

Effectiveness of MPhil in Public Administration Programme

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Abstract

The philosophical debate regarding the nature and scope of university education basically whether it is responsible to impart universal knowledge concentrating mainly in dissemination of knowledge than advancement of knowledge has been feathered out replacing by a significant role to be played by university for invention and innovation. In this context MPhil in public administration education program has been conducted by CDPA, TU with a view to advance the knowledge pertaining to public administration, policy and governance. It pays triggered attention to make students being able to conduct research activity independently in concerned areas which could contribute to heighten their competencies to compete in both global and Nepalese contexts. It seems ardent to know to usefulness of the context and content of the courses and enhancing the capacity of students in their work life situation. The objective of this paper is to explain the usefulness of the course content and institutional capacity of CDPA for conducting MPhil in public administration program effectively. For this, two hypotheses were constructed: usefulness of the course and contents; and institutional capacity of CDPA helps to enhance effectiveness of MPhil program. The mixed method of sequential explanatory strategy was adopted to conduct this research. Both the hypothesis has been tested based on chi square test in goodness of fit. The relationship between research variables is found to be positive. It is concluded that course and contents should be updated periodically and institutional capacity should be further strengthened. Thus, MPhil in public administration discipline has become vital for

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solving the problems of concerned areas.

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1. Introduction

There are philosophical disputes regarding the nature and scope of university education (Goetze, 2019). The disputes on effectiveness of university education, between academics and politicians, tilted towards whether theoretical activities or more practical concerns. In fact, theoretical as well as practical concerns are equally important to achieve expected goals in university research and teaching. Master of Philosophy (MPhil) in public administration is a highest academic program, in terms of desk examination and thesis writing, of Central Department of Public Administration (CDPA), Faculty of Management (FoM), Tribhuvan University (TU) conducting to achieve both goals. The program has been conducted for enhancing the research skills and work performance of MPhil scholars in public and private organization. Specifically, the chief aim of this programme is to produce high-level human resources as professional cadre to serve in public and private sector organizations as well as independent research activities. The academic and political development of Nepal reveals the achievement of institutional goal. In this regard, public administration education has become vital to address one of the social science problems. However, the university scholars should be ethical, competent and engaged global citizens in this rapidly changing globalized world. In this context, effectiveness of Master of Philosophy (MPhil) in public administration program is a crucial issue.

The university education itself is a long educating process for developing the professional cadre having with power of reasoning and judgmental capacity. In educating process, it is a crucial issue of what knowledge, attitudes, and skills should cultivate to foster academic success and retention (Finney et al, 2023). The activities of MPhil in public administration program have been conducted based on the curriculum in this regard. There are three semesters: the first semester covers core subjects; second semester covers compulsory and specialization courses and thesis writing in the third semester. The courses and contents are determined considering the academic issues and the market demand. It consists of various social science subjects such as, research methodology (philosophy of social science and statistics), public policy, public administration, economics, local governance and the others.

The university education requires combined efforts of an institution (university

campuses), its students (scholars), and the teachers. The institutional efforts, students'/scholar's enthusiasm and teachers' devotion are considered the key pillars for effectiveness of university education. Each pillar requires to follow scientific research process to develop new knowledge and skills. Tribhuvan University (TU) as an old and largest academic institution which has 40 central departments and 62 constituent campuses including over 1000 affiliated colleges. Each of the Central Department caters specific area of study, providing academic input for solving. Central Department of Public Administration (CDPA) is the one which has been conducting Master in Philosophy (MPhil) in Public Administration program. It has been played roles and responsibilities in terms of management of academic process and mobilized the available resources for achieving the institutional goals. In this context, institutional capacity of CDPA for effectiveness of MPhil program is a crucial.

The chief aim of this program is to produce competent human resources to fulfil the growing demand of research scholars and higher level of administrators to conduct subject matter related researches and to work. Therefore, teaching subjects covers to address contemporary core issues of public administration focusing on a very strong research orientation in both global and Nepalese contexts. In this context, to what extent usefulness of course and contents and capacity of CDPA is helpful for conducting MPhil in public administration program effectively in terms of academic knowledge and research skills as well as work performance of MPhil scholars. The objective of this study is to explain the usefulness and institutional capacity of CDPA for conducting MPhil in public administration program effectively. For this, two hypotheses were constructed such as usefulness of course and contents; and institutional capacity of CDPA to enhance effectiveness of MPhil program.

