Knowledge and Attitude of Menstruation before Menarche among Early Adolescent Girls in Nepal

Srijana Timsina

Freelance Researcher

Email: timsinasiru@gmail.com

Abstract

Every girl experience menarche in the early adolescent stage of their life. Menarche is the first menstrual period as well as a biological process that is seen with physiological, psychological and emotional change. The knowledge and attitude regarding menstruation and menarche among girls not only determine their reproductive life but are also directly related to the quality of their life. The aim of the research was to assess knowledge about menstruation before menarche and find out restriction's attitudes during menarche and the menstrual period. In the research, I have selected five secondary schools from Itahari sub-metropolitan city by using convenient sampling and have asked structured questionnaires to 32 early adolescent girls belonging to the Brahmin-Chhetri community to collect primary data. This research finds that 43.75 percent of respondents have low, 41.94 percent have medium and 16.13 percent have high knowledge regarding menstruation before menarche. They receive their first knowledge about menstruation from their mothers. Most respondents think their mothers can give adequate knowledge before experiencing menarche. Likewise, 65-75 percent of respondents are negative towards different kinds of restrictions during menstruation and menarche. The majority 90 percent of respondents agree with the tradition of 'should not go to the temple and worshipping Gods' but the practice of restrictions was just opposite from the attitude except worshipping the God and going to the temple. Similarly, the study showed that 56 percent of adolescent girls followed restriction regarding menstruation in order to respect senior members of the family and followed in-home and another 44 percent girls followed it due to the fear of sin. On the basis of the above findings, it is clearly shown that a significant number of mothers of today's mother generation are not aware of menstruation. They do not give adequate information as knowledge to their daughters and still follow restrictions regarding menstruation as sin, curse, and dirty things.

Keywords: Adolescent, First menstruation, Puberty, Period and Restriction

Knowledge and Attitude of Menstruation Before Menarche Among Early Adolescent Girls in Nepal

Menarche is the first menstrual period and a normal biological process. Generally, it occurs in early adolescent girls (UNFPA, 2020) and the mean age at menarche varies influenced by various characteristics of the population including nutrition status, geographic location, environment and socio-economic condition. After menarche, every woman experience menstruation every month (Amy E. Lacroix et. al., 2020). Menstruation is vaginal bleeding that comes from the lining of the uterus at the interval of about one month until menopause. This blood-flowing process lasts about 4 to 7 days. Likewise, adolescence is the period of transition

between childhood and adulthood. It is considered to begin with puberty, a process of physical, psychological, social and emotional development that lead to sexual maturity and reproductive capacity. Knowledge of menstruation and puberty before menarche has importance in the life of every girl because a key maker of puberty is menarche (Shrestha, 2008).

Reproductive health is not a new topic, the international community embraced a new broader concept of reproductive health since the International Conference of Population and Development (ICPD) 1994. Adolescent reproductive health issue was one of the main agenda at the conference (UNFPA,1995). Likewise, World Health Organization (WHO)'s efforts to meet the Millennium Development Goals (MDG) has given priority in attention to issues pertaining to the management of adolescent problems (UN Millennium Declaration, 2000). Despite remarkable progress over the past 25 years, the promise of the ICPD Programme of Action remains a distant reality for millions of people across the world. Universal access to the full range of sexual and reproductive health information, education, and service, as defined in the ICPD programme of action has not been achieved (ICPD25, 2019).

Problem Statement

Knowledge and information regarding menstruation before menarche is the most important factor to make women healthy in the community, nation, and the world. Many pieces of research on menstruation have been carried out globally, nationally and locally, most of them are focused on menstrual hygiene knowledge and practices. Likewise, in Nepal, the population census takes in every 10 years interval and a national level survey Nepal Demographic Health Survey (NDHS) takes in every 3 years interval but both have not included questions to know about the knowledge of menstruation before menarche. Although the school curriculum comprises some topics on sexual and reproductive health, the topic 'menstruation' is not included. Researches have proven that the mean age at menarche is declining day by day but the school curriculum is not addressing a suitable age group accordingly. On the other hand, many taboos, traditions, and bad religious practices regarding menstruation still exist in society, which are barriers to get adequate knowledge. Lack of education and awareness prevents or discourages them to openly discuss on this issue. Therefore, girls do not get sufficient knowledge and information about menstruation before menarche. Inadequate knowledge and information influence their menstrual attitudes. On the basis of the literature review, I felt a gap to assess knowledge and attitude regarding menstruation before menarche. This research finds the current situation in this issue and these are research questions. What types of Knowledge and information do adolescents receive before menarche? How socio-economic and demographic factors have affected knowledge and attitude toward menstruation?

Objectives

The objectives of this study are: To assess knowledge about menstruation before menarche and their sources of information before it happens. To find out the attitude of restriction during menarche and menstrual period.

Literature Review

Menarche is treated as something negative, shameful, dirty and a curse in low- and middle-income countries because of various cultural and traditional practices(Chandra-Mouli & Patel, 2020), (Chothe V et al ,2014), (Bhutan, 2018), (UNICEF,2016). Many adolescent girls experience their menarche uninformed and unprepared. Although mothers are primary sources of information regarding menstruation knowledge before menarche, they get too little and too late information and knowledge, mothers often communicate their own misconceptions (2017). In Bhutan, only 45 percent of girls get first-hand information from their mothers, others get it indirectly (Bhutan, 2018). Likewise, the mean age at menarche has been found to show a steady decline of about two to three months per decade in developed countries (Wyshak G, Frisch RE,1982) and about six months per decade in developing countries (Bagga & Kulkarni, 2000) including Nepal (Ghimire M et al.,2014) however girls do not know usual age of menarche. Similarly, girls are oblivious about blood flow during menstruation because they are facing problems in everyday activities which may also establish a foundation of life-long disempowerment. Nepalese girls are facing different kinds of restrictions i.e., not allowed in the kitchen, holy places, religious functions, and touching male members as well as kept in separate places in a corner of the house. Still, a significant number of adolescent girls miss school during their menstruation (Sapkota D et. al. 2013)

Methodology

The study is on knowledge and attitudes about menstruation before menarche of the early adolescent (10-14 years of age) girls, specifically focusing on socio-demographic and cultural factors that may affect attitudes, beliefs, and knowledge towards menarche and menstruation. I selected 5 schools in Itahari sub-metropolitan city, province 1, Nepal by using the purposive or convenience sampling method. The study was based on primary data collected by interviewing 32 early adolescent school-going girls with the prior consent of their parents. The survey was done using an online google form because it was not possible to reach respondents due to fear of the Covid-19 pandemic and due to the mobility restrictions of lockdown. Mothers and the respondents were assisted using a telephone conversation. The survey was made between July to August 2020 and covered 32 households of the Brahmin and Chhetri community because socially and culturally these two castes practice more restrictions during menstruation in comparison to other communities. Likewise, I used a structured questionnaire (both open-ended and close-ended) for data collection. After collecting the data, I constructed a percentage distribution table and then analyzed and interpreted the results. Some data were analyzed using a percentage distribution table and some using descriptive methods. Therefore, it is a qualitative and narrative study.

Findings and Discussion

The following table draws picture of knowledge about menstruation before menarche and their sources of information before it happens and to find out the attitude of restriction during menarche and menstrual period.

Table 1

Respondents (Studying in various schools) with experience of menarche and without experience of menarche.

School	Girls with experience of menarche	Girls without experience of menarche	Total
School A	3	5	8
School B	2	5	7
School C	3	3	6
School D	2	3	5
School E	3	3	6
Total	13	19	32

Source – Field survey 2020

Above table shows that the respondents studying in various schools have and do not have experience with menarche. It is only background information for research.

Table 2

Menstruation knowledge Before Menarche on Early Adolescent Girls by Family Structure (Number and Percent)

Family Structure	Knowledge of Menstruation Before Menarche			Total
	High (in %)	Medium (in %)	Low (in %)	
Joint	1 (3.23)	7 (22.58)	7 (22.58)	15 (46.87)
Nuclear	4 (12.90)	6 (19.53)	7 (22.58)	17 (53.13)
Total	5 (16.13)	13 (41.94)	14 (43.75)	32 (100)

Source – Field survey 2020

Table 2 shows the knowledge of menstruation before menarche in early adolescent (10-14 years) girls on the basis of family structure. Among 32 girls who stay in a joint family, 3.23 percent have high knowledge, 22.58 percent have medium, and 22.58 percent have low knowledge. Likewise, in the nuclear family, 12.90 percent have high knowledge, 19.53 percent have medium and 19.53 percent have low knowledge. From the above data, it is known that there is no more difference between girls who have moderate and low knowledge about

menstruation before menarche. On the basis of family structure, girls who live in nuclear family have got high knowledge rather than the girls who live in a joint family. The finding shows that menstruation is still a topic that is very least talked about in the family. In comparison to nuclear family people living in a joint family talk even less about it. For centuries, menstruation has been interpreted as the result of the deeds in previous birth, a curse, a disgusting filth, and the belief that such things should not be talked about publicly. This practice is being inherited from the previous generation and handed over to the succeeding one. As a result, girls are always deprived of acquiring adequate knowledge about menstruation.

Table 3

Percentage Distribution of Menstruation knowledge Before Menarche by Education level of respondent's mother

Education Level of Mother	Knowledge of Menstruation Before Menarche			Total
	High (in %)	Medium (in %)	Low (in %)	
Literate	-	1 (3.13)	-	1 (3.13)
SLC	1 (3.13)	3 (9.37)	7 (21.87)	11(34.38)
Intermediate or +2	1 (3.13)	5(15.62)	5 (15.62)	11(34.38)
Bachelor and above	3 (9.37)	4 (12.5)	2 (6.25)	9 (28.13)
Total	5 (15.62)	13 (40.63)	14 (43.75)	32(100)

Source – Field survey 2077

Table 3 shows the knowledge of menstruation before menarche on the basis of the education level of the respondent's mother. There is a positive relationship between mother's education level and the knowledge of the daughter. While seeing the mother's education, it is found that when the respondent's mother has higher education the daughter has higher knowledge, when she has lower education, the daughter has lower knowledge.

Source of information about menstruation before menarche-In the questions 'from whom did you get knowledge about menstruation before menarche?' the study found that girls got knowledge firstly from their mother, secondly from the Internet and thirdly from teachers and textbooks. For another question 'in your opinion, who is the source of adequate information about it?' girls give the opinion that the first expected source of adequate knowledge about menstruation is the mother (elder sister-if they have), second is the teacher and or textbook, and third is the Internet. Likewise, the girls argue that their mothers are not transforming adequate knowledge even if they know they have to. It shows the gap between demand and supply of knowledge between mother and daughter. Previous research showed that only 45

percent of girls got first-hand information from their mothers, others got it indirectly but here, girls received information from their mothers directly.

