Status of Non-Teaching Staff Training in Tribhuvan University

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Abstract: Training is most essential entity in TU for effective service delivery. TU as being largest and first university in Nepal. It is public university. Every year more than four lakh students enrol in different level and different subject in TU. Tribhuvan University is suffering from political interfere and pressure of various unions in one hand. On the other hand TU functions and programs are too slow. Students are complaining TU as being gradual in exam conduction and result publication. In service training of TU is influence by cultural ideological and political factors.

Keywords: inadequate, communication, autonomous, recruitment, selection, influence and playground.

1. Background of the Study

The use of training for the employee is highly significant to perform their work. Training is useful to the employee to increase productivity, maintain morale, reduced supervision cost, minimize accident, minimise risk, maintain organizational stability, development of competency, managing change, better labour relation, career development, effective communication, improves performance, improve safety, improves quality, avoids borden, increases stability, increases flexibility and makes readiness for change.

Thus academic activities, service delivery to student, productivities in TU, employment, and other socio economic activities become the subject matter of TU in Nepal. Policy alone does not work unless it is properly implemented in developing countries like Nepal. There are different issues for formulating policies and their implementation. In TU numbers of issues are raising. As being autonomous body TU can manage so many activities. But in practices there are varieties of issues in TU such as; there is large difference between Government staff and TU staff. Rule and regulation are not well implemented. Training opportunity are limited. Selection of staff in training is not well managed. The environment is destroyed by political ideology. There is more politics than professionalism in T U. Staff are directly involve in political party. Training in TU staff are inadequate and so on. Keeping this in mind, TU has created various legal instruments such as TU regulation 2050, TU service directives, TU autonomous regulation 2063 BS. But it is curious that to which extent the training policy is implemented in TU? In this context this study reviews TU training policy as well as role of institutions. T U non- teaching staffs are main concern of this study. Similarly, this study focuses on the status of training at central offices and campuses.

2. Statement of the Problem

Skilled training improves knowledge, skills and the capacity of individual for doing a particular job. Skilled training also help to increase the productivity of an individual. If the skilled training are available in the organization organizational performance and aims are also successfully achieved. Tribhuvan University is autonomous institution. However it follows and accept government policy, act, rules and regulation. Training is highly accepted in the Tribhuvan University for the achievement of organizational goals. There are around 7 lakh staffs in Tribhuvan University. The implementation of training policy in Tribhuvan University is highly debated. Because administrative staff are not getting well training. In this situation this study focus on how administrative staff are getting training.

The specific issue in this study are as follows:-
- What is the status of training program of T.U. non-teaching staffs?
- What are the factors that effect in service training of non-teaching staffs in TU?

3. Objective of the Study

Every organization manage on the job training program to its employees. On the job training program help to work efficiently. Similarly some of the organisation such as Army, Police, and bureaucrats conduct training program time to time to increase productivity of an individual employee as well as organization. Tribhuvan University also need to incorporate such culture in the organization. Tribhuvan University administrative staffs also need different in service training too but there is always issues rises how to conduct such training. In this context this study try to find out training scenario of Tribhuvan University employees.

The specific objectives of the study are given below as:-
- To find out status of training program of T.U. non-teaching staffs
- To identify the factors that effect in service training of non-teaching staffs in TU.

4. Significance of the Study

Tribhuvan University is oldest and largest university of Nepal. It is operating as monitor, controller, and leader of higher educational institution in Nepal. It plays significant role in the formulation and implementation of the overall educational policies and programs of the country. These functions can be made more fruitful providing the training to TU staff. Thus the study of training for such autonomous university is of great significance. The focus of this study lies mainly in filling a research gap of training in Tribhuvan University. This kind of study definitely provides a useful feedback to the policy maker of T.U. and also to the government institutions sectors too.

There are so many research has been made in other organization of government. But it is difficult to find the thesis on the training of administrative staff of Tribhuvan University. Therefore the decision to conduct this study is justified. In addition the study finds out the status and effectiveness of training in T.U. This research study increases the quality of literature and analysis of information sources that it holds. This research realizes the importance of training to both the employees and the organization.

Since in service training has becomes the vital and important issues in the field of manpower development the study becomes the significant. The study is also needed to examine the usefulness of the training programs conducted and to see whether really there is relationship between the requirement of the jobs and the objectives of the training. This study helps to take necessary steps for removing the obstacles and hindrances in training.