This paper will be helpful to understand the development of public administration education in Nepal and its opportunity and challenges to conduct the MPhil program effectively. Moreover, the public and non-public institutions could also be benefited to find the human resources in the respective jobs. This study does not cover the other factors such as sex, income, occupation, geography and the like.

1.1 University Education

Kant opined that education as a means of serving the democratic process through making corrections in the economic evils and by obtaining political ends that would lead to progression of a society (Sikandar, 2015). It means education can play important role in human activities i.e., human actions and behavior. The course and contents are important part of university education. In this regard, Dewey

(cited in Sikandar, 2015) argued that curriculum should not imposed upon the students, rather it had the capacity to allow individual differences among the students and value their experiences. Finally, experimental learning and collaborative learning in the university helps to learn new skills and knowledge. For this, University's institutional capacity is vital to enhance higher level education program.

The university college is considered most popular institution in the development and pursuit of new knowledge. There are two competing forces about university education (Goetze, 2019): what the university is and what it should be? Theoretically, university as an academic institution dedicated to the pursuit of new knowledge. The pursuit of knowledge is a continuous process provided best way for human beings to live. Practically, the university is conceived primarily in terms of its economic value so as to prepare students for the workforce, to produce innovative technologies, to incubate entrepreneurial projects, and to produce scientific discoveries that are useful to government or market. From this perspective, in fact, knowledge is important to put work. The working knowledge may have number of aspects but it stands for a range for claims (Barnett, 2000:17). For example, that

- Knowledge is only authentic if it can be put to work (work as the site of knowledge).
- Work is a site in which knowledge can be generated (work as a source of knowledge).
- Work can offer a means of testing claims to knowledge (work as a form of validating knowledge).

The practice-based university education needs to emphasize on good quality of research for the development of working knowledge in order to put to work. The working knowledge is important for the benefit in the economy, culture, society, public policy, health, environment and so on. In this regard, joint collaboration between the institutions such as government and university is essential to conduct quality research work to produce new knowledge. Such knowledge became authentic and can be put to work and ultimately helpful to solve all aspects of country's problems.

The vision 2030 of Tribhuvan University states that "... quality education reinforced by research..... through effective and efficient utilization of human and physical resources..." (TU, 2019). According to Tribhuvan University Act, 1993, one of the important objectives of TU is to prepare capable human resources required for the overall development of Nepal. Therefore, MPhil in public

administration program has focused on effective and efficient utilization of resource person and physical resources to produce high-level human resources as professional cadre in various field such as government and private sector organization. The vision and objective of TU has shown in line with practical concept of university education.

Generally, there could be differences and gaps between theory and practice in university education. The academic circle complains that the pragmatists give too much weight to insignificant details. The pragmatists, for their part, claim that the academic circle talks only about theories and does not teach useful ideas for practical tasks. The distinction between theory and practice can be identified from the research skills and work performance of university scholars respectively. Thus, university education program should be effective for enhancing research skills and work performance of the students.

1.2 Conceptual Framework

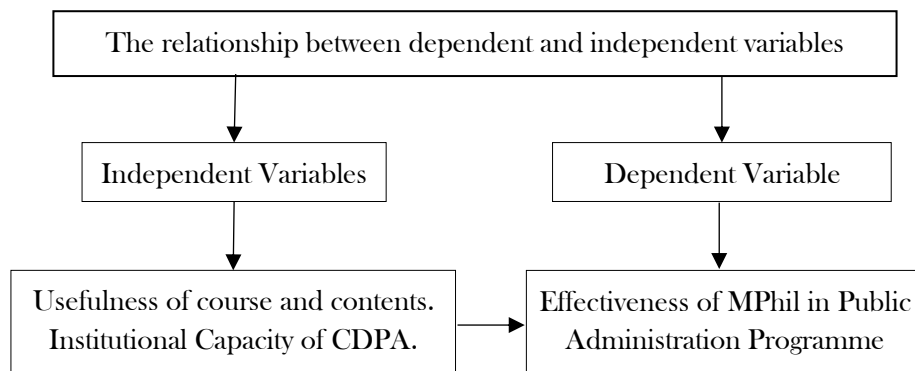
The effectiveness is not an unambiguous concept, since there exist words with very similar meanings to the term “effective”, such as: rational, efficient, productive, economic, economical or optimal (Czechowski 1997: 11 cited in Poskart, 2014). In this paper, effectiveness is derived rational and productive situation of MPhil scholars to understand the university education in general and public administration education in particular. CDPA is an apex academic institution of public administration discipline of TU. Since 2008, it has been conducted MPhil in public administration program to fulfill the increasing demand for higher level public administration education.

