (2011) talks about the ramifications of Madheshi development in India's relationship with Nepal. In his paper, he expresses that there is a separation between the upper position Pahade (Hilly district) individuals and the State on the Madheshis. What's more, this is the reason the Madeshis have united for their personality. He has additionally expressed how the Madheshis are isolated as the standard Madheshi lawmakers are taking a delicate stand while the equipped gatherings are requesting total autonomy. He likewise expresses that the Madheshi developments have acquired the enemy

of Indian notions the Pahade individuals yet hasn't talked about how India has reacted to this development.

Figure 1

Conceptual Framework



The proposed study model examined the main causes of Madesh Andolan as the dependent variable. Whereas discriminating forces like citizenship, proportionately presentation of parliament members, demanding terai as autonomy state and reservation in bureaucratic participation of madeshi's people and the language as independent factors. The model intends to find the major factors that havea large influence over the madesh Andolan.

Research Methodology

The study is mainly based on the descriptive method design. Primary and secondary data were used in the analysis. The data were gathered through questionnaires from representatives of political parties, youth leaders, medical persons, local youths, businessmen, students, and teachers having a focus group discussion, key informant interviews. Secondary data have been collected from journal media clips, research papers, cases, and other sources. The participants were asked the same number of questions and were encouraged to share their experiences, views, and ideas with them. The questionnaire consists of two sections, namely, conflict causes determinants and discriminating factors which are then analyzed through correlation in between factors considering discriminating factors as caused factors to conflict arising.

This study was carried out only in Birgunj Metropolitan, Parsa. A total of 50 respondents were approached and agreed to complete the questionnaire.

Results and Analysis

Presentation of data according to demographic: The demographic apps of the respondents are discussed in this segment. Only four characteristics, gender, age distribution, distribution of professional status, and education/qualification were discussed. To further clarify these features, percentages were used.

Table 1 age distribution, contained 58% majority of aged between 30 to 40 years, whereas 30% of respondents were above 40 years old.

Table 1

Age Distribution

Distribution of age group	Number of respondents	%
20-30	6	12
30-40	29	58
40 and above	15	30
Total	50	

Sources: Primary Data

Table 2

Gender

Gender	Number of respondents	%
Male	36	72
Female	14	28
Total	50	

Sources: Primary Data

Table 2 gender distribution is still dominated by males with 72% and 28% were female.

Table 3

Education Level

Education	Number of respondents	%
School level	15	30
Bachelor level	24	48
Masters and other	11	22
Total	50	

Sources: Primary Data

Table 3 education level found 48 percent of respondents were Bachelor level and 22 percent were masters level interviewed.

Table 4

Profession Distribution

Profession	Number of respondents	%
Representative of political parties	10	20
Business houses	5	10

Youth leaders	5	10
Lecturers	6	12
Medial people	6	12
Civilians	10	20
Employees	8	16
Total	50	

Sources: Primary Data

Table 4 represents the respondents from different professions. The respondents were interviewed from political parties and youth leaders with 30% altogether. It study contained 12% lecturers, 12% media people, and 20 were interviewed from civilians who disclosed no profession. Similarly, 16% were interviewedby people working in different organizations.

Analysis of research questions:To answer this research question, different groups were asked and summarized with finding the average, and correlation relations to determine whether the conflict is the cause of discrimination or not.

Table 5

Collective Percentage Level of Discriminating Factors

SN	Factors of discrimination	No. of respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
			1	2	3	4	5
1	Citizenship	50	2	2	10	16	30
2	Proportionately presentation of parliament members	50	3	5	6	16	25
3	Formation of terai as autonomy state	50	5	6	12	12	15
4	Reservation in bureaucratic participation	50	2	4	5	10	29

Sources: Primary Data

Table 6

Collective Percentage Level of Conflict Factors

SN	Indicators of conflict	No. of respondents	Very low	Low	Neutral	High	Very high
			1	2	3	4	5
1	Extent of strike (participation)	50	2	3	6	14	25

2	Loss of life	50	0	3	4	18	25
3	Economic damages	50	2	4	8	16	30
4	More than 6 months band (Indo-Nepal blocked)	50	2	3	5	15	25

Sources: Primary Data

Table 7

Mean Score of Discriminating Factors

SN	Determinants of discriminating factors	Mean score (X)
1	Citizenship	5
2	Proportionately presentation of Parliament members	4.4
3	Formation of Terai as autonomy state	3.52
4	Reservation in Bureaucratic Participation	4.2

Table 7 shows that all factors are responsible whereas citizenship is the highest responsible for discriminating.

Table 8

Mean Score of Conflicting Factors

SN	Determinants of conflicting factors	Mean score($\bar{y}$)
1	The extent of strike (Participation)	4.14
2	Loss of life	4.3
3	Economic damages	4.96
4	More than 6 months band (Indo-Nepal blocked)	4.16

Table 8 shows that all factors are responsible but economic damage is more responsible for creating conflict.