5. Limitations of the Study

Training could have different aspect such as need identification, module, design, and application of different type of training, pedagogy used; follow up of the training etc. But this study covers only status of training of T.U. central campus non-teaching staff. Usually it is almost impossible for a piece of work of this nature to be realized without difficulties or limitations. This study is only limited on training of non- teaching staffs. Mainly concern to central office and central campuses of TU.

6. Literature Review

Literatures are reviewed on training, TU policy, TU rule and regulation, act and other related literatures. Some of the review are as follows:-

a. Tribhuvan University

The Latin term "universities magisterium at scholars," which refers to a community of teachers and scholars, is the source of the English word "university." Around the world, there are more than 58000 universities. Tribhuvan University was founded on Ashad 11, 2016, B.S. In honor of the late King Tribhuvan Bir Bikram Shah, a university was established. The oldest and biggest university in Nepal is Tribhuvan University. The Tribhuvan University Act 2013 B.S. established it as an independent institution. Tribhuvan University's main goals are to impart standard higher education, to protect and develop national culture and tradition, and to engage in extensive, empirical, and timely creation of knowledge and research in the fields of arts, science, technology, and vocation. These human resources are necessary for the overall development of Nepal.

About five kilometers from the heart of Kathmandu city, at Kritipur, the university's Central Administrative Office and Central Campus can be found. There are four faculties (Faculty of Education, Faculty of Humanities and Social Science, Faculty of Law, and Faculty of Management); five institutes (Institute of Agriculture and Animal Sciences, Institute of Engineering, Institute of Forestry, Institute of Medicine, and Institute of Science and Technology); and four research centers (Center for Economic Development and Administration (CEDA), Center for Nepal and Asian Studies (CENAS), Research Centre for Applied Science, and Research Centre for Applied Science and Technology).

39 central departments and the Research Centre for Educational Innovation and Development (CERID). Kritipur is home to 32 of them, including 3 research centers. A total of 154.77 hectares, or 3042-5-2 ropanis, of land make up the university's central office and campus.

b. Non-Teaching Employees in T.U

TU has 436,781 students, 7230 administrative and technical staff members, and 7966 faculties. 169,865 (or 40%) of the total students are enrolled at constituent campuses, and 266,916 (or 60%) are enrolled at

affiliated campuses. 44 percent of students are female, while 56 percent of students are male. 15% of students at TU are enrolled in technical subjects, while 85% are enrolled in general subjects. The student teacher ratio is 24.1, with 21 students teaching on constituent campuses and 25 on affiliated campuses, and it accounts for 88.9% of all graduates in the nation. TU was ranked between 801 and 1000 in 2018 and 2019, but has since risen to 1000+ in 2020. But according to Sapkota (2020), TU has been among the top 300 in Asia.

There are five different levels of teaching faculty, including professor, associate professor, lecture, assistant lecturer, and teaching assistant (contract), according to Tribhuvan University Teacher and Employees Rule and Regulation 2050. There are two categories of staff at the officer level on the non-teaching staff, including section officers, assistant administrators, joint administrators, and administrators. Office assistants, head office assistants, and contract office helpers are all available at the non-officer level. Non-teaching Staff's primary responsibility at TU is to support the teaching faculty. Professors perform the core function of TU, which is the advancement of knowledge, while non-teaching staff members perform supporting functions. The administration, library, examination section, store, and account section all employed non-teaching staff. Technical campuses run by TU include engineering campuses and teaching hospitals where non-teaching staff provides assistance to the most cutting-edge technical professors. The line function and the supporting function are almost split in half. As a result, the non-teaching staff's role and function in TU are very important.

c. Training Policy, Act, Rule and Regulation in T.U

The non-teaching staff training policies at TU are similar to those of the Nepali government. However, TU does not have a separate training institution. However, given that TU is an academic institution and runs numerous programs, it is important to focus on its policies because it is unable to consistently run training programs for non-teaching staff. Support for teaching staffs is required from non-teaching staff. Long-term training is challenging to provide for non-teaching staff because the nature of the jobs at TU differ greatly from those in the government of Nepal. After 2020, TU will experience a staffing shortage of both teaching and support personnel. As a result, it is challenging for TU to consistently implement its training policy.

