



Private Management College from teaching faculty experience in Kathmandu Valley: A Qualitative study

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Abstract: This paper aimed to gain insight into the private management college in Kathmandu Valley from the teaching faculty's perspective. To conduct this research, a qualitative methodology was employed. Interviews were the main instrument used for data collection. A Total of five of the best management colleges of Kathmandu Valley were selected, and 10 % of the total Teaching faculty was selected out of them. Thematic analysis was used to explore the dimensions of academic performance. The finding shows that the private colleges in Kathmandu play a significant role in higher education by offering a wide range of academic programs and classes. They priorities quality education, focus on ICT, foster teamwork, and often perform better academically than public colleges. However, challenges such as the lack of faculty development programs, the absence of labor law practices, limited value for money, and flexible internal marking systems need to be addressed to further enhance the quality of education provided by private colleges in Kathmandu.

IndexTerms - College, Education, Faculty, Kathmandu, Private.

1. INTRODUCTION

Tri-Chandra College's founding in 1918, under the Rana monarchy, marks the beginning of Nepal's history of higher education (Sharma, 1990). Prior to the founding of this college, only a small number of Nepalese students received their higher education from Europe and America. In the past, when students required any form of specialized education, rulers would send them abroad. Evidence suggests that during his rule from 1885 to 1901, Bir Samser Rana, the third prime minister of the Rana dynasty, sent students to study engineering in Japan and India. He founded a medical school in 1899 during the conclusion of his reign to meet the Bir hospital's human resource needs in Kathmandu (sharma, 2015:26). Up until 1898, Ranipokhari Sanskrit Pathasala (Sanskrit College) offered intermediate and advanced Sanskrit instruction, but there was no system of testing or accreditation. When India began offering examination services to Nepalese students as well, students began traveling to the Governmental Sanskrit College in Banaras, India, for the purpose of taking exams (Sharma and Sharma, 2043bs: 102-103). At that time, the sole option for advanced study in the nation was Sanskrit. The minority elites of the society had access to the few technical schools for sub-overseer and chemical technology, but they were not organized and were small in number (Paudyal, 2016).

Department of education (2013/14) has separated school education as basic education and secondary education. Basic education spans grades 1 through 8, while secondary education covers from grades 8 to 12. Basic education is further divided into primary from grade 1 to 5 and lower secondary from grade 6 to 8. Secondary education has also two parts, namely secondary from grade 9 to 10 and higher secondary (11-12/13). Pre-primary education is prevalent in private sector. Higher education consists of 3/4/5 years of bachelor's degree, 2 years of master's degree, 2 years of MPhil and a Ph.D. Language of teaching and examination is both Nepali and English. Examination is held once at the termination of academic year for most of programs, while it is half yearly for some of the programs. TU initiated using the semester system on university campuses in the 2015–16 academic year and aims to roll it out to all campuses countrywide by the succeeding academic year. TU wishes to put on this across all schools and colleges countrywide by the forthcoming academic year on campus (Paudyal, 2016).

Private management colleges in the Kathmandu Valley play a crucial role in higher education. Private institutions offer specialized management programs and contribute to the development of skilled professionals in various business and managerial fields (Awale, 2021). Private colleges are established to meet the growing demand for tertiary education in Nepal, particularly in urban areas like the Kathmandu Valley (Mathema, 2007). These colleges operate under the supervision and affiliation of universities, such as Tribhuvan University, Kathmandu University, Pokhara University, and Purbanchal University (Giri, 2020). Additionally, extracurricular and co-curricular activities are given a significant amount of importance in the private colleges and universities in Nepal. Nevertheless, it does not originate from a bad picture.

In this matter, it is important to identify the view of faculty members on private management college contributions to higher education sectors.

2. LITERATURE REVIEW

Researchers conducted questionnaires to find out about the attitudes and experiences of students and teachers with regards to academic dishonesty in higher education. Findings from surveys of students (N = 1142) and professors (N = 130) at a medium-sized (8700 students) Canadian institution are presented. Results demonstrated comparable patterns in teacher opinions, although teachers differ about whether or not academic dishonesty is on the rise (Awosoga, Nord, Varsanyi, Barley, & Meadows, 2021).

Study looked at what influences professors' attitudes regarding BL methods. Across universities, colleges, and polytechnics, 413 professors and lecturers participated in an online survey. The findings indicate that professors' attitudes about implementing BL initiatives in the classroom are highly influenced by social variables such perceived ease of use, perceived complexity, perceived job fit, perceived long-term repercussions, perceived conducive environments, and professors' prior experience with Information Technology (IT). The article's findings may help educational institutions better understand the aspects that can be taken into account to enhance both the design of their classrooms and the use of technology in education (Anthony, 2021).