Mean of X=4.28	Mean of Y=4.39	r=+0.98

The calculative scores show that there is a relationship between discrimination and madeshi conflict. The violence is the result of discriminating elements, according to a study done in the Birgunj metropolitan area. The cost of Madeshi Andolan, which lasted for six months, was extraordinarily exorbitant. Because of the government's indifference to Madheshi demands, the Unified Democratic Madheshi Front and the Tharuhat/Tharuwan Joint Struggle Committee have called for an indefinite strike in Terai to begin on August 8. Over 56 individuals, including protestors and security officers, were killed throughout the past one-and-a-half month of the agitation, with only 7 civilians killed in Birgunj. Thousands of demonstrators have also been seriously injured. India has taken in a large number of refugees. Almost every Terai district has devolved into a war zone.

Turning points in the conflict: In this fight, there are three pivotal moments.

a) The Tikapur massacre aided the Madhesi in establishing their national agenda. It also served as a credible threat to their opponents and fueled recruitment efforts. The following days saw an increase in violence as a result of this incident. At several times and locations, security and Madhesis cadres were openly confronted.

b) The second turning moment is the promulgation of Nepal's constitution. Along with the Madhesi protest, issues such as federal state demarcation and inclusive politics were brought up in the conversation.

c) The third turning point was India's unofficial blockade of Kathmandu, which debilitated the city. In the past, Indian participation in domestic conflicts has proven decisive. The Delhi Accord, for example, replaced the Rana regime with the monarchy in 1951. With the support of an embargo enforced by India in 1989, the Panchayat system was ousted (Pathak, 2015). A decade-long Maoist insurgency came to an end in 2005 when New Delhi signed the 12 Points Agreement. India's involvement in the battle heightened its importance. It bolstered Madhesi morale to some level, but it had a negative influence on Nepal's administration.

Intensification of the conflict:The battle subsequently grew to include additional parties, such as ethnic or regional groupings. Many formerly silent organizations began to demonstrate against the constitution. Eastern Nepalese ethnic minorities of Mongol ancestry joined forces with the Madhesi to make the protest a national success. In the altered political climate, the Tharu ethnic community of west Nepal announced their agenda. The central Nepalese hill castes desired their federal state.

When organized criminal groups entered the fight for economic reasons, the conflict grew even more. More stakeholders from Nepal and India's border areas created a syndicate to run a fictitious economy that would manage supplies at their prices. The government failed to supervise the syndicate's operations and instead turned a blind eye to Nepal's irregularities (Nath &Tharu, 2015). Because the government was unable to regulate the market, many others were inspired to make quick money with impunity. The lack of government-aided the spread of warfare.

When China intervened to assist Nepal, the dispute became even more heated. China initially supplied one million liters of petroleum and offered that Nepal signs an agreement to assure future supply (China to provide Nepal oil to ease the crisis, 2015). Nepal put off dealing with China and tried to talk with India in a variety of settings. Furthermore, the Nepalese bureaucracy was opposed to the change in commerce from India to China. In the days that followed, India too, reacted quietly (India reacts gradually, 2015). The government's uncertainties enticed many others to join the battle in pursuit of their own political or economic objectives.

Indo-Nepal blockade: The 2015 Nepal Blockade, which started on 23 September 2015, was a monetary and philanthropic emergency that seriously influenced Nepal and its economy. On 20 September 2015, it was a noteworthy day for Nepal as since quite a while ago slowed down the Constitution of Nepal was passed with 90% of Parliamentarian nearness, simultaneously Madeshi ignited with a boisterous voice against the constitution proclamation. The fundamental driver of

dissent against was requested by or occurred among Madesh; there were different uncertain given ignited by the entry of the constitution identified with multi races, political intrigue.

Following the fights of Madhes-based gatherings over various arrangements in the new constitution, financial movement in the city of Birgunj was carried to a total end with organizations being closed down for as long as 9 hours every day for almost a half year. During the barricade, organizations in Birgunj; particularly in and around the commercial center, stayed shut in the pinnacle for long periods of 9 am to 5 pm. Neighborhood organizations that flourished with the development of individuals and merchandise over the fringes announced an overwhelming fall in deals as protestors shut down the zone for a noteworthy segment of the day leaving just a little window of time for advertising exchanges. Inside this period, local people and endeavors got some relief; while laborers subject to everyday wages like rickshaws and truck pullers could make not much profit. In any case, the progression of merchandise over the fringe stayed at a stop and huge ventures along the Birgunj-Simara-Hetauda stretch attempted to keep up tasks as the expense of creation continued ascending because of deficiency of fuel and crude materials. Correspondingly, everyday wage laborers, for example, rickshaw pullers and payload loaders thought that it was difficult to continue employment during the barricade. Without any roads for standard salary combined with increasing costs, a few people were constrained to make due on little investment funds that they figured out how to gather throughout the years, casual exchange of fuel, or return to their particular towns.