From beginner certificate levels to PhD levels, Tribhuvan University offers a wide range of courses. Only courses leading to proficiency certificates are available in engineering, agriculture, and nursing. Different disciplines are covered in courses at the Bachelor, Post Graduate Diploma, Master, M.Phil., and Ph.D. levels at both Technical Institutes and Faculties. TU currently offers 180 undergraduate programs, 1079 courses, 100 graduate programs, and 1000 courses at all academic levels through its institutes and faculties. The Institute of Science and Technology, the Institute of Engineering, the Institute of Medicine, the Faculty of Education, the Faculty of Humanities and Social Sciences, the Faculty of Management, and the Faculty of Law are a few of the institutes and faculties that have been running academic programs both system-annual and semester-based.

The nation's and society's dynamism should be reflected in the educational system. The Gurukula system and the current educational system are very different, as we observed. Over time, the modern educational system has undergone significant changes that are even visible to us. Science and technology are developed through education. Science and technology have evolved and now serve as causes, consequences, and motivating forces for educational reform. In this world, nations without sustainable development cannot survive. The key to a country's economic development is education.

d. Nature of Job in T.U

Higher education is defined in Nepal as instruction given after the higher secondary level or after the +2. Tri-Chandra College was founded in Kathmandu in 1918 AD, marking the official beginning of higher education in Nepal. In the years following the establishment of democracy in 1951, numerous new colleges—both public and community—were established.

Academic and administrative functions are two distinct categories at TU. TU's main objective is to advance knowledge. The best form of wealth is knowledge. A person becomes perfect through knowledge and skill, and a successful person is frequently a successful person. All mentally healthy people and instruction need new information. To be educated is to gain knowledge and skills. Knowledge is the best wealth, according to Niti Shastra (Policy Science), because it cannot be taken by a thief, seized by the King, divided among the brothers, is light to carry, and grows with daily expenditure. Higher education can be very important for the development of both the individual and the stateAn institution for higher education and research is a university (Sapkota, 2020). Administrative functions are very important to support academic functions. Administrative tasks have to do with managing academic activities like administering exams, publishing results, managing library books, managing purchases, creating certificates, managing salaries, and so forth. In order to manage the administrative activities at TU, which is an academic institution, there are nearly 48 percent non-teaching staff members. As a result, academic activities at the university are impossible without administrative support.

e. Administrative Environment in T.U

The oldest and largest public university in Nepal is Tribhuvan University. The TU's courses are based on traditional subjects like history, math, physics, education, and management. For the academic purpose of old courses, teachers are hired. But following the second revolution in 2063 B.S., new programs are introduced, most of which are self-financed. That is to say, TU does not support the new courses' use of government funding from Nepal. The non-teaching staff at TU is unskilled; with one hand, they are engaged in traditional design. However, TU is embracing new technology, particularly in the information and communication sector. How can these new skilled staff members be hired is a concern. Due to external pressure, the TU service commission does not operate regularly. In TU, the traditional indigenous and western structures and values continue to coexist side by side in the current administrative system. In this situation, TU must choose between a traditional and modern approach. The prismatic model, which was developed by Riggs, describes the administrative culture at TU. According to Riggs, developing nations use a hybrid of traditional and contemporary methods in their political, economic, social, symbolic, and communication systems. According to Riggs, a light beam passing through a prism produced a screen with seven different colors. Compared to traditional society is a light. Modern society is represented by seven distinct colors on a screen. In conventional administration, everything is supplied from the office. In today's society, every service is divided into different categories based on specialization. But there is a prism where everything is hazy between traditional administration and modern administration. Why does a person in a developing country go to the temple in the morning but frequent restaurants in the evening? Perhaps it represents the prismatic society that Fred W. Riggs wrote about. The administrative culture at TU is both traditional and contemporary. Older employees at TU are unskilled; they lack the knowledge necessary to operate different computer programs. Although there are few information technology staff members, new employees are computer friendly. TU struggles to hire new employees. External pressure and unethical hiring are causing problems for the TU Services Commission. High-quality education is highly discussed, but how is it achieved? Nobody is thought to be at fault. The fact that TU is actually turning into a playground for political parties is not encouraging. Education and research are autonomous entities, which is a universal value.