In fact, public administration is a multidisciplinary subject, so that, the course and contents of this program covers various field of social science subjects. Moreover, the program has focused on research methodology (philosophy, statistics) to strengthen the scientific thesis writing. Methodology provides foundations for conducting research and evaluating claims for knowledge (Frankfort-Nachmias and Nachmias, 2008:12). Furthermore, the university scholars should also be ethical and engaged global citizens in this rapidly changing globalized world. In this ground Master of Philosophy (MPhil) in public administration program has been initiated to make it effective for producing competent human resources.

The effectiveness of MPhil in public administration program can be defined as the positive change in terms of research skills and work performance of MPhil scholars in their respective jobs. It is important to supply high-level human resources as professional cadre to serve in public and private sector organizations as well as

independent research activities. Therefore, MPhil in public administration programme has become vital to produce competent human resources.

The programme effectiveness depends on institutional capacity of CDPA and appropriate design of course and contents. Institutional capacity refers to the ability of CDPA to manage MPhil in public administration programme. In fact, CDPA is in prime location having with sound infrastructure and the programme has been conducted based on distinct management system such as governing board along with management committee, research committee. The usefulness of course and contents refers to the production of competent human resources in terms of research skills, work performance in the respective organization as well as opportunity to get PhD enrollment.



Source: Constructed by Researcher, 2023

The MPhil program offers both core and specialized courses. The core or the compulsory courses consist of philosophy of social science, statistics, public policy, administrative theory and behavior whereas specialization courses consist of public policy human resource management and local governance and NGO management in the Nepalese context. To justify usefulness of these courses institutional capacity is vital. Therefore, the relationship between effectiveness of MPhil program and its usefulness, institutional capacity is important. In this context, conceptual framework had constructed for the study as follows.

1.3 Effectiveness of MPhil in Public Administration Programme

The effectiveness can be measured based on goals-based approach and systematic approach (Poskart, 2014). In this paper effectiveness is measured based on systematic approach in terms of research skills, work performance, academic knowledge (PhD enrollment), and performance of organization. At the system level, tracing gains over time is the primary method for assessing effectiveness

(Brint and Clotfelter, 2016). in fact, the same level of learning could be achieved either by conventional lecture courses or by combining online instruction with small discussion section.

Since 2008, CDPA has been conducted MPhil in public administration program to produce competent human resource. It requires the useful course and contents and proper management of CDPA to achieve the goal. World Bank (2019a) defines effectiveness as "The capacity of the organization to effectively formulate and implement sound policies, and the level of respect of MPhil scholars and the state for the institutions " (Albassam, 2020). The effectiveness of CDPA's academic education program depends on the formulation of sound academic courses and contents, and institutional capacity of its departments to implement the program so as to enhance research skills and work performance of scholars.

The university education has divided into professional school and a school of academic study or graduate study. Furthermore, the distinctions of university and allied institution have choice between professional and academic programme which may be developed based on the choice. The coherent decision regarding the selection of programme by university scholars can be subject matter, area of research and effects in the work performance. It is related to the professionalism and effectiveness in their job market as well as individual research skills.

The goal of professional school also covers students having professional public office such as government office, financial institutions, including private institutions. A graduate school, on the other, enroll raw student and prepares them with a certain academic discipline. Moreover, the graduate school consists of a faculty composed of academicians having with traditional discipline and professional school consists of nontraditional of public service background and affiliation with an organization in professional nature. Again, a graduate school remains more concerned with academic research of disciplinary orientation, while a professional school lays stress on teaching pedagogy and normative approach in curriculum development.

Public administration education has normally been devised for educating knowledge to prepare capable human resources. The university education at CDPA has been attempted to produce professional human resources through the scientific research process. MPhil in public administration education has focused on scientific research based academic activities to produce scientific research-based scholars. The scientific research skill is important to enhance competency of human resources in their respective job. It is also assumed that scholars may have got opportunities in various field of working life and academic enhancement.