Birgunj likewise takes into account countless clients from past the outskirt who for the most part look for Chinese hardware and array. While fights at outskirt focuses are clearing up, these nearby organizations presently can't seem to give indications of recuperation, as the inflow of Indian nationals keeps on staying low.

Conclusions and Recommendation

The study found the high influencing factors are citizenship (mean 5) and likewise proportionately presentation of parliamentary members (mean 4.4) and presentation in the bureaucratic reservation (4.2) as well. The study also revealed that there is a strong relationship between discriminating factors and Madesh Andolan as resulted with r=+0.98.

It sounds that the leaders of the Madhesi development face troublesome decisions: they have activated open help, however, have likewise needed to work out for long to precede the confidence picked up should recognition the honesty with full trust and devotion.They currently need to choose a technique of settlement or proceeded with a showdown. The standard gatherings have changed their talk however are as hesitant as ever to make a move that would make for an increasingly comprehensive framework. Participating in genuine dealings will be a fragile procedure, with no gathering needing to lose face. In any case, the key issues are clear and still offer space for a sensible trade-off:

Citizenship. Still some encouraging systems are lying behind it to apply reasonably all through the terai regions.

Federalism and self-rule. The administration's pledge to federalism presently can't seem to convert vigorously; without pre-empting the constituent get together, steps are expected to exhibit progressively genuine purpose, for example, arrangement of a specialized research commission that could build up an information base for future conversations; revamping trust: trust in national and nearby government will possibly come if there is average administration, open security dependent on neighborhood network assent and improved conveyance of administrations

Language. One more hindrance in a smooth neighborhood government job could be language obstruction. The state should step in setting impartial and reasonable improvement viewpoints in all pieces of regions inside the Provence.

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Perception and Radio Listening Behavior in Pokhara

[1]Kavita Shrestha

Abstract

Radio is a prominent means of communication since long in Nepal. This study is aimed to assess radio listening behavior of people around Pokhara valley. Structured questionnaire were used to collect the data. All together 395 radio listeners were selected for questionnaire administration. They were from various categories like students, shopkeepers, house wives, drivers, polices, employee, passengers, devotees, beauticians, sports persons, farmers, journalists, health workers, and tourist guides. The collected data were presented in tables, pie chart, and percentage to assess the listening behavior of FM radio programs. It is found that issues like accuracy, balanced and credible contents are preferred and these factors influence audience decisions to listen to given radio program. Among the respondents, 20% of respondents preferred to listen to infotainment oriented radio programs while 19.49% are more interested in issue based radio programs. Similarly, 17.22% prefer news and information to listen the radio programs. Moreover study showed that 60% respondents followed their preferred stations in social media like Facebook and Twitter.

Keywords
Audience
Behavior
Listening
Preference
Radio

ADVANCES IN TECHNOLOGY have given people more ways to access an increasing amount of information. However, radio still plays a vital role in today's world. Radio is more than just announcers, news and songs. Radio is about companionship and the emotional connection with the listener (Krause, 2020). Radio broadcasts provide real-time information, and some that broadcast 24 hours a day, can provide the most recent updates to listeners. Radio has the ability to reach across borders and can become a valuable source of information where reliable news is scarce.

Radio is not just important for reception of emergency an-

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nouncements and communications during disasters. It provides an outlet for regular community messaging and activities such as local sports, community events, special events, local business advertising, etc. Radio is particularly strong in rural areas where 83% of people live. A survey conducted in 2006-2007 by the US-based media development organization Equal Access found that 82% of households owned radios, 95% had radios in their neighborhood and about 44% of radio owners had radios that cost less than Rs. 500 (US$7) (Acharya, 2019).

Economic survey report of fiscal year 2018/19 has mentioned that Nepal has radio penetration of 83% (MoF, 2019). A separate survey conducted by the BBC among 4,500 people in 2008 showed that 90% of the Nepali population listened to the radio regularly. Another key finding was that 92% of respondents trusted the media more than any other institution in Nepal. Increasingly, Nepali are using their mobile phones to listen to the radio, particularly young people (Acharya, 2019). This has proved that radio is basic source of information to Nepali. Listening radio is a part of their daily life. However, radio audience research and market position of radio stations have never been effectively undertaken on a regular and national basis in Nepal.

Pokhara, capital city of Gandaki provience, is major city of Nepal. The first radio station to get licenses in Pokhara is Radio Annapurna 93.4 MHz. It got license on 2057-06-16. However, it was not first radio to broadcast FM service. Machhapuchre FM is the first one to on air in Pokhara. Today, there are altogether 33 FM stations operating in Pokhara valley. Thus, to evaluate the radio listening behavior of people around Pokhara is the major quest of this paper.

The remainder of this study is organized as review of literature, research methods, results and discussions and summary and conclusions.