Different kinds of restriction Attitude During Menarche and Menstruation

Attitude is a state of mind. It indicates a favorable or unfavorable evaluative reaction towards persons, objects, and events. This research looks at the attitude of girls towards menstruation. There are three types of attitudes these are positive, neutral, and negative attitudes. The questionnaire included various questions about restriction attitudes during menstruation and menarche. Analyzing the data, on the basis of answers given to these questions, the majority (65-75%) of early adolescent girls think that they can cook meals, go to school, and attain religious function during the normal menstruation period. Majority (90%) of girls think that they should not go to the temple or worship God during menstruation. In the question, 'why do women follow restrictions during menstruation?' the study showed that 56 percent of adolescent girls followed restrictions regarding menstruation to respect senior members of the family because their family followed restrictions at home traditionally. But 44 percent of girls followed it because they think it is a sin and are afraid of it. Assessing the practice of restriction among 13 girls who have experienced menarche, 92 percent of girls went to school, 31 percent cooked rice, and 33 percent attainted religious functions but, none of them worshipped God nor went to the temple during menstruation and menarche.

Likewise, 39 percent of girls faced different kinds of strict restrictions. They are restricted to stay in their own home, getting out from the assigned room. face to sunlight, go to school, talk to male members of the family during menarche. Similarly, among 13 menarche experience girls, 50 percent girls felt normal and another 50 percent of girls felt nervous fear, and upset. On the basis of the above finding, it is clearly shown that majority of today's mother generation are not aware of the negative impact of unclear information on menstruation. They followed restrictions regarding menstruation as a sin and curse. Some signs of change in the practice of sending girls to neighbors' or acquaintances' homes in menarche have been seen, however, most of the respondents experienced 'staying away from home' during their menarche. They think they should be allowed to stay in their own homes during menarche.

Comparing restriction, attitude and the practice of girls during mensuration and menarche, it was found that the practice of restrictions was just opposite from attitude except for worshipping the Gods and going to the temple. This research argues that the cause of the opposite result between girls' attitudes and practice regarding menstruation and menarche are existing social norms and practices following the tradition. Today's mother generation has been following those norms and values regarding menstruation as if it is a dirty thing, a curse from previous incarnation sins because the concept of taking menstruation as sin has been deep-rooted in their brain. Such norms and values were established in the culture of the Brahmin-Chhetri community. Although tradition still exists to consider menstruation as a sin, around 70 percent of adolescent girls disagreed the restrictions regarding menstruation and menarche which is a positive sign of change in the community. The findings argue that in the future when today's adolescent girls become a mother and independent to decide about practices their daughters should follow, they shall reduce traditionally imposed restrictions.

Conclusion

Girls receive some knowledge about menstruation but they may not get sufficient knowledge about it. The first source of information is her mother. Restriction during menarche and menstruation still exists in our society. Adolescents' attitude toward menstruation is more or less negative. The study about knowledge and attitude regarding menstruation and menarche among early adolescent girls in the Brahmin-Chhetri community is done to assess knowledge about menstruation before menarche and find out restriction's attitude during menarche and menstrual period. This research finds 43.75 percent of respondents have low, 41.94 percent have medium and 16.13 percent have high knowledge regarding menstruation before menarche. It has shown that there is a significant association between a mother's education and a daughter's knowledge i.e. higher the mother's education level higher the daughter's knowledge, lower the education lower the knowledge. Girls receive first menstrual knowledge from their mothers, second from the Internet, and third from teachers and textbooks. The finding says girls consider that their mothers can give them adequate knowledge. But the mothers are not transferring necessary knowledge to their daughters. Similarly, various restrictions during menstruation exist in society but the majority (65-75 percent) of respondents disagree with different kinds of restrictions during menstruation and menarche. Majority (90 percent) respondents agree that they should not go to the temple or worship God. In practice, all respondents do not worship God and do not go to the temple, 70-75 percent of respondents follow other restrictions and cent-percent of respondents have experienced any type of restriction willingly or unwillingly. In this way, the study shows that 56 percent of adolescent girls followed restrictions regarding menstruation to respect senior members of the family, the next 44 percent of girls followed in fear of sin.

On the basis of the above findings, it is clearly seen that mother of today's mother generation is less aware of the importance of knowledge on menstruation. They do not give adequate information as knowledge to their daughters and follow restrictions regarding menstruation as sin, curse, and dirty things. Although girls expect their first information regarding menstruation from their mother, they are not getting adequate knowledge. Restriction during menarche and menstruation still exists in our society. Adolescents' attitude to obey restrictions during menstruation is more or less negative. The research argues that people in Brahmin-Chhetri families do not discuss menstruation issues openly and freely. For this reason, early adolescent girls do not get a chance to properly understand menarche and menstruation. If mothers, teachers, and school textbooks could persuade adolescent girls that menarche and menstruation are neither a curse nor sin or disease, it is a normal biological process, girls shall be prepared psychologically and understand that they are entering into puberty and feel happy. This will help for their multidimensional development rather than carrying the burden of fear and regret in the mind.

The findings from this study can be important and useful for general parents, academic as well as non-academic readers for understanding the issue, making policy and implementing in the targeted group. However, there are few limitations of the study. First, the respondents are limited, second, due to Covid -19, the survey takes online. Further researchers can carry research on the same topic in larger scale and in other communities. This study's respondents

are daughters, further researchers may carry a comparative study of mothers and daughters as well.

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Role of Intrapersonal Communication on Human Development of Direct and Indirect Conflict Participants in Nepal

Trishna Acharya

Department of Journalism and Mass Communication, Janata Multiple College, Itahari, Tribhuvan University.

Email: trishnaacharya48@gmail.com

Abstract

Human development of conflict participant during Nepal's armed conflict started from 2052 BS has been studied in this research paper. Role of intrapersonal communication in difficult life condition (conflict) in human development of both direct and indirect conflict participant has been researched using qualitative research methodology taking human's inward development factor as physiological, psychological, emotional, cognitive, and intellectual aspect as well as outward support system as social, economic, political, cultural, religious, technological and global system are taken as the variables.

For this hermeneutic phenomenological qualitative study in-depth interview of 4 participants from direct and indirect conflict participant in Nepal is taken being based on interpretive research philosophy in a cross-sectional time frame adopting inductive approach.

Major finding of this study is that healthy positive intrapersonal communication should be initiated by individual with active functionality of support system for individual's growth to its fullest human potential for which constant communication with self is significant.

Keywords: Armed Conflict, Intrapersonal Communication, Human Development, Self concept and Social Cognition

Introduction

This research has shown how human development is affected due to difficult life condition. Here, for data sample for this study is chosen on the basis of conflict participant nature of involvement on Armed Conflict (Maoist insurgency) as who has been directly involved in conflict and who has not involved in conflict directly but their family members were killed during armed conflict. Core interest of this research is to know how conflict participants do intrapersonal communication to exercise their choices in personal and multi-dimensional outer circumstances. There are six basic pillars of human development: equity, sustainability, productivity, empowerment, cooperation and security. These six pillars of human development is minutely studied in the characteristic of these research participants who are direct and indirect conflict participants. To change the present scenario, healthy positive intrapersonal communication should be initiated by individual with active functionality of support system for individual's growth to its fullest human potential. Inwards factors, as physiological, psychological, emotional, cognitive, intellectual and spiritual aspects of individual should be regulated with sense of belonging and security ensured by outward support system as social, economic, political, cultural, religious, technological and global system.

Literature Review of empirical studies on the intrapersonal communication and human development in the context of conflict showed research gap paving the way for holistic research in this area of study. Major loopholes in the literature of conflict context are that political, economic, social development and psychological aspects are repeatedly conducted in good volume whereas research on physical intellectual, cognitive, emotional, spiritual and cultural aspect which is significant as inward development seems not conducted much. That is why this study attempted to do holistic research study on the role of intrapersonal communication on human development during difficult life condition caused by Armed conflict in Nepal using multiple theories from of Intrapersonal communication and human development. The major research question is "What is the role of Intrapersonal Communication on Human Development in the context of Nepal?" and "What is the role of inward self communication while living in dysfunctional outward support system for individual's qualitative human development?"

Ontologically, Intrapersonal communication occurs when a person communicates with self. Only the communicator is involved in intrapersonal communication process but it can happen in any context as interpersonal, group, organizational or mass communication that is why, human development is largely affected by its socio-economic and political circumstances but with self interaction within body and mind individual can trespass available socio-economic and political obstacles and develop one's fullest human potential. Epistemologically, participants responded their nature of self reflection in the difficult life condition during the armed conflict shows the geographic, physical and psychic mobility largely affected by institutional instability caused by armed conflict. Participants have found the course of their development interdependent in various subjective and objective experiences. They have developed the empathetic approach of multiple meaning to the same circumstances over the period of their own life time experiences such as pre, during and post conflict. This hermeneutic phenomenological research stands on the interpretative research philosophy with inductive approach in each of the case whole outside circumstances are looked from the eyes of individual and their self development is seen from their own subjective experience of it.

Cases of Conflict Participants

Conflict participant of civil war in Nepal since 2052 BS to 2063 BS and also afterwards is taken as still transitional justice issue has not been sorted out. Four participants are categorized as Indirect Conflict Participants (ICP) and Direct Conflict Participants (DCP). It is subcategorized on the basis of from which side (rebellion or state) they have been victimized by or fought for. Indirect Conflict participants are sub categorized as ICP-1 and ICP-2. ICP-1 is daughter whose father is killed by Royal Nepal Army whereas ICP-2 is daughter whose father is killed by CPN Maoist. Direct Conflict participants are also subcategorized as DCP-1 and DCP-2. DCP-1 is a soldier from contemporary Royal Nepal Army whereas DCP-2 is a soldier of People Liberation Army. It has not been sub categorized based on gender roles because among four two indirect conflict participants both are female and other two direct conflict participants are male.

Six inward development variables as physiological, psychological, emotional, cognitive, intellectual and spiritual are taken for study to measure impact in individual's growth as human due to participation in conflict directly and indirectly. Seven variables as social,

economic, cultural, religious, political, information communication technology and globalization are taken to measure outward development in the support system of individual in conflict situation.

Cases of Indirect Conflict Participants

CASE: ICP- 1

She was born in a poor family in Nepal after the death of two sisters and brother, that is why her parents lived in constant fear of losing her. Now, she has five younger brothers. Poor economic conditions in large family caused difficulty in livelihood. Her journalist father knew the importance of education so he sent her to school. Every day she would complete her household chores, look after her siblings and only then she was able to attend the school.

Her curiosity and interest in radio grew just when she was in the third standard year of school. Her father used to carry a small radio and roam around village to communicate news to people. Awed by the technology, she wondered how radio worked. One day she asked her father everything she could about radio and he told her but she was too young to understand such technological things, which left her only more curious. As she grew up, she kept asking and garnering knowledge and thus decided to become a radio journalist. Although her father persistently informed her that it wasn't an easy sector to work in, he never discouraged her and she did not lose hope either.