In this research context, effectiveness of MPhil in public administration program refers to scholar's scientific research skills, work performance, academic knowledge and enroll in PhD degree, carrier development and work performance of their organization. Therefore, effectiveness of MPhil in public administration program can be understand in terms of number and work performance MPhil Scholars. It can be determined by demand for public administration education which depends on usefulness of its course and contents as well as institutional capacity of CDPA.

1.4 Usefulness of Public Administration Education

The public administration education is inherently multi-disciplinary subject which is based on "science of administration". This discipline is useful both at public as well as private organizations as a cookbook approach (Shrafritz et al, 2018:20). In this academic discipline various branches of social science subjects are included for efficient and effective functioning of public and private organization. The academic discipline simply refers to the knowledge of higher education, branch of learning or scholarly instruction (Oxford English dictionary). It may be the approaches of multidisciplinary, interdisciplinary, cross disciplinary. In a multi-disciplinary approach, several academic disciplines are incorporated or combined to understand a subject matter or the problem issue. It examines an issue from diverse perspectives, without making an intensive effort to systemically integrate disciplinary perspectives. In an interdisciplinary approach, there are related to more than one branch of knowledge. It examines an issue from multiple perspectives with an effort to integrate the alternative perspectives into a unified analysis. Specifically, it analyses the relationship between two subjects. In a cross disciplinary approach, there are two or more discipline which examines an issue related to one discipline through the lens of another discipline. For example, public administration is studied separately through the lens of political science, economics, sociology and the others.

The public administration education is a separate branch of learning which is concerned with the public affairs. In this regard, public administration education has focused very much on profession for enhancing its functional performance. Moreover, it is important to perform the functions such as public service delivery and regulated the private sectors to perform their functions according to government laws. Therefore, public administration has taken as the management of all discipline through the lens of public and private organization.

The subject matter of public administration education has drawn from various field of social science such as political, economic, social and other sciences. Therefore, the scope of the public administration is so wider than other discipline. According

to Prof. Dr. Shreekrishna Shrestha, subject matter of the study can be divided into subjective and objective thing. The subjective analysis is important for about social phenomenon of social science which can be compared with goddess (Bhagabati). The Bhagabati absorbed all the entity within a body. In the similar way the social analysis can be done by taking all aspect of social science. The objective analysis is important for the analysis of technical thing. It can be compared with Narsingh. Narsingh consists of two parts in a body. In another word, it is an analysis of physical things. Hence, all aspect of social science subjects is embodied in this discipline which is useful for all public and private organization.

The universities of Nepal have made mandatory of MPhil degree to enroll in PhD degree in social science subject. This provision has enhanced the usefulness of MPhil degree. Therefore, MPhil in public administration program is very useful for further degree. In addition to this, the program is useful to enhance the work performance capacity and promotion of research-based self-study. The mandatory provision may not be sufficient to justify the program.

In this research, usefulness has been measured based on relevancy of course and contents to enhance capacity of scholars to adopt in public and private organization.

1.5 Institutional Capacity of CDPA

An organization is the skeleton, whereas an institution is the flesh and blood (Christensen et al, 2007:38). Considering this view, it can be said that institutional capacity of CDPA can defined as the capacity of human resource (teaching and non-teaching) and management (routine based academic and management decision functions) to achieve the goal. It has been conducting MPhil in public administration program based on it's own institutional practice. Moreover, institutional contexts differ from one country to another and also the perspective of organization within the same country (Jean-Claude, 2011). Therefore, institutional capacity is crucial to enhance research skills and work performance of MPhil scholars.

Policymakers have focused on higher education's capacity to develop the knowledge and skills students need for professional, technical, and managerial position (Brint and Clotfelter, 2016). The CDPA policy making authority has mobilized the resources such as human, technical and financial based on institutional culture. The cultural-institutional perspective focuses on historical traditions and path-dependency (Christensen et al. , 2007). In this

context, the history, institutional practices of CDPA can play vital role for achieving the goal.