Review of Literature

Mass media is regarded as a very powerful entity. It is 'Voice of Voiceless' and 'Leg of a lame'. Thus, media plays a vital role in the development of a country.For decades, there was a system of 'Katuwal Karauney' in Nepal for the sake of communication.But, with the pace of time mass media became more advanced and forward ("Mass Media In Nepal," 2021).

In Nepal, the first Radio station Radio Nepal was established in 1950. However, even before that time Nepali people had already been experiencing the taste of listening to the radio from the stations of neighboring countries as Nepal's neighbor, India, had already started broadcasting by 1923 (Parajulee, 2007). The monopoly of Radio Nepal was broken in May 1997 when the first independent radio station: Radio Sagarmatha – began operation as a community FM radio run by the Nepal Forum of Environmental Journalists (NEFEJ). In the two decades after the first independent radio station was established, the Ministry of Information and Communication (MoIC) has granted licenses to 736 FM radio stations (vividideas, 2019) (MoIC, 2019).

After first license granted for Radio Annapurna 93.4 MHz on 2057-06-16, Pokhara valley has almost three dozens of FM stations according to data published by MoIC, which was last updated on 2076/08/21 (MoIC, 2019).

Listening on radio has been discussed by several researchers who sought to know why people listen to radio programs, with what gratifications. Lazarsfeld regard radio as a potential medium for the advancement of education and refer to listeners of educational programs as serious

listening audience, claiming that there is existence of correlation between programs preference and demographic characteristics of listeners (gender, age, urbanization, economic class, amount of radio listening, amount of time individual spends listening to radio) (Lazarsfeld, 1941).

One of the studies of radio listening of undergraduate students in USA aged 18-24 that majority of the respondents listen to radio, least 2 or more hours a day noting MP3 was the main usage device for listening, with flexibility of musical choice of entertainment programs (Albarran et al., 2007).

McClung, Pompper and Kinnally isolate the motivations of listening to radio noting exciting, entertaining, putting me in a good mood, relaxation, helping to forget about school and homework, learning things about myself and others, helping me pass time when I am bored and using it to find out about the news and others aspreferences (McClung et al., 2007).

Radio Advertising Bureau report on radio listening habits in UK explains that people regard as a lifestyle support system, helping people feel better as they go about their daily lives pointing out that majority of the people surveyed sees the medium as the biggest mood enhancer for people who listen to the radio. As the report explain, radio listening reached its highest level ever recorded in the first quarter as 47.3 million adults or 91.6 % of people aged 15 or above tuned-in to their favorite radio stations each week. The report indicates the new media of mobile phone, online radio and digital television to be boasting audience radio listening habits (Thomas, 2011).

Mogamsi notes that the students of University of Nairobi listen to radio through their mobile phones and cited playing music of their choice, educational programs and good programs presenter as the main reasons for listening to radio. The study further revealed that the students listen to radio for 1 to 4hours (Mogambi, 2016).

Moreover, Cunsolo discusses why people listen to radio and cited its ability to connect listeners with contemporary music, both local and global news, and keeping listeners on track of programs choice and reception noting that the new media of mobile phones has enhance listener's accessibility to radio stations programs on the go (Cunsolo, 2020).

In case of Nepal, Radio Listeners Survey on tuberculosis and TB/HIV Co-infection in Nepal conducted by Health Research and Social Development Forum (HERD) on 2011 found that highest proportions of households from mountain region (85.2%) had more availability of radio set compare to hill (80%) and terai (71.3%) region. More than three quarters (77.7%) of the people used to listen any radio program(HERD, 2014).Their research found nearly to half (48%) from mountain, one third from hill and 36 percent from terai region always listened radio. Highest proportion of people from mountain (88%) listened radio health program compare to hill (78.7%) and terai (73.0%). Similary report also found that majority of people from hill (65.4%) preferred to listen radio at any free time, however this is 48 percent in mountain and 61 percent in terai region (HERD, 2014).

Audience survey done by Radio Madanpokhara in 2004 amongst 690 families in the Tansen municipality and 15 Village Development Committees (VDCs) of Palpa district revealed that while almost 87 percent of the respondents owned a radio set, only 77 percent had a set that could receive FM signals.11 85 percent of the families in the city of Tansen had FM radios whereas the corresponding number was 74.5 percent for the villages. The survey also revealed interesting differences amongst various caste and ethnic groups in terms of FM radio ownership (Banjade,

2007).

Another survey conducted by Sharecast Initiative Nepal found that Nepali audience is catching up fast with global trends.According to their survey, 49% respondent listen to radio on a regular basis. Those who don't listen to radio 55% say they don't do so because they don't have a radio set. The research tried to understand the preferred content of radio listeners. Seventy Percent tune into radio for local news whereas only 29% tune in for national and international news. Forty eight percent listen to local radio to listen to songs and music (Acharya, 2019).