Sadly, she hadn't even completed her secondary school when catastrophe hit her family. During Nepal's armed conflict, her father was shot dead along with other six others individuals from her village.   After this, economic condition became much worse and had no money left to pay school fees. News about her family tragedy was published in the Kantipur Daily which happened to reach the editor of one Tabloid Newspaper. He promised to bear all our expenses till the tenth grade. With this philanthropic contribution, she managed to get her School Level Certificate Exam and after her exams she came to Kathmandu and met with her sponsor and his family. During her stay in Kathmandu, she saw the news about radio training program which required one thousand rupees for admission. Since she had no money, again sponsor gave her three thousand rupees to join the institute for the training which she passed.

She came to know that the Nepal Children's Education Fund would be sponsoring children of journalists killed in Nepal's armed conflict to help them with their further studies. While she was studying, the first community radio started in her district and she got an opportunity to work there. She worked as a district reporter at "Ujjyalo Ninety Network", "SamudayikSuchana Network" and "Hajurko Radio" at Ramechap".

She came to Kathmandu after her high school to pursue dream of becoming a journalist. Working at pushtak.com online she frequently met BishnuNisthuri and other journalists of the Asia Journalist Association Nepal and was further encouraged by them.

She strongly wants to complete her Masters Course and become a successful journalist in future.

CASE: ICP- 2

She is 23-year-old girl who lost her father due to Maoist insurgency. Her father was a journalist and used to work as an editor of local newspaper and also he used to teach at college. He was also one of the well-known leaders of UML. He was an honored and respectful person of the society. During the period, few people of that zone were literate; among them he was also one of them. In the year 2058 B.S. the Maoist revolution took place where many people were killed including him. The main reason behind the massacre during the revolution is still unknown.

Among six family members in her family now, only four are alive. She has two sisters and one brother. After 8 years of the brutal killing of her father, her mother died due to depression. Her family struggled hard to sustain and survive. Her mother suffered a lot before her demise as they were living in rural areas of Nepal. Instead of supporting her family, society started to alienate them. Her mother and her elder sister worked hard to sustain their livelihood. After two years of her father's death, whole family was broken. Her mother stayed in village so that she could look after the land and property there. Her eldest sister was sent to NGO of Kathmandu. ICP-2 was sent to city for study purposes. Her two years old brother and four years old youngest sister were sent to INGO at Chitawan. After a year, when her mother went to visit her youngest sister and brother at Chitawan's INGO, it denied to recognize her as the mother of those children. Her mother sat there for around 4-5 days hoping to see them. Ultimately, the members of INGO gave her the permission to see her children from backside, but she knew that the children who were shown by the INGO were no her children at first.

Her mother was broken after this incident. She returned back to village but things didn't go well with her as she suffered from over thinking. She was physically and mentally pressurized. But still, she didn't lose her hope. She worked hard to change her economic condition. By the help of her uncle, mother was able to build a house. She also took a plot of land so that her children wouldn't suffer from any kind of difficulties in future. After that she was happy because she had done something which would later make her children's future bright. Somehow, she forgets about her struggling life. People living in the society again began to back bite her saying that; she is cheerful and happy even after the death of her husband. She was somehow happy; but deep inside her she was struggling with over thinking again. After knowing the condition of mother; ICP-2's elder sister ran away from NGO at Kathmandu. ICP-2, who was studying in city also returned back to village. Both of them started to study in village. They were with their mother the whole time but the impact of those incidents was so strong that her mother could not cope and died in the lap of ICP-2 after 8 years in the of her father's demise.

After the demise of mother, elder sister did all funeral works. ICP-2 was taken back to Kathmandu city by their maternal uncle. After the demise of both parents the bond between brother and sister never became normal and cordial due to the lack of emotional connection caused by growing up separately. Now her family is currently supported by the INGO of Chitwan district and Asian Journalist Association. Since her family is separated from their childhood; they don't think they are the siblings. By the Maoist revolution which had occurred in 2058 B.S. in the Zone of Nepal, the family bond between them is weak till now.

Comparison between Cases: ICP-1 and ICP-2

Their self concept and social cognition are highly influenced by the incident. Both have women as Head of the family. Both stay away from the family and are very sure about what they want in their life. Both consider friendship as significant but with certain distance and value sharing emotion rather entertainment. Both are single with no involvement in romantic relationship and feels marriage not necessary but don't know why. Both don't feel close to relatives as they have experience cold attitude from them due to inheritance conflict. ICP-1 remembers well about the incident but ICP-2 has blur memory of it. Both has nightmares but one who remembers clearly about father dreams him asking for water and another who has blur memory of father doesn't see father but of mother whom she losses after few years of her father's death. Both feels they are strong and confident but has symptoms of anxiety as insomnia, stomach upset, fast heartbeat and breathing. Both find their living condition difficult economically and emotionally as they imagine it would be better if their father was alive. Both has positive image and impact of their father as their academic persuasion is what they call fulfilling father's dream but both of them has not chosen Journalism and Mass communication for their academia and profession though ICP-1 had chosen it till undergraduate and was pursuing career in journalism she left as in words fed up with its status in Nepal. Both have fear of being victimized and discriminated due to their past experience politically and socially. Both thinks gender affects their life experience while living without father as people try to take advantage of it thinking them vulnerable but also says they are confident enough to tackle with such people as per their past experiences. One of them is aware of constitutional provision about social security to conflict victim where other is not though she is in under graduation level which shows government has done no effort to make these children aware of it as who knows is because of her profession as journalist. Both feels lack of government presence in their life.

From the memos and in-depth interview of the two indirect conflict participant's role of intrapersonal communication on their human development is traced and presented on two tables below: One is about inward development and other is about outward development.

Physically both of them have suffered from digestive disorder. Both of them have psychologically post-traumatic stress disorder, insomnia and anxiety. Emotionally both of them have tried to maintain positive emotion. Cognitively their attitude is compromising with motivation of lower order need. Intellectually ICP-1 has critical thinking ability with average performance and academic achievement as Bachelor's in Arts. She has also joined Master's in Arts. ICP-2 has creative ability with average performance and academic achievements of plus two. She has also joined in Bachelor's in Business Administration. Spiritual strength seems weak as they don't have healthy relation with self. They treat themselves as victim and still has grudge that if their father was alive, he would have protected them from all challenges of life. They are unable to recognize the fact their father was unable to protect their own life.

Both of them feel socially isolated. Their economy is affected affecting their basic human need and living condition. ICP-1 is labor and work as journalist. ICP-2 is non labor and fully dependent of minimal sponsorship she gets from support organization. She is living in hostel for five years sharing room with two other girls and barely getting to eat nutrient food.

Politically both of them are indifferent but being journalist ICP-1 is aware about political issues. ICP-2 is indifferent about political issues. Culturally both of them are traditional. Both of them are religiously Hindu but have scripture illiteracy. Both of them are digitally literate in information communication technology. Both of them have passive connection with globalization.

Table 1 Comparison between ICP-1 and ICP-2 about the inward human development and intrapersonal manifestation

Case	Physical	Psychological	Emotional	Cognitive	Intellectual	Spiritual
ICP-1	Digestive Disorder	Post-traumatic Stress Disorder, Insomnia, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Critical Thinking Capacity= Average Performance Achievement= B.A, M.A (R)	Self = Unknown
ICP-2	Digestive disorder	Post-traumatic Stress Disorder, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Creative Capacity= Average Performance Achievement= Plus two, BBM (R)	Self = Unknown

(Source: Indepth Interview ICP-1 (March 17, 2019 AD) and ICP-2 (March 21, 2019 AD))

Table 2 Comparison between ICP-1 and ICP-2 about their outward human development and support system's presence in the life

Case	Social	Economic	Political	Culture	Religious align and literacy	Information Communication Technology	Globalization
ICP-1	Isolated	Affected Labor	Aware but neutral	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection
ICP-2	Isolated	Affected, Non-Labor	Indifferent	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection

(Source: Indepth Interview ICP-1 (March 17, 2019 AD) and ICP-2 (March 21, 2019 AD))

It shows they are disconnected with their own self and with their support system. Their inward development is hampered due to the lack of positive self-image and feelings of constant victimization by their support system itself. Both of them have closely experienced the suffering of their single parent caused by the relatives for inheritance. Both of them have escaped attempted sexual abuse by trusted guardian and relatives. Both of them have faced broken bond among siblings. ICP-1 has step mother also which broke her trust in marriage as institution. ICP-2 has faced mother's death in her lap just after the eight years of father's death. Both of them feel no supportive presence of support system in their life despite their attempt to fit in and be a part of it. Sense of belonging is not ensured by society, economic, cultural, political, religious system. They attempt to boost their self esteem being digitally literate and with passive connection with globalization yet it does not seem sufficient.

Reflective thinking, self-talk seems traumatized as extreme thinking pattern due to past traumatic experience. In case of dreaming both of them has nightmares and recurring dreams about their slain father. Their intrapersonal communication seems constant but not regulated consciously and overwhelmingly affected by childhood trauma. These negative tendencies are growing in them as survival instinct in them but its self sabotaging in long run. It needs to be directed towards positivity ensuring their healthy self-relation boosting self esteem and confidence which definitely manifest in healthy environment to ensure their survival and growth. ICP-1 shares her father was not allowed to drink water while taking him to kill by Nepal Army as eyewitness herself and other locals so she often used to see her father asking for water in the dream, previously at first she used to be happy to see her father in dream but for more than week that dream used to haunt her and she used to feel anxious for not having control in the circumstances but now though it makes her sad she controls her emotion by

engaging herself in her work and study more as a deviation from negative impact of anxiety over the dream.

Cases of Direct Conflict Participants

Among two direct conflict participants, one is from ex-soldier of Royal Nepal Army coded as DCP-1 and another is from ex-soldier of People Liberation Army coded as DCP-2. Each has written about themselves in the form of memos sharing their role and experiences of conflict. They have given in-depth interviews with same question in two phases once written and oral. Summary of all these three phases of experience sharing is presented here.

CASE: DCP-1 (Royal Nepal Army)

During the Maoist insurgency, Maoists punished his cousin near to death. His cousin survived, however became differently able for life time. Thereafter, he decided to join Military. He got selected in 2059 BS. He got training from barrack. He was in rescue operation where the battle was won by the Army. He also fought in another battle which was largest battle and termination of the Maoist insurgency. In second battle barrack was captured by the Maoist. They were 225 solider and among them, 100 were pioneer troops and only 125 were fighter. At 1:30 AM he was wounded by the Maoist's Bomb. However, at 4:30 AM only Maoist captured the barrack. All of his solider friends were captured, and by chance, he escaped. He was carrying rifle to shoot himself thinking it was better to kill himself rather than being captured by the Maoist. However, that rifle helped him to escape from that captured barrack.