There are no long history of university education in Nepal. Some of them are: Tribhuvan University 1959 (2016), Nepal Sanskrit University 1986 (2043), Kathmandu University 1991 (2048), Purbanchal University 1994 (2050), Pokhara University 1997 (2053), Lumbini Bauddha University 2005 (2063), Far-Western University 2010 (2067), Mid-Western Univeristy 2010 (2067), Agriculture and Forest University 2010 (2067), Nepal Open University 2016 (2073), Rajahree Janak University 2017 (2074).

CDPA has been conducted its MPhil in public administration programme under the FoM, TU. In this discipline, at first, Public Administration Campus was established to offer undergraduate program called 'Diploma in Public Administration' (DPA) in 1976 which later upgraded to offer graduate program as 'Master in Public Administration' (MPA) in 1979. In addition, three constituent campuses - Mahendra Morang Multiple Campus, Biratnagar; Prithvi Narayan Multiple Campus, Pokhara, and Mahendra Multiple Campus, Nepalgunj under TU have also been offering undergraduate/graduate programs of PAE in Nepal. Under TU, there are five institutes (technical education), four faculties (offer courses on liberal education) and four research center. Public administration education has been conducted under the faculty of management.

Looking into the growing demand of institutionalization of public administration education in Nepal, TU further established Central Department of Public Administration in 1986 which has been offering MPhil in Public Administration since 2011. The objective set up by the MPhil program is "to produce high level human resources as professional cadre in teaching and research in academic and research institutes, and also prepare skilled human resources to serve in government, non-government, public enterprises and private sector organizations." In addition, this program intends 'to upgrade human resources capable of undertaking independent research activities'. The status of management and physical facilities is briefly discussed below.

Management

The management to run the MPhil in public administration program includes rules and regulation, physical facilities, number of human resources. MPhil in public administration programme has been conducted based on rules and regulation under the FoM, TU. After the establishment of this program 2068, "M. Phil in Public Administration Operational Procedure 2069" were enacted and chaired by

HoD. After a decade, 2078, the TU Senate and Executive Council enacted "M. Phil. in Public Administration Program Operational Procedure 2078" and chaired by Dean, FoM. There is a provision of coordinator and deputy coordinator to conduct the academic program.

Physical Facilities

During the establishment period, MPhil in public administration were conducted in Jamal, Kathmandu. At present, the program has been conducted in Balkhu having with good class room and modern technological infrastructure such as multimedia, computers, comfortable furniture and the others.

In this context, institutional capacity of CDPA has been measured based on use of human and physical resources to enhance research skills and work performance of MPhil scholars.

2. Research Methodology

The aim of this study is to find the effectiveness of MPhil in public administration program. The study has done myself (coordinator of the programme), therefore, the study is of formative in nature (Dale, 2004:33). It is assumed that both CDPA and MPhil scholars have congruent goal from MPhil in public administration program. The CDPA has been attempted to enhance the effectiveness of MPhil in public administration education and MPhil scholars are joined in the program for enhancing their research skills and work performance. Therefore, effectiveness of MPhil in public administration program is the desired condition which may be affected by usefulness of course and contents and institutional capacity of CDPA. This is a matter of achieving the institutional as well as individual goal which can be changed through human action.

The effectiveness of academic program is a crucial issue of TU. CDPA has been conducting MPhil in public administration program successfully under different constraints. This paper has tried to explain the usefulness and institutional capacity of CDPA in regards to effectiveness of this program. The explanation has been done considering a matter of problem centered issue of human action rather than natural reality. The problem of human action cannot be solved based on particular theory. Therefore, pragmatic philosophy is considered for the analysis in this study.

In fact, pragmatism is not committed to any one system of philosophy and reality (Cresswell, 2014). Under this philosophical foundation, mixed method of sequential explanatory research had adopted to analyze the research variables. The

research variables were explained based on relationship between effectiveness of MPhil in public administration program and its usefulness and institutional capacity of CDPA. In the process of analysis, firstly, research variables were described based on quantitative data and then, secondly, analyzed the qualitative data. The relationship had analyzed according to respondents' perception and experiences based on philosophy of phenomenology.