7. Research Methodology

a. Mixed Method

Which method is the best one for conducting research? We cannot answer in sentence. Selection of best method depends up on the subject matter of the study and the need of the research issue. Methodologies are also the strategies to organize a research work to the study of a social phenomenon. In principle, methodologies refer to theoretical analysis of different methods which are applied to the study of a specific field of research. In practice, methodology is a strategy or a plan of actions that links different methods of various collections, their analysis, findings and the interpretation. Therefore, methodology consists of various research methods, procedures and techniques to get required information through both qualitative and quantitative data. The data collection is made using questionnaires, interviews, observations, focused group discussions, field study notes, and review of documents (Creswell, 2003). Research problems, objectives and research methods are useful to find out causal relation among variables. Qualitative methods explain, analyse, interpret, deal and explains the subjective data. Quantitative method explain, analyse, interpret, deal and explains the numerical facts. Quantitative research methods concern with collection, coding, refining, presentation, analysis and interpretation of numerical data.it provides powerful knowledge to problem identification and solving the problem. Similarly, Quantitative research methods provides strong way for making decision to administrator, academics, scholars and researchers (Shahi. 2017). In quantitative research methods, Numerical data are also dependent and independent. In research methods data are Quantitative factors, having numerical response, vary from element to element. According to Bailey (1882, p 40), "concepts… that can take on more than one value along a continuum are called variables." Quantitative data ate of (i) Individual Data: non repeated data (ii) Frequency Distribution data that is further divided; Discrete Data and group data. Quantitative data are analysed through arithmetic procedure called descriptive statistics and Inferential Statistics (Shahi.2020); descriptive research methods are concerned as mean, median, mode, midpoint, standard deviation, standard error, sample variance, range, skewness, coefficient of variation, number of observations, first quartile, third quartile and inter quartile (Brian and Philip; 2006). According to Panta, P.R., (2018) frequency and percentage are also descriptive statistics. Inferential field of Statistics are usually the most important part of analysis which are used to know the relationship to the verifiable, difference among variables, prediction and so on. It also helps to draw conclusion about the data. It is used for making wise decision with certain risk: such as estimation, correlation, Test of hypothesis and probability.

In social science, mixed method of research design is appropriately used. This research study is based on mixed methodology, combining both quantitative and qualitative research design, mixed research design is

increasingly popular in the process of collecting and analysing data in public administration. So in this study both the quantitative and qualitative research design is used. Mixed research design argues that it provides an opportunity to avoid limitations or bias associated with a single method. Mixed research design also provides opportunity of data triangulation. Triangulation mixes different type of data to the study of a single phenomenon. The mixed research design allows using predetermined and emerging methods, opened and closed ended questions, multiple forms of data, and both statistical and test analysis within a single study. There are different ways in using mixed research design method in a research work. The mixed research design method is more adaptive and whole process of research moves in the both ways that is inductive to deductive and deductive to inductive. In this study, both qualitative and quantitative research design are used. Interview and questionnaire are conducted successfully. Discussion with key informants, experts, academicians are administered. public administration is the discipline which covers various subject matters Training is also depends upon various factors, situations and elements. Training of non-teaching staff depends upon TU policy, Act, rule and regulations. Similarly training depends on nature of work and administrative environment of TU. Thus mixed method incorporates strength of various methods and it becomes more realistic in TU of Nepal which is used in this study.

b. Population and Sample of the Study
Population is understood as total numbers or elements or objects under study which contains various departments, branch and units. Sample is the subset of total population which contents all the characteristics of the population. In modern concept sample must be representative of all the population. In homogenous data sample is the most important entity which represents all the population. Sample study is the function of wisdom, whereas population study is proudly job. In the study, total non- teaching staff at central campus and central office in Kirtipur are the population of this study. TU has 7230 non- teaching staff including the support staff in its constituent campuses. This study focus on central office and central campuses at Kritipur TU where total non-teaching staffs were 1000 among this population of the study 50 respondents (non-teaching staffs) are purposively selected.

c. Method of Data Collection
The respondents are selected through nonprobability sampling technique; specially selected by purposive sampling technique. Similarly, key experts are also interviewed and discussed in the major issues. the key expert in the study are chief officials, Head of different department at center of TU and TU appointed officials. Questionnaire is developed and filled up to the 50 non-teaching staffs at central campuses and central offices in Kritipur area.