He is still suffering from trauma after 16 years of the incidents. In his dreams, he always fights with Maoist. It has become his recurring dream. In essence, he has recovered himself from that traumatic event medically, and however, inner trauma is still there which is beyond his control. One friend who was captured by the Maoist and later returned by the mediation of ICRC mentioned that most of his friends were brutally tortured and killed. In his view, both from State party and rebellion have violated lots of human rights.

He views himself lucky for being in the battalion, which was trained about human right process and Geneva conventions, despite some cases, all of his battalion obeyed rule. For him it is quite hard to forget battle's wounds both: physical and non-physical.

Physical wounds were cured; however, psychological wounds are still there. It is pretty hard to hide those wounds; however, have maintained silent with the hope of Country's bright future. He is proud that he has given blood and sweat for the betterment of the nation. Despite his proud factor he finds conflicting parties of the insurgency not loyal to the bloodshed done to make Nepal Republic. For him it is what Nepalese have to face and accept bitter reality.

CASE: DCP-2 (People Liberation Army)

DCP-2 comes from family who embraced communist value system. His family was not religiously ritualistic and scripture driven yet followed Hinduism. His entire family was supporter of Maoist movement and heard about it in early age of 14 years old. He joined People Liberation Army after his uncle was abducted from his workplace which was government office and brutally murdered by RNA. His emotions are repressed in such a way that he said it as casual news while giving this interview. He was close to PLA higher officials that are why

he was involved in meetings of planning and implementation. He later got an opportunity to work close with supreme commander also. His experience of conflict is a bit different from DCP-1 because he was not in battlefield but was close with power center whose ideology caused conflict. His experience is significant for this study to know conflict from the perspective of top level major actor of Nepalese conflict whom he has experience closely and knows conflict from covert power play aspect also.

Comparison between cases: DCP-1 and DCP-2

Direct conflict participants soldiers of Royal Nepal Army and People Liberation Army are interviewed which shows variation in their experience of conflict. Royal Nepal Army (RNA) soldier has joined war due to circumstances of increased threat from contemporary Maoist for supporting his relative (who was attempted to be murdered by them) to recover wound and also due to poverty lead by his father's early death. People liberation Army (PLA) soldier on the other hand joined it due to his family background as communist supporter and also because he saw unlawful killing of his paternal uncle who was abducted from his workplace. DCP-1 has involved in war and got wounded physically, psychologically and emotionally. DCCP-2 joined PLA only in 2006 AD when war was almost at end so never participated in war directly but played soft roles like managing health treatment of wounded so he believed he has been least affected physically, psychologically and emotionally. He got opportunity to be close with his political leadership and be a part of planning from the beginning of signing peace accord to other major transitional justice procedure and also in process of transforming CPN Maoist from rebellion to mainstream democratic political party. Both of them have traumatic dreams either since childhood in DCP-2 and still existent in DCP-1. Both of them has different perception in their family bond as DCP-2 during conflict it was just second priority where as DCP-1 cried in barrack for sister when he could not take "tika" from her hand during "BhaiTika". He also remembered his mother, girlfriend and nephew when he was close to commit suicide which he survived. DCP-1 has seen his friends brutally captured and killed whereas DCP-2 has not seen so. Both of them has difficulty in sleeping as DCP-1 has traumatic and recurring dreaming of last battle which he lose and almost was in verge of killing oneself on the other hand DCP-2 has constant mobility from place to place which affects his sleeping pattern.

Both participants inward development is affected in similar manner. DCP-1 is not close to power centers of support system where as DCP-2 is close with them which makes him elite with access to resources but still he seems in fear to acknowledge his war experiences. Both of them are dissatisfied with current political development of Nepal. For them political parties are negligent to work according to federal republic democratic values. These values are acknowledged in Constitution of Nepal-2072 BS and earned through conflict where they become wounded their inward growth.

Physically DCP-1 is wounded so has to visit hospital one a year after 16 years also. DCP-2 has no physical health problem. Psychologically both of them are in post-traumatic stress disorder and anxiety where DCP-1 acknowledges it but in DCP-2 its visible in his conversation and in non verbal form as facial expression, eye contact but is reluctant to accept it. Emotionally both of them try to maintain positive attitude. Both of them have compromising

attitude motivated with lower order need as their needs are focused on survival aspect then on self actualization. Intellectually DCP-1 has creative and critical thinking ability with high performance and academic achievements of being PhD scholar. DCP-2 has critical thinking ability with good performance and academic achievement as PhD scholar.

Table -3 Comparison between the DCP-1 and DCP-2 about their inward human development and intrapersonal manifestation

Case	Physical	Psychological	Emotional	Cognitive	Intellectual	Spiritual
DCP-1	Wound by bullet in leg	Post-traumatic Stress Disorder, Insomnia, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Creative and Critical Thinking Capacity= High Performance Achievement= PhD (R)	Self = Aware
DCP-2	None	Post-traumatic Stress Disorder, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Critical thinking Capacity= High Performance Achievement= PhD (R)	Self = Aware

(Source: In-depth interview of DCP-1 (March 23, 2019 AD)) and DCP-2 (March 25, 2019 AD))

Both of them are spiritually in beginning stage because they are aware what their actual context is and how they can have good relationship with self. But still they had negative self-relation in the past which has matured since long years as their behavior, so, it has definitely impacted their present intrapersonal communication. DCP-1 as lower rank soldier is still affected in physiological, psychological and emotional distress and says experience of that terrible life condition will remove only after his death so it definitely affects his reflective thinking, self-talk and dreaming pattern ultimately affecting his sense of belonging, self esteem and survival instinct. DCP-2 seems reluctant to accept that phase of his life denying the presence of war victim family and the death of his close friends in PLA who lost their life. He even denied of meeting with any of the family of conflict victim whom he knows personally. This self denial is unhealthy for him in long run as he is repressing his distress acknowledging the sensitivity of transitional justice issue as being a close witness of how power centre are trying to avoid or get rid of it.

Table 4 Comparison between DCP-1 and DCP-2 about their outward human development and support system's presence in life

Case	Social	Economic	Political	Culture	Religious align and literacy	Information Communication Technology	Globalization
DCP-1	Isolated	Affected Labor	Passive Participation and aware	Traditional	Hindu, Scripture literacy=literate	Digitally Literate	Passive connection
DCP-2	Isolated	Affected, Labor	Passive Participation and aware	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection

(Source: In-depth interview of DCP-1 (March 23, 2019 AD)) and DCP-2 (March 25, 2019 AD))

Socially, both of them feel isolated. Both of them finds their economic status affected by conflict negatively though they are involved in intellectual labor as DCP-1 being academician and DCP-2 being researcher. Politically both of them has passive participation and are aware about current political affairs. Culturally both of them are traditional. Both of them are religiously Hindu where DCP-1 is scripture literate but DCP-2 is scripture illiterate. Both of them are digitally literate in Information Communication Technology. Both of them have passive connection with globalization.

Physically, both indirect conflict participants ICP-1 and ICP-2 has digestive disorder whereas in direct conflict participants DCP-1 has wounds by bullet during conflict period but DCP-2 has no health issues. Psychologically, all participants have post-traumatic stress disorder, insomnia and anxiety. Emotional health is affected severely yet their efforts seem to maintain positivity which means they have repressed emotions. Cognitively, all participants have compromising attitude motivated by lower order need. Intellectually, ICP-1 and DCP-2 has critical thinking ability whereas ICP-2 has creative ability and DCP-2 has creative and critical thinking ability. Performance of ICP-1 and ICP-2 is average where as DCP-1 and DCP-2 is good. Academic achievements of ICP-1 is Bachelor's in Arts completed and has joined Master's in Arts and ICP-2 has completed plus two and further pursuing Bachelor's in Business Administration. Both DCP-1 and DCP-2 are pursuing PhD. Spiritually, both ICP-1 and ICP-2 are weak due to negative reflective thinking, self-talk and traumatic dreaming which has creative self sabotaging relation with self and negative vulnerable self-image. DCP-1 and DCP-2 are in initial stage of gaining spiritual strength with awareness of self and support system but still has negative reflective thinking, self-talk, traumatic and recurring dreaming and also reluctance to accept some realities of life experience so still has negative relation with self.

Experience of indirect and direct conflict participant varies but the effect in their inward self development is similar. Indirect conflict participant has more fear and trauma about how

their fathers were killed because they haven't seen it directly so indulged since the incident in various kinds of imaginations which has affected their physiological, psychological and emotional health as their negative thinking trend is matured and manifesting in their real life conditions. In case of Direct Conflict Participation normalization of violence is prevalent as they have no remorse about their direct involvement. They glorify it as their contribution for nation building.

Opinion of two participants about sending their children to war if it happens again differs significantly. DCP-1 is ready to send his children to fight defending his nation. He also admits not only his children; he himself is ready to join again though he has wounds and trauma of previous war. DCP-2 consider sending his children in war again is not his decision but of their own choice. He does not consider it as right or wrong. He finds himself as a part of conflict due to political circumstances. He considers himself more as academic and research figure than political one. For him those who recognize him and his contribution as political army will always consider him political figure which is very difficult to erase and it is also a reality on one phase of his life. He acknowledges his course of life has changed so does his identity also. He also doubt either his experience as soldier of PLA has contributed to his growth or not.

Table 5 Comparison among conflict participants ICP 1, ICP-2, DCP-1 and DCP- 2 about their inward human development and intrapersonal manifestation

Case	Physical	Psychological	Emotional	Cognitive	Intellectual	Spiritual
ICP-1	Digestive Disorder	Post-traumatic Stress Disorder, Insomnia, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Critical Thinking Capacity= Average Performance Achievement= B.A, M.A (R)	Self = Unknown
ICP-2	Digestive disorder	Post-traumatic Stress Disorder, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Creative Capacity= Average Performance	Self = Unknown

					Achievement= Plus two, BBA (R)	
DCP-1	Wound by bullet in leg	Post-traumatic Stress Disorder, Insomnia, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Critical Thinking and creative Capacity= Good Performance Achievement=PhD (R)	Self = Aware
DCP-2	None	Post-traumatic Stress Disorder, Anxiety	Efforts to maintain positivity	Attitude= Compromising Motivation= Lower Order Need	Ability= Critical thinking Capacity= good Performance Achievement=PhD (R)	Self = Aware

(Source: In-depth interview of all direct and indirect conflict participants in between March 17 to 25, 2019 AD)

Socially, all participants feel isolated. Economically, all participants experienced deprivation due to their involvement in conflict so conflict experience directly and indirectly both has affected their economic condition. Among four participants, three of them are in intellectual labor and one is non labor as she is studying only. ICP-1 is journalist, DCP-1 is academician and DCP-2 is researcher. Culturally, all participants prefer traditional value system in counter to modern capitalist consumerist culture. All participants are Hindu but only DCP-1 has scripture literacy. All four are digitally literate and have passive connection towards globalization. All of the participants feel less connected with the support systems.