Research is to determine how satisfied college professors are with teaching online during the second wave of the COVID epidemic. Descriptive research methods were used for this study. An online survey was conducted in Nepal during the covid-19 second wave. The study included input from 123 different professors. Higher education teachers in Nepal were generally pleased with their online courses during the second wave of the COVID outbreak (Mahat, Kandel, & Shrestha, 2021).

Medical teachers in Northwestern Saudi Arabia's understanding, attitudes, practice of problem-based learning. The research recruited 110 medical academics. A structured questionnaire gathered staff socio demographic data, PBL knowledge, attitudes, and practise. 85 of 110 responded. PBL knowledge was highest among male employees (79.1%), professors (86%), and associate professors (88%). Male and clinical sciences employees were more favorable. Male and female workers had 35% PBL practice, with a statistically significant difference (Aboonq, 2015).

3. NEED OF THE STUDY

Majority studies evaluated college activities based on students' perceptions, this study concentrated on the intimate perspectives of faculty members. Numerous research use mixed or quantitative methodologies, however this study focused on the qualitative data. By include respondents from the Kathmandu valley, where no faculty perspective has ever been conducted previously (Mahat & Aithal, 2022), this study further covers the geographic gaps.

4. OBJECTIVE

The general objective of this study is to identify the role of private management colleges from the teaching faculty's views.

4. RESEARCH METHODOLOGY

The study is completely based on cross-sectional study. Research was done between December 12, 2022 and February 15 of 2023 in order to gather the necessary data. The source of information is primary source and while collecting the information, the study has used qualitative study. The study consists of interviews from twenty four faculty members, twenty males and four females from various management colleges of Kathmandu Valley. The interview schedule's questions were created after doing a literature research, and they were piloted for face validity using senior faculty opinion (Pokharel, Aryal, Yadav, & Pokharel, 2021). The interview was done in a separately, with only the audio being recorded by voice recorders. Laptop was used to store the data after it had been transcribed and given a code name. Simple random sampling was used to select the respondents from private management colleges only (Mahat & Mathema, 2018). The gathered data was modified, and themes were created by manually reading the transcription multiple times. Thematic analysis was used to analyze the raw data collected. The objective of the study was informed to the respondents and the concern was taken before the interview. The results are displayed in narrative style within the two key groups: strength aspect, and weakness aspect. An ethical issue was considered, such as participant privacy, ethical standards, and gaining informed permission from respondents (Mahat & Aithal, 2022).

5. RESULTS AND DISCUSSION

5.1 Strength of private college

Nepalese higher education sector is based on private college

One of the experienced faculty members from KMC expressed that *"Tribhuvan University (TU) is one of the mother university, however rules and regulation system practiced in TU is not enough but those private universities who are affiliated from TU follow complete rules and regulations that was directed by TU. So the performance of private colleges is better than TU. For this, the performance of private Teachers has to be given the credit. One full time faculty member of TU just conduct 9 credit hours in a year but the private university faculty members conducts double in comparison to this. Not only this private university teacher also conducts extra and co-curricular to enhance the academic quality, that is the reason academic performance of private college is better"*.

Female faculty from KMC shared that *"Nepal higher education system focuses heavily on private college to meet the growing demand for tertiary education in the country. Private college play an important part in giving students who want to go to college a wide range of academic programmers and classes. One of the main reasons why private colleges are so popular in Nepal is that state universities and colleges can't take in as many students as they want to. Public organizations don't have enough money, equipment, or staff to meet the demand. Because of this, private schools have become a good option for students who want to go to college"*.

Similar view was shared by Mr. kandel representing platinum management college; *"Private colleges play an important role, alongside public colleges, in uplifting higher education in Nepal, particularly in the Kathmandu Valley, by expanding access, offering specialized programs, and adapting to market demand"*.

Private College focus on quality rather than research

One of the faculty members shared that *"private college faculty are mostly job insecure so they have to perform better for the Institutional growth which in comparison to Governmental College faculty focuses on individual growth. Also Faculty members*

at private colleges are constantly focused on delivering quality education to make them globally competent and for their own career development. However, in private management colleges and institutions, teachers are not encouraged to undergo further studies”.

Similar view was expressed by another faculty “Private colleges in Nepal typically prioritize quality education over research activities. Their primary focus is on providing students with a strong academic foundation and practical skills that are applicable to their chosen fields. While research is valued, it may not be as emphasized as in research-oriented institutions or universities”.

Private college focus on ICT (Information and Communication Technology)

One of the female faculty member from Nepal Kasthamandap College emphasize “the knowledge of ICT has a major impact in their academic performance. Also access of ICT resources and training provided to them by the educational institutions has increased their efficiency and made it extremely fast. ICT and its availability has a significant positive impact on employee performance. ICT knowledge demand after the recent Covid Pandemic has revolutionized the education industry. An educator must be ICT literate to cope up with the changing environment. Only talk and chalk method cannot be used in teaching. Moreover, having knowledge of ICT has enabled educators to do multitasking and speed up their work”.