Another article published in Heliyon journal has found that environmental programs were covered in 57% of radio stations, but they were among the least popular ones. Environmental programs were mostly broadcasted weekly (73%) during prime time (morning and evening). (TamangLopchan, 2020)

Similar research was conducted among 207 audiences by Women Empowerment Mission, Mahottari in 2019 in Sarlahi, Dhanusa and Mahottari districts.According to their research,male listens more 69.7% than women. Similarly, age group of 25 to 35 years is articulated as regular listeners. Their research found that 32.34% people preferred to listen radio for news whereas 27.82% for entertainment, 21.56% for information, remaining for other purpose. Similarly, 30.27 % respondents preferred to listen radio seems to be in the morning,while 25.91% preferred to listen at evening (25.91%). During the day time just 20.10% people listen radio whereas at the night time 22.70% listen FM radio.Research also found that Mobile has become the easiest device to listen FM radio as 52.76% people tuning radio through it. Only 32.36% listeners listen radio from Radio sets, 8.16% from internet, 6.41% from mobile apps and others from other device (Women Empowerment Mission, 2019).

The above discussion reveals that there is no research in Pokhara regarding radio listening behavior. Therefore, this study has been conducted to analyse radio listening behavior in Pokhara valley.

Research Methods

This study is entirely based on survey. It uses primary data obtained through questionnaires for analysis. So the nature of the study is quantitative at all. Both descriptive cum analytical research design have been followed in the study.

In order to make balanced representation, 30 respondents were selected from each occupational areas namely, students, shopkeepers, house wives, drivers, polices, employee, passengers, devotees, beauticians, sports persons, farmers, journalists, health workers and tourist guides. Thus, there were total 420 respondents. Primary source of data was collected by using survey questionnaire and secondary data by using document review methods.For primary data collection, questionnaires were provided to sample listeners of different field. Questionnaires were accompanied by a cover letter. One week following the date of the initial cover letter, a follow-up letter and a replacement questionnaire were mailed to all non-respondents. Two weeks following the date of the initial mailing, another replacement questionnaire and final letter were sent to non-respondents. According to (Suskie, 1996), this timetable serves as a means of reminding recipients to complete the survey without going to great expense. It also contributes to the likelihood of

doubling the initial response rate, generally less than 40 percent after the first mailing.

Out of 420 respondents, 395 respondents (87.78%) dully filled and returned their questionnaires. This gives an overall return rate is above the 85%. According to (Ary et al., 2006), this is recommended for acceptable levels due to nonresponse in the selected sample. Tables, frequency, pie chart and percentage were used to depict the listening patterns of FM radio programs of respondents.

Results and Discussion

Frequency of Listening to Radio FM

This section deals with how often respondents listen to radio.

Table 1

Frequency of Listening Radio

No. of days	frequency	Percentage
1-3 days	47	12
4-6days	150	38
All 7 days	198	50

Source: Field survey, 2020

Table 1 presents that radio was very common to people around Pokhara. All respondents listen to radio time and again. Fifty percent of respondents listens to radio daily while 38% listens to radio 4-6 days and rest listens for 1-3 days.

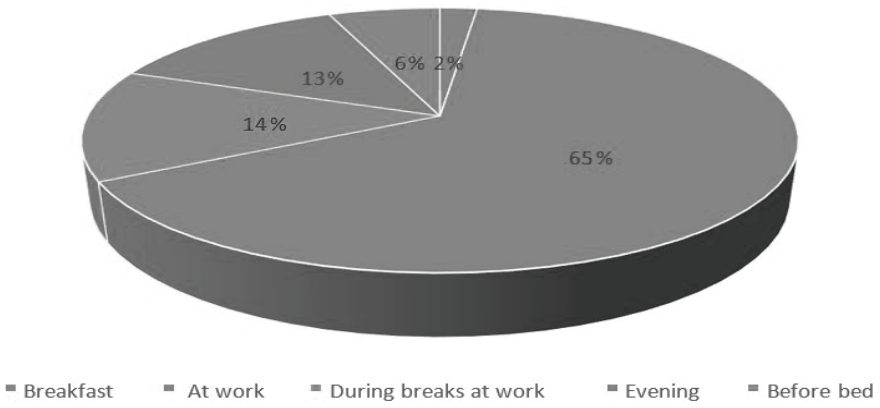
This could be attributed to the fact that radio technologies were more common to the teachers and could be accessed anywhere via multiple ways. For instance, people could listen to radio using their mobile phones or the internet at their own time even at work place.

Time to Listen to Radio

This referred to the time of the day respondents listened to radios. The results are presented in Figure 1.