All of them have received citizenship and has every right to get social security and exercise every fundamental right provisioned in Nepal's constitution 2072 BS. The Constitution of Nepal (2072) has ensured basic human rights as fundamental rights under the part 3, articles 16 to 46 as:

Right to live with dignity, Right to freedom, Right to equality, Right to communication, Right to justice, Right of victim of crime, Right against torture, Right against preventive detention, Right against untouchability and discrimination, Right to property, Right to religious

freedom, Right to information, Right to privacy, Right against exploitation, Right regarding clean environment, Right to education, Right to language and culture, Right to employment, Right regarding labor, Right to health care, Right to food, Right to housing, Right of women, Right of children, Right of Dalits, Right of senior citizens, Right to social justice, Right to social security, Right of consumers, Right against exile and Right to constitutional remedy have been comprised as fundamental rights. Articles 133 and 144 have empowered the Supreme Court and the High Court to exercise extraordinary jurisdiction to enforce the fundamental rights respectively.

Table 6 Comparison among conflict participants ICP-1, ICP-2, DCP-1 and DCP-2 about their outward Human Development and support system's presence in their life

Case	Social	Economic	Political	Culture	Religious align and literacy	Information Communication Technology	Globalization
ICP-1	Isolated	Affected Labor	Indifferent	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection
ICP-2	Isolated	Affected, Non-Labor	Indifferent	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection
DCP-1	Isolated	Affected Labor	Passive Participation	Traditional	Hindu, Scripture literacy=literate	Digitally Literate	Passive connection
DCP-2	Isolated	Affected, Labor	Passive Participation	Traditional	Hindu, Scripture literacy= Illiterate	Digitally Literate	Passive connection

(Source: In-depth interview of all direct and indirect conflict participants in between March 17 to 25, 2019 AD)

Inward growth of conflict participant is affected due to the lack of healthy intrapersonal communication with self which has created negative self-image and unhealthy relation with self. In outward growth, all support systems have been unable to make them feel belonging which has created isolated passive connections with these systems. All participants feel absence of state and government to deal with direct effects of conflict in their life for social integration, economic well being, political and religious sense of belonging. Their ICT skills and

connection with globalization is also initiated by themselves and not enhanced with the help of support of support systems for individual growth.

Discussion

The study has tried to shed light on long term impact of armed conflict on human development as the experience of war changes the way person interact with self also. Basically, the relationship between human development and intrapersonal communication is universal. Human Development has been studied as isolated subject in every discipline ignoring the role of individual. It is more holistic and focused on individual. It cannot be too materialistic as adopted by the United Nations, International Monetary Fund and World Bank which is becoming indicator for international power play. Intrapersonal communication in human development is about how individual communicates with self exploring their potential at fullest as human within a time and space counted as life. Human life has been categorized as children, youth and old. There are other factors affecting human development as cultural, social system, political system, economic system, technological reach and access and international geopolitical system. It is more complex phenomenon which is overly simplified and needs redefinition from more pragmatic and interdisciplinary approach.

Nepal is landlocked geo-politically buffer zone country between two geographically and demographically large countries India and China with increased possibility of being world power centre, inquisitiveness is related to the forthcoming existential challenges. Also to be the world power centre they still have challenges of cultural and linguistic difficulties in comparison American and European countries like France and United Kingdom. Being a commonwealth nation India still is in the cultural haze of colonial British India as its constitution and universities are the reminiscence of Sir Mountbatten tenure as the last viceroy of India. Though with renaissance moment as neo nationalism during post-colonial and cold war period and also with recent Bollywood film industries' efforts to create worldwide cultural influence still seems insufficient in world scale in comparison to cultural industries of western countries like Hollywood and Franco phonic culture though it has large social, cultural, economic and political influence in Nepal. On the other hand, though China has achieved its economic goal of being world power centre in 2015, it lacks cultural influence due to its complex language system though United Nation has recognized Chinese language as its one of official language among six languages including French, English, Russian, Spanish and Arabic. Due to its political standing as communist country, it is going through social reformation to prepare its citizen to be citizens of world powerful nation which seems still very challenging due to its large demography and political tensions regarding some of its geographical provinces like Tibet, Taiwan, Mongolia and Hongkong. Due to the big brother attitude of India towards Nepal and China's 'One belt one road' policies what would be the existential standing of Nepal in world map? These are the matter of identity and existence as world has witnessed large genocide and landlessness like Kurdish, Rwandan and Jews in human history. Refugee crisis is huge in the world and due to the geopolitical complexities left by British colonialism in Asia, politics, economy and culture is rampantly affected such as Sri Lankan Tamil Tiger issue, Indo-Pak conflict, Rohiya Refugee issue in Myanmar, Bhutan-Nepal refugee issue and so on. These countries still lack the root and locus on their historical and cultural heritage. Increased

globalization, technological invasion, banking economy, rise of multinational companies, environmental and human crisis, politics of religion and fundamentalism, rise of supranational organizations and civil society weakening nation-states seems visible so in future affect and effect caused by it will Nepalese people be geo-politically landless and refugees? If the day comes what is the essence of humanism and humanistic values United Nation and other supra national organizations provoking about? Or they are just witnessing human crisis provoking right orientation instead of duty orientation?

The power of others — supra-state actors in international relations appeared over the power of sovereign states. Today, the states continue to occupy an important place in the political architecture of the world, but in making decisions, governments cannot but take into account the likely reaction of other participants of international political processes — international organizations (governmental and non-governmental) and transnational corporations.

According to the 2016 AD report of The International Program for Development of Communication (IPDC) as "Supporting safety of journalist in Nepal: An assessment based on UNESCO's Journalist safety indicators "which has cited Federation of Nepalese journalist as since 1996 AD 35 journalist has been killed and four has been disappeared. Among these cases only 5 cases have been brought to judicial process. On the other hand, Committee to protect journalist (CPJ) denied to accept all 35 victims as journalist creating enough space to politicize the issue and victimized their family more by keeping them in ambiguous status. CPJ enlisted only 8 journalists as "Motive confirmed" and 9 journalists as "Motive Unconfirmed" which means it is unable to confirm if they were killed in direct relation to their profession as journalist.

According to Asian Journalist Association (2017) which is formed under International Federation of Journalist, there are 32 children of conflict victim journalist between the age group of 10 years to 30 years. Among 32, 22 children are currently getting scholarship to study which is supported by Australian Journalist Association.

According to Dev Raj Dahal "Every post violence transition requires addressing the question of reconciliation upon which the state moves from the divided past to shared future and becomes capable of creating a just order as well as performs its basic state functions." He also viewed that "Rivalry among the fractious political parties in Bangladesh, India and Nepal springs more from misgivings and distrust among political leadership than by any ideological consideration. Cot asserts that "difficulties of communication, caused by faculty perception and information, accumulate and throw parties into opposition" and escalate tension and conflict."

Structural conflict arises from situation in which there is fundamental incompatibility of goals, concerns interest or values. Perpetual conflict arise when A believes that B is an actual or potential source of harm to one or more of A's vital interest or primary values. Manifest conflicts are those that have produced clear evidence-violent acts, threats, or demands-- of the existence of the conflict. It is evident in those societies where opposing views, concerns and organizations are deliberately ignored, isolated or even suppressed, no matter how legitimate they are. Latent conflict is one in which an objective conflict can be identified, although there

may not yet be clear behavioral evidence of that conflict (Lopez and Stohl, 1989). According to Michale Harbottle, "Peacemaking is the diplomatic resolution of the politics of conflict. Peacekeeping is the military intervention and peaceful resolution of violence in a conflict by non-enforcement means. Peace-building is a set of physical, social and structural initiatives which can help to prevent and resolve the consequences of conflict, and provide post hostility structural reconstruction and rehabilitation." Herbert C. Kelman has cited Burton, Jervis and White to define the causes of conflict where according to Burton "Conflict arises when group is faced with non fulfillment of basic needs, including not only material need such as food, shelter, physical safety and physical well-being but also psychological need such as identity, security, recognition, autonomy, self-esteem and sense of Justice" (Burton 1988, 1990) Similarly according to Jervis ,…needs for identity and security and similarly powerful collective needs, as well as the fears and concerns about survival associated with them, contribute heavily to the escalation and perpetuation of conflict once it has started. Even when conflicting parties have come to the conclusion that it is in their best interest to put an end to the conflict, they resist going to negotiating table or making accommodations necessary for the negotiations to move forward out of fear that they will be propelled into concession that, in the end, will leave their existence compromised.....(Jervis,1976) Kelman further says the view of conflict as a process driven by collective needs and fears suggest that conflict resolution must, at some stage, provide for certain processes that take place at the level of individuals and interactions between individuals, for example the other society's perspective. He also has cited white (1984) who has called "realistic empathy"- as well as creative problem solving, learning and insight. Silvia Susnjic cited Volkan (1997) who considered historical "choosen traumas" being the key ingredient that makes up the nation's collective memory. She also has cited Denis Sandole who accounts the remark of Richard Holbrook (US intermediary in Cyprus in Clinton administration) basically being infuriated because "these people cannot forget the history Greek Cypriots and Turk Cypriots say that is who they are, they are what their history is, they are that". (Sandole, 2005).She has derived conclusion that for these people, identity and history lay at the core of their existence. These scholars agrees that conflict is basically fueled not only by physical, political and economic needs but also by the psychological needs and if not addressed properly in post conflict situation creating environment of healthy intrapersonal communication conflict can reemerged in new form because psychologically there is space for it. In the context of Sri Lanka, Elbert and et l conducted researched about 'Trauma-related impairment in children--a survey in Sri Lankan provinces affected by armed conflict' which concludes that "Performance and functioning in children are related to the total load of traumatic events experienced. An important component of psychosocial programs in post-conflict areas should include increasing community-based awareness of the consequences of traumatic stress, both as a preventative measure and as a way of decreasing stigmatization of affected individuals."

The cause of human action is the result of present situation. Cause unfolds in the present social interaction, present thinking, and present definition. Past affects into our actions through constant thinking and applying it at present situation. Human beings are active beings in their environment. If these participants have to have healthy intrapersonal communication with self in various levels they have to be super conscious about present social interaction, situation and

thinking. All conflict participants are carrying the burden of past unpleasant experience of conflict which is hindering them to relate with current social interaction, situation and thinking. Any interaction against their past believe systems seems triggering them to think negatively either as extreme or prejudiced ways.

Findings and Conclusion

Major findings of the study are as follows

Intrapersonal communication is significant for qualitative human development in the difficult condition of life also matters but individual is not only evolving but also blocking his/her own growth.