8. Finding of the Study
In service training is not adequate in TU. Specially non-teaching staffs who are recruited in the past are unknown abut new technology, new idea, information technology and so on. They are working with traditional ways. The service deliver of Tribhuvan University is gradulization process. Training program is influence by various factors such as, political, interest group, pressure group, unions, nepotism, favorism and so on. After covid - 2019 TU is focusing on in service training in IT, online area. Some of the key finding of the study are listed below as:-

- There are 7,230 non-teaching staffs in TU. Among them 34% are administrative staff, 22% are technical staff, 44% are assistance. The greatest no of non-teaching staff is of assistant level and lowest no is of technical staffs.
- According to TU bulleting 2023 in an average 15-20 non-teaching staffs are retired per-month. This means the number is decreasing day by day, which is not updated by TU.
- The new recruitment of non-teaching staff is nearly stopping in TU due to case in special court in Supreme Court.
- The majority of employee enter in the job as an office assistant which is 56 percent.
- Only 10 percent employee enter from the officer level
- Only 10 percent of the employee enter from the office helper.
- This study showed that 56 percent of the employee have taken preservice training. That is majority of employee in TU are getting pre-service training.
- This study showed that the cause of lack of training in TU are:-
  - ❖ Less job satisfaction of non-teaching staff
  - ❖ Lack of policy and its modification

❖ Traditional working concept
❖ Training cannot be systematized
❖ Trade union cannot work properly
❖ Unfair appointment of staff in contact basis
❖ Redtapism culture in TU
❖ Government interference
❖ Irregular recruitment system
❖ Lack of job evaluation
❖ Lack of financial resource
❖ Lack of coordination among national and international organization
❖ Failure of TU service commission to recruit staffs

- This study showed that in service training is not well managed in TU for the non- teaching staff. As showed in above table 56 percent of employee not getting in service training in the study area.
- Only 11 percent of the respondents showed that training is planned and systematic. After 2075 B.S. orientations training to the newly selected employee is started.
- This study showed that 80 percent plus 14 percent is equal to 94 percent realized the importance of training in the TU.
- There are various cause of participating in training of non-teaching staffs in training. Some of the causes are listed below:-
    ❖ To improve performance management
    ❖ To increase personal capability
    ❖ To cope with new technology and change
    ❖ To improve and cope employee with changing situation
    ❖ To share knowledge among staff
    ❖ To developed working environment
    ❖ To developed and enhance skill of the employee
    ❖ To perform work in systematic way
    ❖ To share idea from senior and export
    ❖ It provide interaction of idea among staff
    ❖ To know the official work for performing
    ❖ It helps high performance in work place
    ❖ To get fast promotion in the organization

- This study showed that 60 percent of the respondents highlighted the used of in service training for easy to work.
- This study showed that Tribhuvan University is highly conducting in service training related to IT sector.
- This study showed that 90 percent are not getting foreign training opportunity in TU.
- his study showed that only 46 percent getting less than one week in service training.
- This study showed that selection process is not good in TU followed by 56 percent of respondent.
- In service training in TU is influence by party ideology, unions and nepotism.
- There are various obstacle of non-teaching staff's training in TU. They are:-

    ❖ Lack of effective coordinating body
    ❖ Training is not need based
    ❖ There is irregular training schedule
    ❖ TU leadership are biased
    ❖ TU seniors are not showing well behavior to the junior
    ❖ Political influence in the training program
    ❖ Training are highly short-term focus
    ❖ Separate training institutions is lacking

9. Summary

This study entitled Status of Staff Training in Tribhuvan University: A Case of Central Offices and Central Campus Kirtipur is mainly focus on in service training of non-teaching staffs in TU. In service training increases efficiency and effectiveness of individual employee as well as organization. The main research question of the study was, what is the status of training program of T.U. staffs? , what are the factors that effect

in service training of non-teaching staffs in TU. ? and what are the obstacle to provide on the job training in T.U.?. Similarly this study aims to find out, status of training programs, factors that effect in service training and obstacle to provide on the job training in TU. To find out these objectives scientific data collection and analysis is applied. The main method to this study is descriptive method. Simple statistical tool mode and percentage is used to describe the phenomena. Among 1000 non-teaching staffs in TU central office and central campuses 50 respondents are selected by purposive sampling technique.

10.Conclusion

There is urgent need for the staff for the both the private and public sector to develop new knowledge, new skills and new attitudes for achieving competence improvement in the managerial performance. Training is the best way to fulfil such needs. Tribhuvan University being the oldest, largest and leader university of Nepal, it has many university campuses affiliated campuses, department and many research canters. It is found that it`s training programs is not still well developed. There is no opportunity of foreign training, employees want to participate in training but there is no training related to their job, the duration of training program is short there is not opportunity of long term training, especially TU focused only on IT training not other skill development training. This is time of e- governance, different type of electronic device should be used while perform their task so training should focus on these function.

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