Figure 1

Preferred Time to Listen Radio



Source: Field Survey, 2020

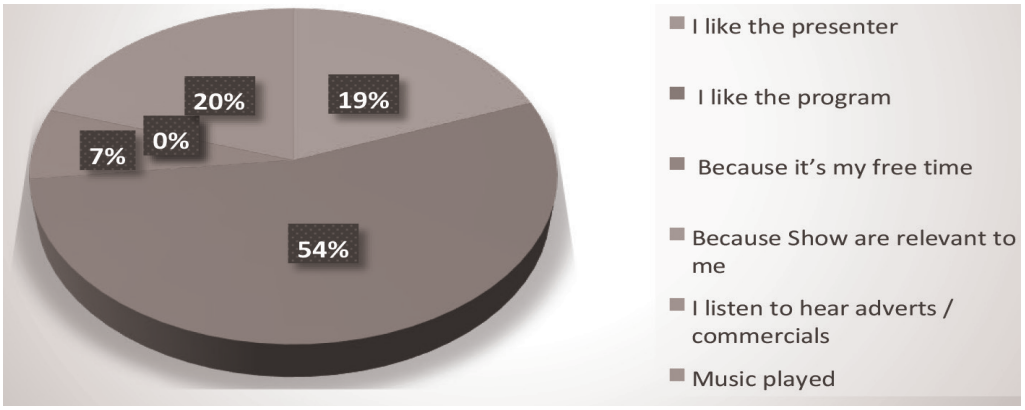
Figure 1 depicts that majority of the respondents 65.0% listened to the radio at work. This could be probably due to the fact that for shopkeepers, house wives, drivers, passengers, beauticians, farmers, journalists keep radio on while they are in their respective work station as their companion in their work. Respondents like polices, employee, sports persons, health workers, tourist guides listen to radio during break time of their work. They are 14% of total samples. Similarly, respondents like Students, journalists may listen to radio at evening have population of 13% of total population. Likewise, 6% population listen to radio before going to bed and 2% of people listen to radio at breakfast.

Motivation to Listen to Radio

This referred to the why respondents listen to radio in particular time slot. The results are presented in Figure 2.

Figure 2

Motivations to Listen Radio



Source: Field Survey, 2020

Figure 2 show that the most common motivation to listening to radio was because they like programs presented in radio. It should be noted that nearly all the radio stations air news and entertainment programs. Twenty percent respondents listen radio to listen music only for entertainment. Similarly, 7% of respondents listen radio in free time like break time.

Preferred Place for Listening to Radio FM

This referred to the where respondents prefer to radio. The results are presented in Table 1.

Table 2

Preferred Place to Listen Radio

Place	Frequency	Percentage
Home	170	43
Office	43	11
Commuting	134	34
Other	48	12
Total	395	100

Source: Field Survey, 2020

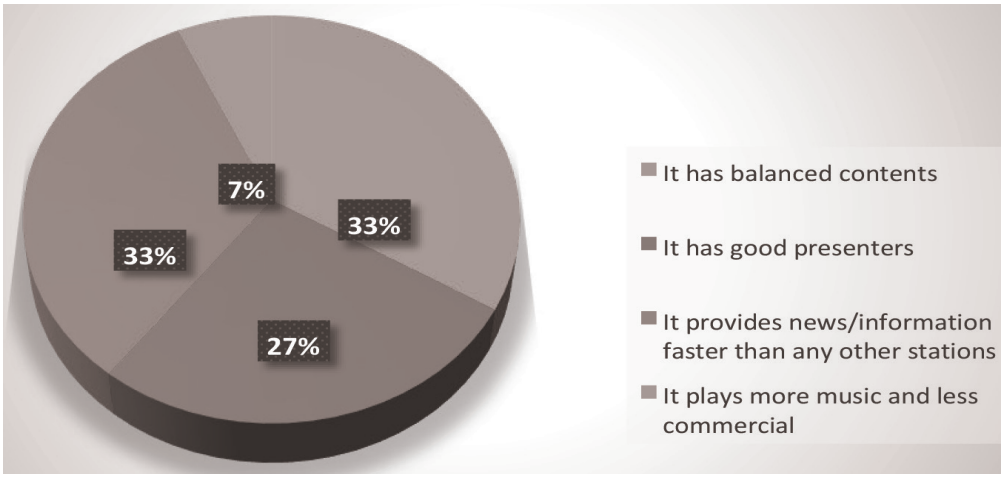
Table 2 shows that the most common place for listening to radio was home.ie, 43% of respondents listen to radio at home. It may be because respondents like Students, house wives, employee, devotees, farmers, journalists, health workers, tourist guides likely to listen at their leisure time which will be at home. Second common place to listen radio is while commuting. Respondents like drivers, polices, employee, passengers, devotees, sports persons, journalists may listen to radio while travelling from one place to another. They have 34% of total populations. Eleven percent of respondents like beautician, shopkeepers, and drivers listen radio at their office and they like programs presented in radio. Twelve percent of respondents listen radio at other places like departmental store, restaurants, cyber café and so on.

Reason behind Listening Radio

The section deals with reason for respondent why they listen to radio. Results are presented in Figure 3.