Intrapersonal communication has three pattern extreme positive, neutral and extreme negative but in difficult life conditions people are accustomed with or turn to negative intrapersonal communication creating negative self-image and unhealthy relation with self which ultimately manifest in their living condition making it worse because they develop self sabotaging tendencies of exaggerating and creating problem instead of solving problem and creating opportunity for growth. Long period of negative intrapersonal communication is mostly difficult to change and make positive because person is reluctant for change as he or she is accustomed to it using as survival instinct and defense mechanism. Extreme positive intrapersonal communication makes person unrealistic and ideal uprooted from practicality due to over fabrication of simplest things. It makes individual optimist but also fickle and unreliable in support system ultimately blocking their possibility of growth from potential to excellence. Neutral intrapersonal communication is balance between practical reality and facts of life and condition for living but also with critical and creative potentialities to be explored, tested and verified to grow in higher status than existing one. Person with neutral intrapersonal communication constantly reminds oneself to remain grounded but also to remain dissatisfied to increase the craving for development. Extreme positive and negative intrapersonal communication in any either difficult, normal or luxurious life condition creates obstacles for individual's development remaining deviant account of fact than the real one. Neutrality poses the quality of calmness and patient to keenly observe reality from multiple aspects with accountable and credible facts and data which makes decision sound and informed letting person to have firm grip in support system earning trust through valid and informed decision-making capacity and action. Neutral intrapersonal communication and its manifestation are natural in some individuals due to their strong family and support system's values as they are exposed to it since womb. In family and support system where they lack it, it's difficult to transfer because it can be learned only when individual realizes it oneself that his or her present extreme bipolar intrapersonal communication is harming themselves. It should begin in individual with self realization for change needed in their inner engineering of physiological, psychological, emotional, cognitive, intellectual and spiritual well being.

Individual self always wants to belong with somebody and something so its support system should be able to grow that sense of belongingness. Sense of belongingness does not come from outward support system unless person has positive and healthy relationship with self. All thing that individual experience happens within the territoriality of his/her physicality

which holds their subtle being as psyche, emotion, cognition, intellect and spirit. Healthy relationship with self emerges and grow in healthy body, conscious to super conscious psyche, healthy regulation of both positive and negative emotion, positive attitude with functional and consistent motivation recognizing need fit to condition, critical and creative ability, high performance capacity with achievements parallel to effort and time and ultimately knowing own self in informed manner.

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Obstacles of Using ICT in ELT in Secondary Schools of Bhojpur Municipality: A Quantitative Study

Uttam Sing Rai

Lecture, English Education, Tribhuvan University, Bhojpur Multiple Campus

Email: uttamsingrai@gmail.com

Abstract

This study intended to investigate obstacles of using ICTs in ELT. Census method was adopted to obtain the objectives. Likert-scale survey questionnaire, non-participation observation and unstructured interview were adopted as the tools of data collection. The results of the study exhibits that majority of English teachers have been facing the obstacles such as insufficient infrastructure, expensive cost, lack of experts, unsteady of electric power and internet of using ICTs in ELT.

Keywords: Obstacles, ICTs, ELT, Human resource, Infrastructure

Introduction

ICT stands for "Information and communication technology". It refers to technologies that provide access to information through telecommunication. ICT is an extended form and the latest concept of IT which focuses on primarily communication technologies (Zin, 2014). According to UNDP (2001) "ICTs are basically information handling tools–a varied set of goods, applications, services that are used to produce, store, process, distribute, and exchange information" (p. 2).

The use of ICT plays significant roles in enhancing English language mastering. The schools have made provisions of integrating ICTs in English language teaching and learning in order to enhance quality education. However, ICT has given rise to the obstacles of integrating ICTs English language teaching and learning. English language teachers and students require realising the reasons about the obstacles of using ICTs in ELT. ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative tasks more efficiently (Neil Selwyn, 2003).

There are many beneficial uses of ICT in education. ICT makes the class more interesting and livelier because it can be presented through different forms such as text, pictures, tables, graphs and multimedia. Moreover, ICT makes the learners feel more relax to learn various topics and also make them more active (Grabe & Grabe, 2005). ICT can also be used in facilitating various forms for online conferencing and create virtual discussion with the students and teachers. This online conference enables the teachers and students to share information with them (Fleckone, 2000).

Likewise, English teachers can use ICT to teach grammar and vocabulary. The students can also learn at their own pace as a self-study. The teachers can teach listening and reading comprehension by integrating ICT in ELT.

ICTs provide authentic language learning resources and contexts, they create co-operative and collaborative environment, and they provide opportunities for effective teaching and learning (Kumar and Tammelin, 2008). ICTs can transform the learning context; they can provide multiple opportunities in the field of education such as ICTs increase accessing information and learning resources, they enhance collaborative learning, and they support self-directed lifelong learning (Jimoyiannis, 2012).

The use of ICT has become essential in every day classroom teaching and learning. It's use gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tools for educational change and reform (Ammanni and Aparanjani, 2016).

Ammanni and Aparanjani (2016) states that traditional methods of English language teaching are not showing great impact on the learners. Technology has become a tool for making the learners innovative and also become source for motivating the learners towards learning. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn (p.1). Likewise, Harmer (2007) discusses that teaching of and learning of English language is one of the main concerns of many of the educational institutions because English is not only an international language, and a lingua franca of the world's citizen (p.13). Many teachers and educators such as Liu (2012), Ince (2014), ACTFL (2013), Acevedo (2016) in their research studies have concluded that English language teaching and learning is effective and more successful with the integration of ICTs (Poudel, 2018).

According to Davis (2007), the incorporation of the technologies into English classroom can help achieve: (i) cognitive gain by providing visual images, (ii) motivational gain providing fun, and (iii) interactional gain by providing convenience sharing. ICTs provide opportunities for exploring communicative power of English learner engaging them in exploring literary texts and several other interactive activities in exciting ways (Richards, 2007).

The use of ICTs helps for creating collaborative learning environment for the students in English language teaching (Atan, 2012, as cited in Poudel,2018). The use of ICTs also helps for facilitating their English language learning (Li, Hu, & Zou, 2012, as cited in Poudel, 2018). The use of ICT plays various roles in learning and teaching processes of English language. Several studies have reviewed literature on ICT and learning and have concluded that it has great potential to enhance student achievement and teacher learning in English language teaching and learning (Bransford et al. 2000). ICTs can help the teachers enhance their pedagogical practice in the field of ELT and equip them with the knowledge and skills to use different computer technologies to access, analyse, interpret process and disseminate information to learners while teaching English language (Wong et al. 2006).

However, it cannot be denied that facilities and opportunities provided by ICT in English language teaching and learning are not obstacles free. We also need to take in consideration on the challenges that affect English teacher\s acceptance of the integration of ICT in ELT (Razmah Mahmod, 2005). In this regard, (Bhattarai (2006) and Shrestha (2008))

states that the factors like poor physical infrastructures, insufficient refresher trainings to the teachers, over loaded teachers, traditional methods, large size classes, lack of interactive and collaborative activities, lack of learning resource materials, and lack of innovative technological tools and procedures are some of common obstacles in secondary school education in Nepal (p.13 as cited in Poudel, 2018). The learners should have easy availability of the information or resources or the content knowledge.

It has been reviewed that most of these research studies are concerned with the context of the countries other than Nepal, mostly in the developed countries; and the studies based on the educational context in Nepal are quite a few. The few studies carried out in the Nepalese context (such as Newa 2007; Thapaliya, 2014) so far are concerned with the concepts such as perception and motivation towards ICTs, and their availability; (Poudel, 2018). Similarly, (Poudel, 2018) carried out research on use of information and communication technologies in English language teaching and learning which adopted mixed method. Additionally, the use of ICTs largely depends upon the social contexts and the distribution of the resources (van Dijk, 2013; Purushothaman, 2011); and therefore, there is a need of research and investigation concerning Nepalese educational context to explore these issues. Furthermore, the few studies have been conducted in the context of Nepal, but no studies have been done in the context of Bhojpur so far. So, the researcher is interested in conducting research to find out current situation, perception and obstacles of ICTs in ELT in the context of Bhojpur in community schools.

With regard to all these issues mentioned in the paragraph above, 'the topic related to obstacles of using ICTs in ELT in community schools of Bhojpur municipality has been an interesting issue to be examined. There might be many obstacles on this subject matter which need to be investigated as far as possible.

Seeing the advantages ICT provide, this paper aims at investigating the obstacles or obstacles of using ICTs in ELT' faced by English teachers in community secondary schools of Bhojpur municipality of Bhojpur district.

The use of ICTs adds the knowledge and skills of the English teachers about methods for teaching English language. It widens the scope of English language teaching. It provides quality teaching materials for teaching and learning English. It also creates autonomy of learning to the learners. Therefore, there is a need of research studies to develop an insight of the English teachers to review their methods and techniques so as to make it more learner-cantered, interactive and collaborative and to give a flash of intuition to the students to modify their learning strategies. It is also necessary of carrying out research of using ICTs in ELT to identify the scope of English language teaching and learning and to focus teaching on that area. In this rationale, this study is an attempt to answer the following research questions:

   a. What are the obstacles faced by English teachers of using ICT in ELT in community secondary schools of Bhojpur municipality of Bhojpur district?

Research Methodology

This study adopted quantitative approach. Quantitative approach reflects the post-positivist philosophical assumptions. Moreover, quantitative approach is the view of inquiry that emphasizes examining the relationships between or among the variables by means of experimental instruments (Creswell, 2014) as cited in (Poudel,2018). It makes use of numerical data, closed ended questions, and facts for the discussion and interpretation of the results. True experimental, quasi-experimental, and survey research are commonly used as research methodologies (Mertens, 2010).

The study adopted non-random purposive sampling to choose the respondents from secondary schools of Bhojpur municipality. Fourteen English language teachers who integrated ICT in ELT were selected using census method from community secondary schools of Bhojpur municipality of Bhojpur district. Both primary and secondary sources of data were used to collect the information. Primary sources of data of this study were secondary level English teachers of secondary school owned by the government of Nepal. Apart from the English teachers, the headmaster, students and members of school management committee of the school also were involved as the primary source of data. Different books, journals, articles, newspapers, web sides, e-journal blogs, references were reviewed to collect secondary sources of information.

The respondents of this study were English teachers who had been teaching English language using ICT. The informants were given Likert-types of questionnaires and they were asked to choose the best options in their answers. Non-participant class observation and semi structured interview were also used to collect the data. After preparing questionnaires, interview and observation schedule, the researcher visited the schools and met the informants selected by non-random purposive sampling method and built the rapport with the respondents. The researcher explained the purpose of the research and data elicited from the interview was recorded on audio-visual device.

Data collected of the study was analysed and interpreted by using SPSS 25 under the different headings and sub headings to make interpretation more vivid and stigmatic. The various facts and variables of the data were presented in table, figures and diagrams with explanation. The analysis and interpretation of the data were made under different categories.

Findings and Discussion

There are so many factors that hinder the effective use of utilization of ICT in ELT. These factors have been grouped into the following categories as the findings.