The sample size of 43 was determined (60 population proportion i.e. accessibility) based on 360 MPhil scholars (populations) taking 13 percent margin error at 95 percent confidence level. The structured questionnaire was sent them by email, messenger, Whatsapp, Viber. The respondent's perceptions and experiences were measured in "Likert Scale". The response of strongly disagree and partly disagree is added in level of disagreement while partly agree and completely agree was added in level of agreement (Bowen and Bowen, 1999:57). The response in higher number means better effect on MPhil program. The value has expressed the relative weights and direction of responses. The 'don't know' responses were omitted based on missing system of SPSS program.

The statement has been evaluated by Chi Square statistics. The chi square test has been explained the usefulness and institutional capacity of CDPA for conducting MPhil program effectively. The data was analyzed by using a Chi Square goodness of fit test. Since the p value has been explained at 10 percent significance level. According to results of p value, research hypothesis is determined whether prove or not proved.

The Key Informants Interview (KII) were taken for collecting qualitative data. The data were collected relating to research variables. The key respondents were university professors. The qualitative data were organized on the basis of the research variables and developed the theme, interpretation and analysis. The themes are put in SWOT form. The quantitative and qualitative data were triangulated through the analytical generalization process based on theoretical propositions but not to population or universe (Yin, 2014:21).

3. Results

3.1 Usefulness of the program

The usefulness of MPhil in public administration program has revealed based on scholar's capacity during the application of acquired knowledge in public and private organization as well as research activities. Therefore, they became more competent due to the relevant courses and content. The questions were asked

relating to these issues. The following table shows the respondent's opinion regarding the relationship between usefulness and effectiveness of MPhil in public administration program.

Table 3.1: Relationship between effectiveness and usefulness of MPhil program

	Relationship	Effectiveness		Total
		Disagree	Agree	
Usefulness	Disagree	2.6	11.4	14
	Agree	5.4	23.6	29
Count		8	35	

Source: Field Survey, 2023

Table 3. 1 shows that among total of 43 respondents, largest percent respondents (23. 6 percent) opined that courses and contents has significant effect on MPhil in public administration program. Whereas, 2. 6 percent respondents opined that if CDPA does not make better course and contents there will not be effective MPhil program. On the other hand, 11.4 percent of respondents opined that even with a not so good course and contents, CPPA can run the program effectively. And, 5. 4 percent respondents opined that only the course and contents may not have much effect on MPhil program.

Since the p value has found to be 0.00, therefore, the test statistics is significant at 5 percent level. It indicates that course and content and effectiveness of MPhil program have good relationship. This means it rejects the null hypothesis H_0 and concludes that the course and contents and CDPA is not independent. Thus, course and contents significantly affected on MPhil program. Hence the hypothesis is proved.

3. 2 Institutional Capacity Usefulness

The institutional capacity to run the program effectively has been measured based on role of CDPA authority, physical facilities, timely completion of academic program, reasonable costs and behavior of administrative personnel. The following table shows the respondent's opinion regarding the relationship between institutional capacity and effectiveness of MPhil in public administration program.

Table 3.2: Relationship between effectiveness and Institutional Capacity of MPhil program

	Relationship	Effectiveness		Total
		Disagree	Agree	

Institutional Capacity	Disagree	1.7	7.3	9
	Agree	6.3	27.7	34
Count		8	35	

Source: Field Survey, 2023

Table 3. 2 shows that among total of 43 respondents, largest percent respondents (27. 7 percent) opined that institutional capacity has significant effect on MPhil in public administration program. Whereas, 1.7 percent respondents opined that if CDPA does not have institutional capacity there will not be effective MPhil program. On the other hand, 7. 3 percent of respondents opined that even with a not institutional capacity, CPPA can run the program effectively. And, 6. 3 percent respondents opined that only the institutional capacity may not have much effect on MPhil program.

Since the p value has found to be $0.025 < 0.05$, therefore, the test statistics is significant at 5 percent level. It indicates that institutional capacity and effectiveness of MPhil program have good relationship. This means it rejects the null hypothesis H_0 and concludes that the institutional capacity and CDPA is not independent. Thus, institutional capacity has significantly affected on MPhil in public administration program. Hence the hypothesis is proved.

3.3 Correlation

The relationship between effectiveness and its factors, such as usefulness and institutional capacity, has been observed based on respondent's perceptions and experiences. The range of correlation coefficient value was divided into 0.75 to 1 as strong, 0.5 to 0.75 as moderate and 0.25 to 0.5 as weak. Again, less than 0.25 has been taken as poor relationship.