Figure 3

Cause to Listen Preferred Radio



Source: Field Survey, 2020

Figure 3 shows that respondent found faster news delivery and balanced contents in those radio stations. They make total 66 % of population. This indicates that respondents were aware about news and program contents. So it seems that they prefer those radio stations that broadcasts news frequently and faster than others along with balanced program contents.

Secondly, respondents choose radio stations depending on radio presenters and way of presentation style of particular radio station. They make total 27 % of respondents. 7% of respondents are found to be fond of music and don't like commercial.

Kind of Programs Preferred

This referred to the preferred program types to respondents? The results are presented in Table 3.

Table 3 shows that21% of the respondents like shows which are Informative in nature and 19.49% like shows which are Theme based, 17.22% of respondents like news-oriented programs,

Table 3

Preferred Contents on Radio

Options	Frequency	Percentage
News	68	17.22
Infotainment	83	21.00
Theme/issue	77	19.49
Request based	34	8.61
Phone In	49	12.41
Celebrity shows	63	16.00
Others	21	5.32
Total	395	100.00

Source: Field Survey, 2020

celebrity shows are liked by 16%, Phone in programs are liked by 12.41% of respondents, request based shows are preferred by 8.61% each and Road shows are least preferred at 9% only. 5% of the respondents like other kind of shows which included, contest shows, only music shows etc.

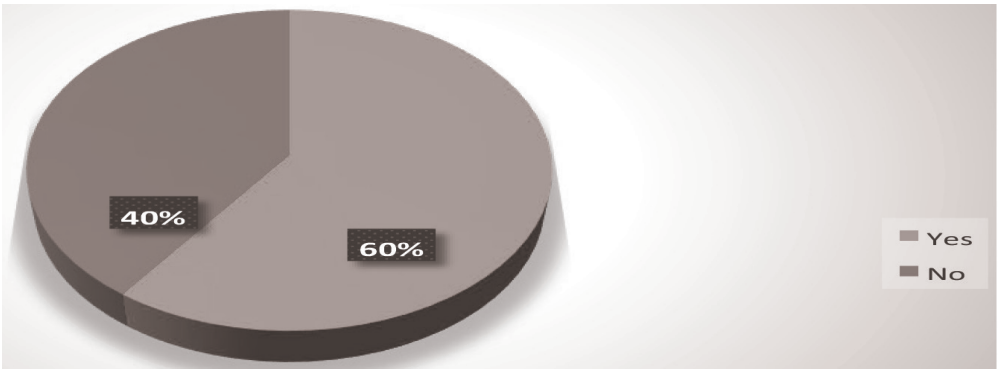
Following in Social media

This referred to whether listeners follow their preferred stations in social media or not:

The results are presented in Figure 4.

Figure 4

Following Radio on Social Media



Source: Field Survey, 2020

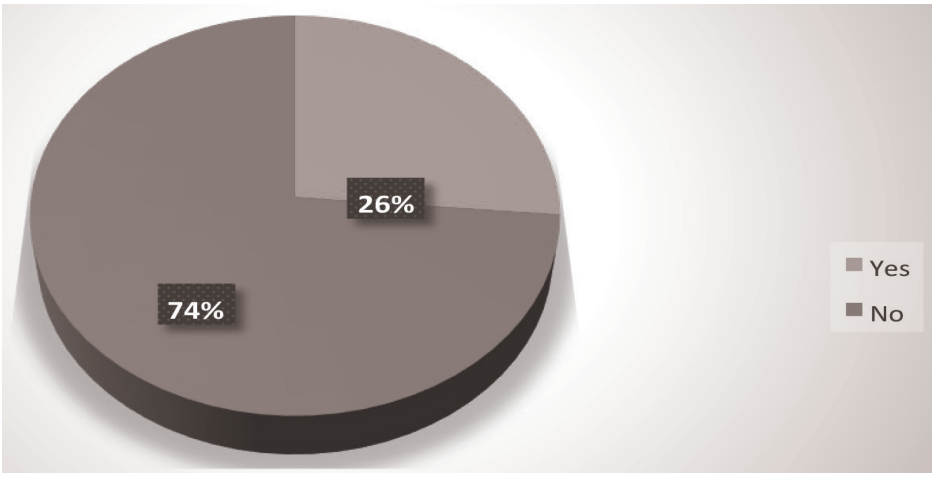
Figure 4 shows that, majority of listeners (60%) follow their preferred stations in social media like Facebook and twitter. It is common to have pages in social medias like Facebook and twitter for ratio station. Similarly, maximum people of city area have their account in Facebook or twitter. So, this people try to stick with their preferred stations by liking their social media pages.