Findings

In order to investigate the obstacles of using ICT in ELT, eleven likart-types of questionnaires were developed and the participants were asked to choose the five alternatives. The participants used five-point Likert –type scale (i.e. 1= strongly agree, 2=agree, 3=neutral, 4= disagree, 5= strongly disagree) to rate their level of agreement about obstacles on the following statements.
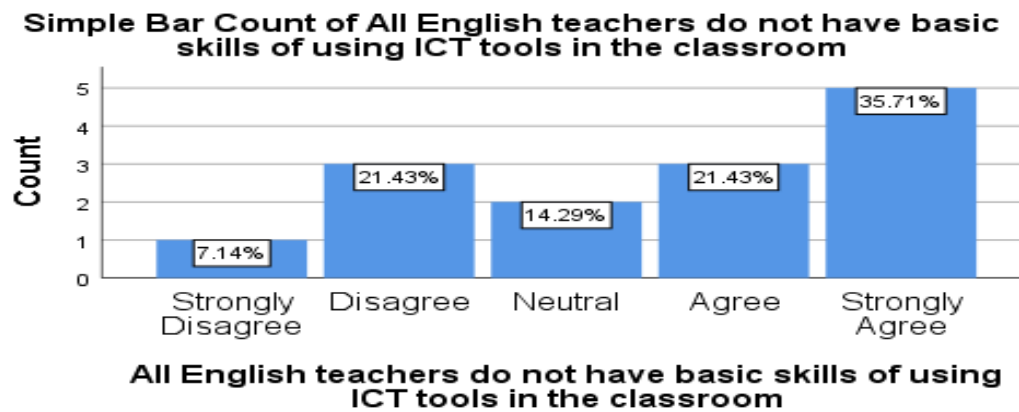
Table 1

Statements	Agree Strongly	Agree	Neutral	Disagree	Strongly Disagree
All English teachers do not have basic skills of using ICT tools in the classroom	35.71%	21.43%	14.29%	21.43%	7.14
There is not stable electricity power supply for ICT tools	21.43%	42.86%	-	35.71%	-
We do not have stable and high-speed internet at our school	21.43%	57.14%	-	7.14%	14.29%
We do not have training and workshop for using ICT tools	42.86%	42.86%	7.14%	7.14%	-
We do not have enough infrastructures of ICT tools at our schools	7.14%	57.14%	14.29%	14.29%	7.14%
There is often scarcity of skilled or expert manpower of using ICT at our school	14.29%	71.43%	14.29%	-	-
We often face technical Obstacles using ICT tools in class room	14.29%	57.14%	21.43%	-	-
We do not get fund or financial support from GO and NGO for using ICT at our school	28.57%	42.86%	28.57%	-	-
Using ICT tool is rather expensive so we cannot afford personally	21.43%	57.14%	-	14.29%	7.14%
The plan and policy of ICT made by the government is not implemented at our school	-	50%	14.29%	28.57%	7.14%
Total	207.15	500	114	114	42.85
Total in Average	18.83	45.45	10.36	10.36%	3.89%

Finding 1: Obstacles associated with the basic knowledge and skills of using ICT tools in the classroom

The participants used five-point Likert-type scale (SD=7.14%, D= 21.43%, N= 14.29%, A= 21.43% and SA= 35.71%) to indicate their obstacles. The result showed that more than 56% of English teachers lacked basic knowledge and skills of ICT usage.
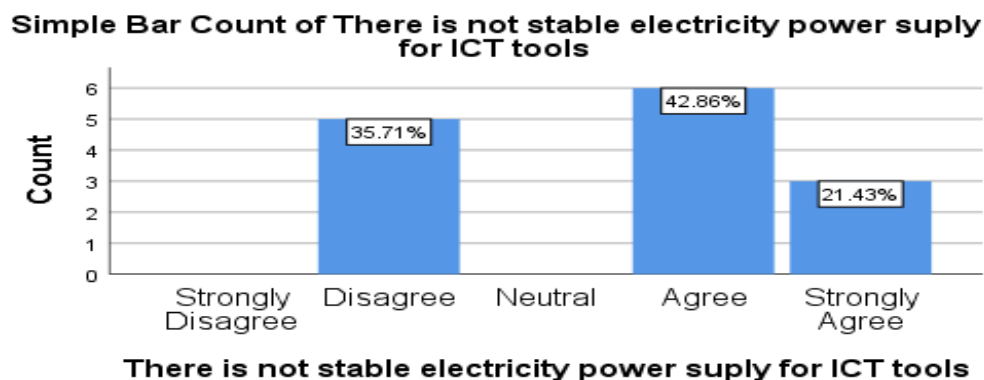
Figure 1

Simple Bar Count of All English teachers do not have basic skills of using ICT tools in the classroom

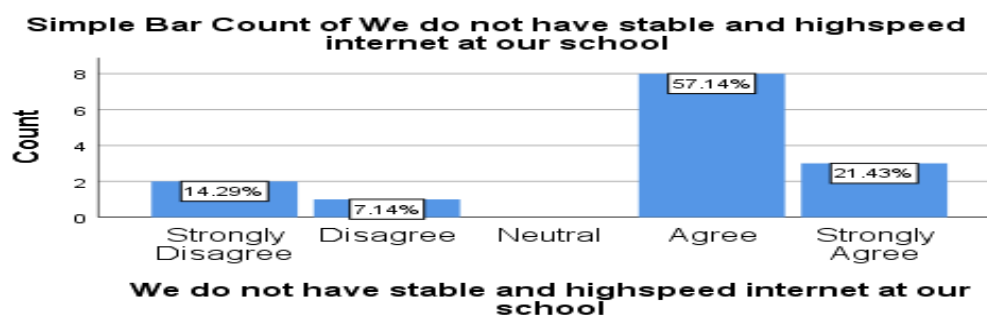**Finding 2: Obstacles related to electricity power supply and internet**

The participants used five-point Likert-type scale (SD=0%, D= 35.71%, N= 0%, A= 42.86% and SA= 21.43%) to indicate their obstacles on ' there is not stable electricity power supply for ICT tools'. The result showed that more than 64% of English teachers lacked basic knowledge and skills of ICT usage.

Figure 2

Simple Bar Count of There is not stable electricity power suply for ICT tools

Finding 3: Obstacles related stable and high-speed internet at our school

Figure 3

Simple Bar Count of We do not have stable and highspeed internet at our school

The participants used five-point Likert-type scale (SD=14.29%, D= 7.14%, N= 0%, A= 57.14% and SA= 21.43%) to indicate their obstacles on' we do not have stable and high-speed internet at our school'. The result exhibits that more than 79% of English teachers lacked basic knowledge and skills of ICT usage.

Finding 4: Obstacles related to training and workshop for using ICT tools

Respondents were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "We do not have stable and high-speed internet at our school." Figure 4 reveals English teacher's view about lack of training and workshop of using ICT in English language teaching. Results from the figure 4 indicate that 42.86% strongly agreed, 42.86% agreed, 7.14% undecided, and 7.14% disagreed and 0% strongly disagreed respectively.

Figure 4

Simple Bar Count of We do not have training and workshop for using ICT tools

Finding 5: Obstacles related to infrastructures of ICT tools at our schools

Respondents were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "We do not have enough infrastructures of ICT tools at our schools." Figure 5 exhibits' that **7.14% strongly agreed, 57.14% agreed, 14.29 % undecided, 14.29 % disagreed and 7.14 % strongly disagreed**. The lack of infrastructure has been a big problem at community schools of Bhojpur municipality
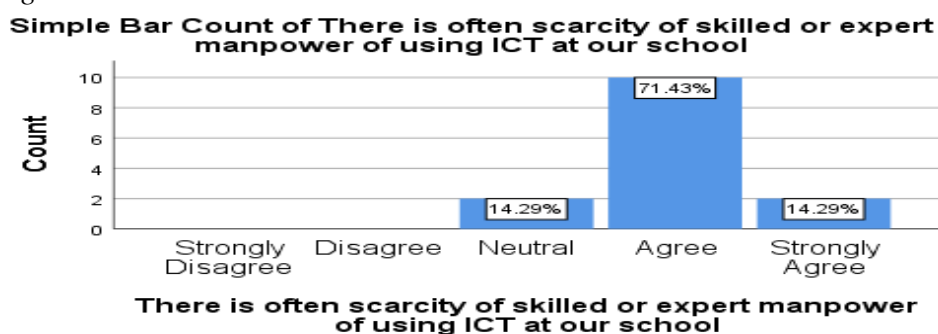
Figure 5

Simple Bar Count of We do not have enough infrastructures of ICT tools at our schools
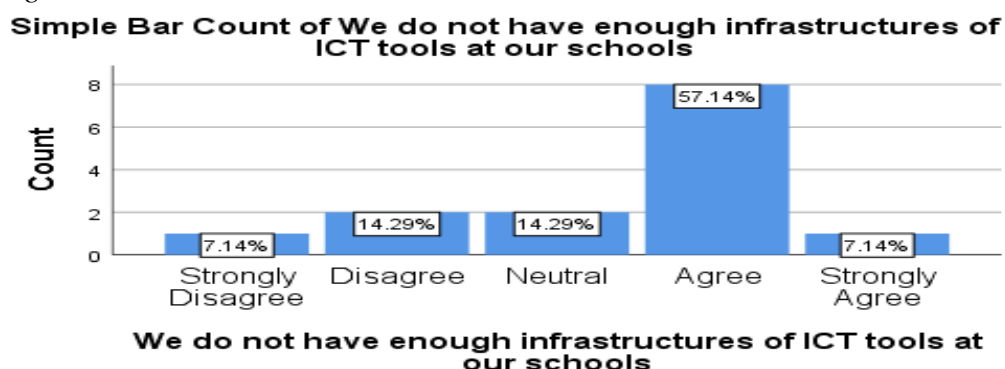
Finding 6: Obstacles related to the scarcity of skilled and expert manpower of using ICT at schools

Participants were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "there is often scarcity of skilled and expert manpower of using ICT at schools." Figure 6 exhibits that 14.29% strongly agreed,

71.43% agreed, and 14.29 % remained undecided. The authority and school management need to manage a skilled and expert manpower at their schools of using ICT tools.
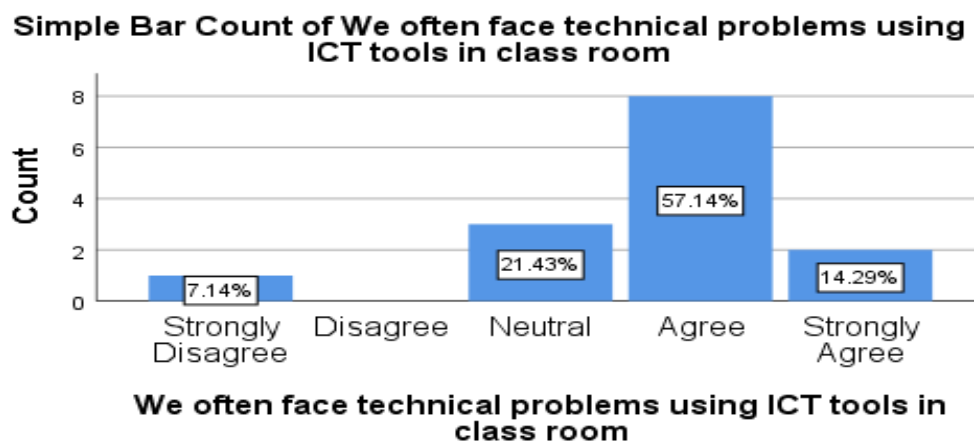
Figure 6