Another junior faculty matched the view “private colleges in Nepal prioritize Information and Communication Technology (ICT) education to uplift the overall quality of education in the country. They do so by offering specialized ICT programs courses, investing in modern technological infrastructure like projector, smart board, fostering industry visit, and promoting online teaching and learning activities during Covid19. Ultimately, the emphasis on ICT in private colleges contributes to the development of a skilled workforce and aligns with Nepal's goals of technological advancement and digital transformation”.

Team work is given priority

A Young faculty member of Platinum College stressed that “the working environment of academic institutions plays a vital role in enhancing faculty members’ capability in both teaching-learning and research activities. Also since Private College creates a working environment of cooperation and team spirit, it has created unity and team spirit among the educators and enhanced their academic performance. The faculty members expressed that team work has become a necessity in all sectors and cooperation and coordination becomes much better when proper working environment is facilitated by the organization”.

Result

One of the highly experienced faculty member holding a very reputed position of academic coordinator expressed that “Board top, most of the time is from Tribhuwan University Public College but when it comes to majority of passing percentage, private colleges always take the lead. He concluded that academic performance is always better in private college due to the strict norms and discipline enacted by the private institutions and also due to the hard work and performance”.

5.2 Weakness of private college

Researcher asked the faculty members about weak aspect of private college in Kathmandu. One faculty shared bitter experience in teaching profession “During COVID 19, I was given the opportunity to teach online classes as a regular part-time faculty member at a private college. After finishing the course, I did not get a reminder to the next session, Later on; I found out that my class had been given to one of the board member's relatives. Such forms of hiring and firing without prior notice pose major financial issues in the context of impoverished faculty members trying to sustain them within the Kathmandu valley”.

Some of the major issue in private college shared by the faculty members:

Lack in Faculty Development

Faculty member’s shared that workshops, training programs, conferences, research opportunities, mentoring, and collaboration with colleagues lead to better teaching practices and improved standard of education. However, it is uncommon to see such kind of faculty development programmer in use. Result in a shortage of experienced and well-trained educators, which impact the quality of education delivered to students.

Absence of labor law

Majority respondents focused in the absence of labor law practices in private colleges as worrying issue: Lack in Employment Protection, no employment contracts and terms, no mechanisms for dispute resolution, weak employee well-being practice, unfair dismissals, weak grievance handle, and differences in compensation for similar task was present in major colleges.

One of the experienced members of the teaching staff quoted as, “i have been working in this college for the past ten years, but up to now i am not confident towards college as far as job security, in short period of time i had seen many faculty turnovers in this college. The college will not agree to participate in sum for the social security fund faculty has been forced to work with low motivation”.

Value for Money

Faculties highlight that Private colleges in Kathmandu often associated with higher tuition fees compared to public colleges. Faculty shared that it has unfortunate that in some cases, the quality of facilities provided by private colleges may not meet the expectations of students and parents. Major lacking focused by respondents:

- Limited Extracurricular Opportunities
- Inadequate Student Support Services
- Weak in placement
- Limited Investment in Infrastructure

One faculty shared that *“private colleges in Kathmandu provide limited value for money arises from factors such as higher tuition fees compared to public colleges, potential limitations in facilities and resources, concerns about quality assurance, questions regarding job placement and return on investment, and variation in college reputation”*.

Flexible in internal marks

Many faculties shared that majority private college, students has been assign internal marks in the absence of either clear judgment or standardized assessment standards. They add that there has weak subjective evaluation, a lack of transparency, and the absence of clear feedback to students.

Similarly, faculty's highlights the result of being flexibility in internal marks; Excessive flexibility in internal marks within private colleges will decline the academic standards, as students will not be adequately challenged to meet rigorous expectations. This leniency diminishes students' motivation to excel, as they prioritize obtaining high marks through easier means rather than pursuing genuine learning.

6. CONCLUSION AND RECOMMENDATION

The main research question for this study was ‘what is the role of private management college in higher education sectors? The study has revealed that private colleges in Kathmandu are an important part of the higher education sectors, as they meet the demand for tertiary education that public universities and colleges cannot accommodate. Private colleges prioritize quality education, focus on ICT, and foster teamwork among faculty members. They often outperform public colleges in terms of academic performance. However, they did not emphasize research activities as much and the lack of faculty development programs, absence of labor law practices, and limited value for money. Flexible internal marking systems also impact academic standards. Overall, private colleges have strengths and weaknesses that need to be addressed for further improvement. Study recommended focusing on weakness in order to enhance the quality of education, satisfy faculty members, and to meet the expectations of students and parents.

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