App Installed in Mobile

This referred to whether listeners downloaded radio app into their mobile or not? The results are presented in Figure 5:

Figure 5

Use of Mobile App of Radio



Source: Field Survey, 2020

Figure 5shows that maximum people (74%) have not downloaded mobile application of their preferred radio station. Instead of using applications, they prefer social media to listen to radio programs. Similarly, 26% people have downloaded the respective radio application as it can be built in even in simple type of mobile devices. Which enable people to listen to any radio by just changing frequency level freely. However, those simple mobile sets will not have facilities to install third party applications.

Conclusion

This study analyzed the radio listening behaviour in Pokhara Valley. Altogether 450 audencies were selected and a questionnaire was surveyed among them. The collected data have been described by percentage,frequency and pie chart.The study found that despite the rise in social media ,Radio is still popular. All of respondents listens radio time and again. Listening radio at work is common behavior in Pokhara Valley. The most common motivation for listening radio was found to be type of program and music they follow. Most common places for audience to listen radio is at home and during commutation. It is observed that audiences are sensitive tocontent of program. Results shows that respondents sticked more to faster news delivery and balanced contents. Audiences were found to be following social media pages of their preferred radio stations too. However, majority of them has not downloaded mobile application of their preferred radio station.

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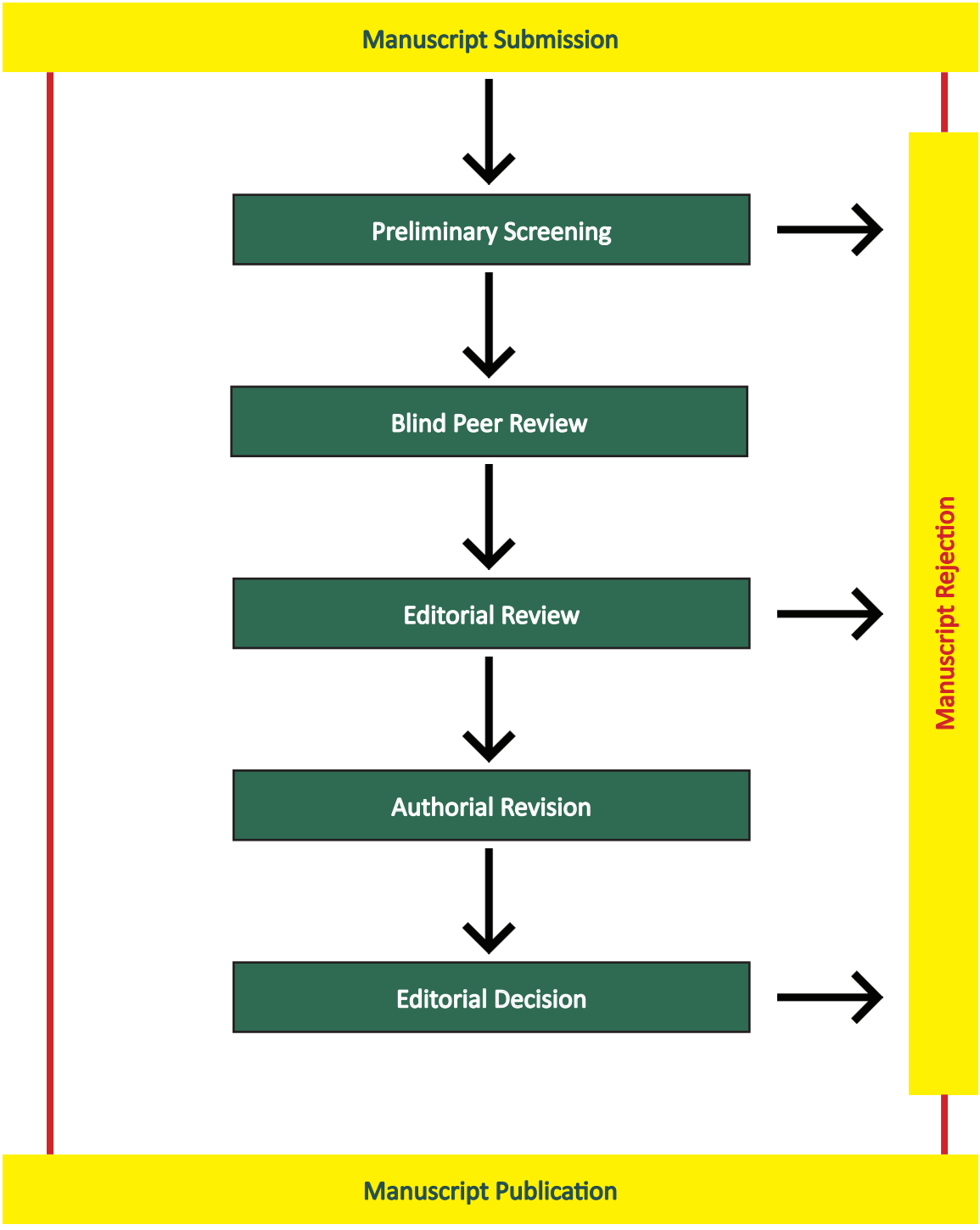
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