Finding 7: Obstacles related to technical problems (mechanicals) of using ICT tools in the classroom

Figure 7 provides technical obstacles faced by the teachers of using ICT tools in their class room. The highest number of the teachers was often facing technical Obstacles related to ICT use in their classroom. The figure displays 57% of the teachers agreed with the statement that they often faced technical obstacles. Similarly, 14% of them also strongly agreed with this fact. On the contrary, 7% of them strongly disagreed and 21% of them remained neutral. It has been vivid that technical obstacles are also main obstacles along with other obstacles faced by the teachers. This problem may impact classroom teaching activities.
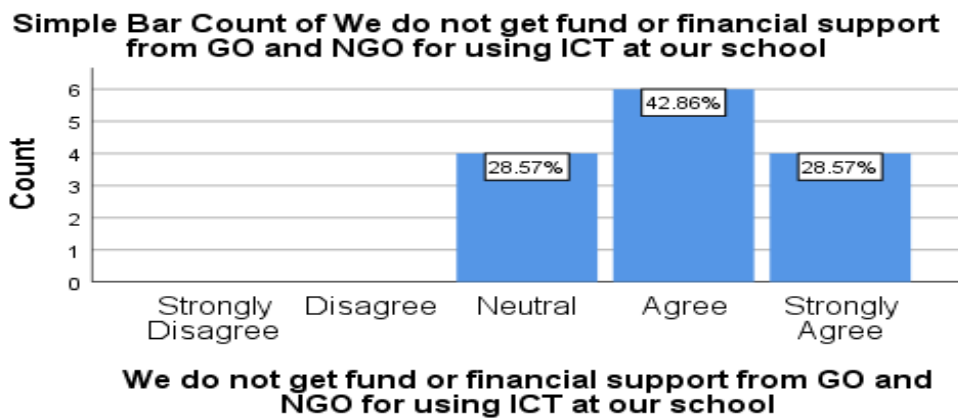
Figure 7

Finding 8: Obstacles related financial support or fund from GO and NGO support for using ICT at schools

Figure 8 represents financial support by GO and NGO for using ICT at the schools. The highest number of schools did not get any financial support or fund from GO and NGO. The result displays that almost 29 % of the teachers strongly agreed and 42.86% of the teachers agreed with the fact that their schools did not get any fund from both government and non-government authorities. 28% of them remained undecided on this matter.
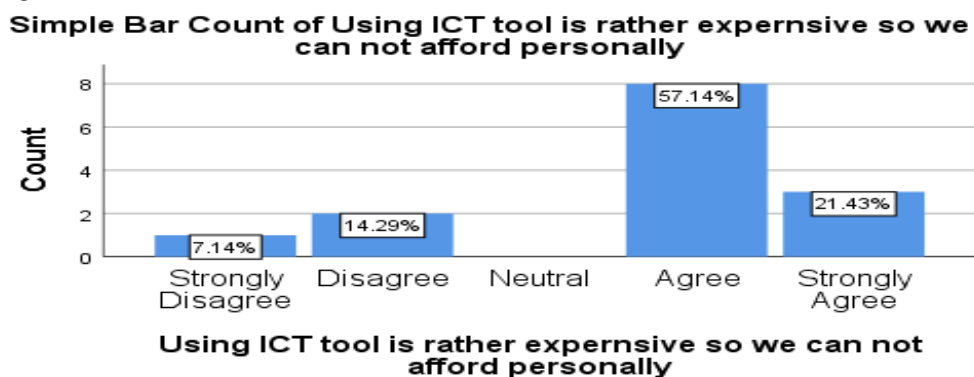
Figure 8

Simple Bar Count of We do not get fund or financial support from GO and NGO for using ICT at our school

Finding 9: Obstacles related expensive for affording ICT tools

Figure 9 shows purchasing tools are rather expensive. Figure 9 exhibits that 57.14% and 21.43% of the participants strongly agreed and agreed with the statement. On the contrast, 14% and 7% of them disagreed and strongly disagreed with this problem.

Figure 9

Simple Bar Count of Using ICT tool is rather expernsive so we can not afford personally

Finding 10: Obstacles related to implementation of ICT policy

Figure 10 exhibits that 50% of the participants agreed, 14.29 % of the teachers remained undecided, 28.57% disagreed and 7.14% strongly disagreed with the plan and policy of ICT made by the government is not implemented at their schools.

Figure 10

Simple Bar Count of The plan and policy of ICT made by the government is not implemented at our school
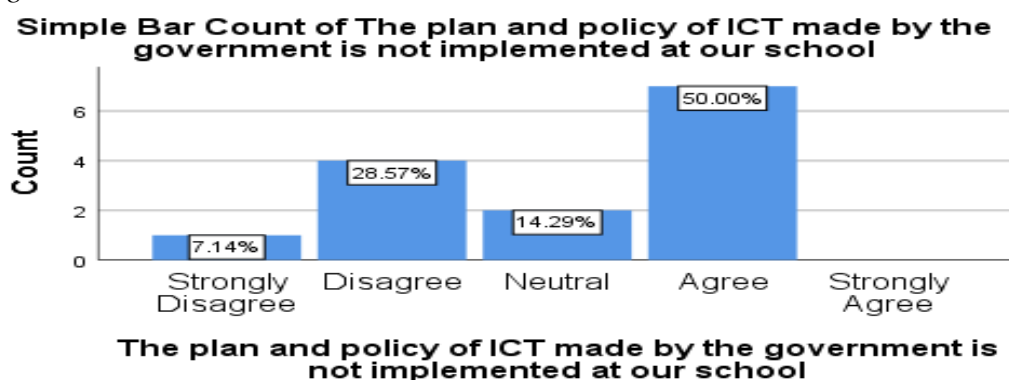
Discussion

Based on the analysis of datasets, this section delineates the possible interpretation of the results.

Human Resources related Obstacles

One of the main obstacles of using ICT is inefficiency of teachers' knowledge and skills to prepare materials based on technology. Almost 57% of English teaches did not have basic knowledge and skills of using ICT. Even English teachers did not have their mail ID. This makes clear that equipping classroom with ICT tools is not enough for enhancing English through ICT usage. The result once more indicated that most of English teachers are digitally illiterate.

The lack of training and workshop is one of the key obstacles for using ICT tools. English teachers pointed out those majority teachers do not have training of using ICT for the purpose of teaching English language. They did not take part in workshop of using ICT for the purpose of teaching English language. For example, 83 % of English teachers did not participate in any training and workshop of using ICT in ELT.The lowest number of them had training and workshop of using ICT for teaching English language.

General competencies related to expert manpower are required in installation, operation and maintenance of technical equipment in ICT usage. Without technical support of expert manpower, much time and money may be lost due to technical breakout. In community secondary schools of Bhojpur. For example, 85% of English teachers did not get support from expert manpower for technical support because there was not any expert ICT related technicians at their schools. Thus, one of the major obstacles to optimizing ICT use has been the lack of expert manpower support. It has been identified that some disabled ICT tools (computer, projector) take months to be repaired since no technician is available in the schools. The authority and school management need to manage a skilled and expert manpower at their schools for operating ICT tools.

Infrastructures Related Obstacles

Unstable electricity power supply was another big barrier for using ICT tools in ELT. One basic requirement is the availability of electricity. In Bhojpur municipality, many schools are still without a reliable supply of electricity. Power is very fluctuated and irregular. The irregular supply of electrical power has crippled the educational institutes where ICT is integrated into ELT. It is worse to use ICT tools inside the classroom without solving electric power obstacles first.

Unstable and low-speed internet is next problem for using ICTs in ELT. The finding indicated 78 % of English teachers did not have stable internet. It is clear that almost all teachers are facing the problem of unstable and low speed of internet at their schools. They need high-speed internet with stable condition.

Thus, the lack of enough infrastructures is the main obstacles of ICT use in ELT. The majority schools lack infrastructure such as language lab, E-library, Computers, and Projectors at their schools. It can be said that authorities and schools need to manage infrastructure at their

schools. The lack of infrastructure has been a big problem at community schools of Bhojpur municipality.

Financial and Policy related Obstacles

One of the greatest obstacles in ICT use in English language teaching is the lack of fund or financial support. For instance, 71% of English teachers did not get fund from any source. ICT in ELT programs require enough investments. The schools need fund and financial support from GO and NGO to purchase equipment. The result indicates that the majority number of schools did not get any financial support or fund from GO and NGO. The government need to manage financial support to the schools for ICT tools.

The cost to the consumer of ICT tools is quite expensive. The finding indicated 78% of English teachers could not buy ICT device due to expansive for them. There is realisation that the teachers can not personally afford for purchasing ICT tools in ELT. As a result, majority number of teacher does not personally have ICT devices (laptop, computer, smart mobile phone) for the purpose of ELT. They depend on ICT tools available at their schools. They cannot take tools wherever they go. They are supposed to share ICT tools of schools which may not be possible anytime. As a result, the teachers cannot deliver effectively. The implementation part of the plan and policy made by the government is very weak in secondary schools of Bhojpur municipality. The result exhibits that more than 50% of the teachers agreed that their schools did not implement plan and policy of ICT in ELT. **Conclusion**

This study intended to figure out the obstacles or Obstacles of ICT use in teaching English at secondary schools of Bhojpur municipality. Currently, the use of ICT in ELT has appeared at almost all secondary schools of Bhojpur municipality as both a necessity and an opportunity. The result reveals that the main challenge of ICT in ELT is unsteady electricity power and internet**.** Moreover, the result and discussion display that English teachers are less skillful in using ICT tools for ELT. So, there is scarcity of expert manpower. Further, the research shows that there is insufficient or limited ICT infrastructure at secondary schools of Bhojpur municipality. The other main obstacles to implementation of ICT as perceived by the teachers in this study are teachers' lack of ICT usage skills, expensive ICT devices and poor financial condition of the schools.

The schools are enthusiastic of using ICT tools in teaching activities. As a result, most of English teachers and schools attempted to integrate ICT tools in teaching of English language in Secondary Community Schools of Bhojpur Municipality. Some schools have managed infrastructures related to ICT at their schools. Some teachers have already started to teach their lesson by integrating ICT tools. Some of them are going to teach lessons by integrating ICT in near future. However, both schools and teachers have been struggling with lots of the obstacles related to the use of ICT for the purpose of English language teaching at their schools in Bhojpur Municipality.

Acknowledgement

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