Table 3.3: The Relationship between Effectiveness and its Factors

Pearson Correlation	Effectiveness	Usefulness	Institutional Capacity
Effectiveness	1		
Usefulness	0.561	1	
Institutional Capacity	0.342	0.618	1

Source: Field Survey, 2023

Table 3.3 shows that there is strong relationship between usefulness and effectiveness, while weak relationship between institutional capacity and effectiveness. (Here a question to the KII or respondents were asked why institutional capacity is not effective? Is it due to lack of teachers' number or skills,

or lack of physical facilities, or irrelevant course or lack of student interest? Should be asked to substantiate this result.) However, strong relationship between usefulness and institutional capacity. However, this result does not tell us how effectively running the MPhil in public administration program. Therefore, the data were regressed. Even though, the respondents number is not sufficient. The Cronbach's Alpha was measured to find internal consistency which has found. 758. It means the data is reliable.

The data of all the variables were in ratio scale and independent of each other. The p value of usefulness and institutional capacity has found 0.000 and 0.012 <0.05 respectively. Therefore, statistical model is significant.

3.4 Regression

The descriptive data shows that independent variables are not far from the dependent variable and all research variables are positively correlated. The dependent and independent variables has been analyzed based on significance level (α) of testing multiple regressions is at 5 percent level.

The R square has found 0.314. It means 31 percent of variation on the effectiveness of MPhil Program which is explained by the variation of usefulness and institutional capacity ($p = .001 < 0.05$). The ANOVA has been presented to know how effective the independent variables in dependent variable and found that independent variables have been effectively affected on dependent variable.

The regression analysis produces coefficient (R^2) which indicates the percentage of variance in MPhil program that has been explained by opinion of respondents. The resultant data based on SPSS has found the equation in a model which has been estimated as follow.

$$Y = .503 + .470x_1 + .008x_2$$

The regression coefficient shows that usefulness and institutional capacity leads to increase in effectiveness of MPhil in public administration program. Thus, focused on usefulness of and institutional capacity is most essential for effectiveness of MPhil program.

3.5 Analysis of Expert's Opinion

The key informants opined that public administration is diverse subject as it is based on multi-discipline in nature. MPhil program has to be strengthen through the promotion of its faculty and lower degree of public administration education. Moreover, the students of other disciplined should also be attracted to increase the

level of competition. The opportunity and challenges of MPhil in public administration program has explained by SWOT tools.

Strength	Weakness
<ul style="list-style-type: none"> • MPhil in public administration program helps to explore and generate administrative theory and philosophy to strengthen public administration education in the broader field of social science disciplines. • It promotes knowledge in the field of studying public affairs management. • It enhances research ability of faculty members which helps to pursue and obtain higher level of academic degree in public administration education. 	<ul style="list-style-type: none"> • The faculties are fully outsourced as CDPA does not have full fledged permanent faculty member. • CDPA does not have its own building infrastructure to run and diversify the program. • Absence in the intake of full-time students the timely pass out rate is rather low.
Opportunity	Threats
<ul style="list-style-type: none"> • The demand of higher degree in public administration education such as MPhil in Public Administration among the academia and also practitioners has been increasing. • MPhil program has been stood as one of the key programs for the institutionalization of CDPA. • MPhil program contributes to develop research ability of the faculties. 	<ul style="list-style-type: none"> • The competitive environment has been emerged in the field of MPhil program. Lack of upgrading and quality enhancement of this program the usefulness and demand of this program could be jeopardized. • The financial source of MPhil program is fully depended upon the fees of the students. In case of decrease in student intake and not timely revision of fee structure, continuity of the program would be affected.

Source: Field Survey, 2023

Data Triangulation

The quantitative data has been triangulated with qualitative data. Moreover, all social science requires comparison and its judgment phenomenon are more or less alike in degree (i.e. quantitative differences) or in kind (i.e. qualitative difference). The resultant data quantitative analysis and qualitative theme has found similar result, therefore, MPhil in public administration program is good opportunity in the development of public administration education.

4. Discussion

Goetze (2019) states that university teachers do more than just education and university is distinct difference from other educational institution across the entire history of the institution. Educational institutions thus serve both to preserve and to change their societies. Therefore, the university that moves beyond the dialectic between theory and practice (Sikandar, 2015). Based on John Dewey views there are three aspects to the pragmatist concept of a university (1) the kind of education offered at the university, (2) the activities of university teachers and researchers, and (3) the university's wider role in society.

The scope of administration is very diverse as it applies for managing small or large public, private as well as nonprofit organizations. So the research attraction of public administration has been increasing basically onward the beginning of 20th century by introducing formal programs of the universities. Nepal has started public administration education since 1970s. The programme has been a great concern with both public and private organizations. However, traditionally public administration education was taken for focusing education for government administration. Therefore, all the students from social science discipline has been offered to study in MPhil in public administration program. The course and contents has been prepared considering the social science problem of the country. In fact, the public administration is both art and science in which leadership and management skills has been taught. The leadership as well as senior faculty of CDPA has been made various efforts to enhance the public administration education in Nepal.

Public administration as a multidisciplinary subject in which various field of social science students has been studied in MPhil in public administration education. However, the student must have at least in second division in the master degree. Since its establishment period, eleven academic years has been completed and running twelfth batch.

The MPhil degree is provided after completion of desk examination and thesis writing. The desk examination has taken for the first and second semester and thesis writing for the third semester. The number of MPhil scholars who have participated in the desk examination. On an average, pass percentage in first semester is lower (84%) than second semesters (97%). According to office record, 122 MPhil scholars has completed thesis writing. The desk examination failed scholars are 12 percent and 2. 2 percent respectively. The back paper attempted in first and second semester are 11.2 percent and 3. 2 percent respectively while absent in the examination are 2. 7 percent and 1.3 percent respectively. The drop

out MPhil scholars based desk examination attempted in first and second semester are 3 percent and 5 percent respectively. Therefore, this program is regarded the fascinating one in the university education among the social science students. Thus, university education of MPhil in public administration discipline has become vital for solving social science problem.

The applicants for enrollment in MPhil in public administration program have been found many more than the total enrollment in every academic year. It means this program has been fascinating subject for all social science students. In this context, this program has been provided public administration education considering the practical issues raises in Nepal. The academic degree has been provided based on course and contents. The pass percent in first semester on an average has found lower than the second semester. The pass percentage increasement in philosophy and statistics is a challenging issues. Furthermore, some of the failed scholars drop out participation in the examinations. The another more challenging issue is left out from the MPhil in public administration program. It is serious to find the scholars who cannot continue to get degree. Its effects are: (1) blocked those students who are interested to join in the program (2) CDPA lost its potential income (3) minimize the number of MPhil degree in Nepal.

5. Conclusions

The mixed method has provided the room to test the theory quantitative data and generalize the qualitative data (Creswell, 2014) based on analytical generalization process, keeping the quantitative data constant. Assuming this view, it is concluded that course and contents should update periodically and institutional capacity should further strengthen.

The public administration education has been evolved heuristically. TU, Government authorities, professors, various field of scholars have been contributed in the development of public administration education. The MPhil in public administration program can be considered a milestone to produce research oriented human resource in Nepal. This program has been conducted in marginal cost, therefore, the drop out scholars makes more challenging issues. Therefore, CDPA should be serious to determine commitment from the scholars. Some other scholars were dropped out due to havoc of desk examination. Furthermore, the review of course and content, identification of basic knowledge in research-based topics requires during selection of scholars. The establishment of relationship with government agencies, non-government organization, national and international level of universities, research-based institutions is vital for the development of

public administration education.

In fact, public administration education is really a technical subject which has been expanded in all over the world. In this context, CDPA were conducted various national and international level of academic activities by founder having with dynamic leadership to run this program. CDPA had attempted various efforts to enhance the knowledge on public administration education through MPhil in public administration program. In addition to this, CDPA had conducted various academic program such as PhD program, international seminar, publication of journal with the consent of FoM, TU. The programs such as NUFU (2006), NOREHED (2008) were provided scholarship for the study in PhD and MPPG program was provided scholarship for master degree. Such efforts should continue further for new scholars.

The effectiveness of this program requires free and fair environment in selection of students and resource person, effective management, revision of market-based course and contents, additional program such Institution, Policy and Governance (IPG), efficient and effective classes, maintain the relationship with other national and international universities, publication of scientific research-based journal, managing the national and international level seminar and the like.

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