

March 2008

**SURVEY
REPORT**

**Need Assessment of Nepali Youth-Students
for Their Democratic Transformation and
Practices towards Sustainable Peace,
Democracy & Development**

Association of Political Science Students

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Need Identification of Nepali youth-students under the project on "Democratic Transformation and Practices of Nepali Youth-Students Organizations in Nepal Campuses"

Background

This study is a part of different activities under the project **Democratic Transformation and Practices of Nepali Youth-Students Organizations in Nepal Campuses** carried out by Association of Political Science Students (APSS) Nepal. In Nepal students have always played a significant role for the major political changes. Students have been fighting for their educational rights together with so many other national issues. Their role in the national politics is very important. But still it has been heard from some people that students should not involve themselves in active politics. They suggest students to focus on their study and develop their career. Students should do politics and should not do politics is a kind of debate in Nepal at present context. In this context, it is necessary to explore what actually Nepali youths, specially university students, want and what they think about their own roles and responsibilities and what kinds of programs should be launched for them so that they will be more creative, constructive and supportive for the positive transformation of the society through healthy politics with equity, justice and democratic norms and values in the country.

This is an effort of APSS to know the perceptions of Nepali youth-students and decide what kinds of programs and activities can bring them into constructive political activities for social transformation to peaceful prosperous and democratic Nepal.

Objectives

The main objective of this study is to determine the priorities of Nepali Youths in order to help them play constructive role and contribute in peaceful, constructive and healthy social transformation through various political and non-political activities.

The specific objectives are:

1. To understand the perceptions of Nepali youth-students towards their social roles and responsibilities.
2. To determine the priorities and needs of Nepali youth-students for their development and be a responsible citizen and solve problems in a peaceful manner in the present context.
3. To develop a strategic plan for activities for Nepali youth-students in order to engage them in positive social transformation through peaceful, harmonious and healthy means.

Methodology

This study was conducted by using survey method. Survey questionnaire had been developed with 13 closed and 2 open ended questions. The questionnaire was reviewed by experts and finalized with general consensus among APSS members and experts'

team. APSS sent the set of questionnaires to different campuses within Kathmandu Valley and some to the out of valley ((Nepalgunj, Siraha, Janakpur, Palpa, Jhapa, Pokhara and Birgunj)). The questionnaire was distributed to students studying in different levels from certificate level to masters' degree. Altogether 2004 questionnaires were returned back within time.

Perceptions of college youth-students towards Their Roles and Responsibilities (as of objective 1)

The collected data were fed into the SPSS program. Data was analyzed using traditional descriptive statistics (frequency and percentage only). Interpretation was done based on the percentage and counts of responses in different items in the questionnaire. The qualitative data was listed in brief with major themes and then listed in terms of students' involvement and their priorities of activities. On the basis of this analysis the following roles and responsibilities have been identified:

Societal roles: Students have realized their individual role as an agent for social transformation through their active participation in social and political activities. Table no. 1 (in appendix) shows that 65.5% of respondents agreed that they were members of any organization in their school life whereas 29.4% of them disagreed. This shows that students majority of respondents were from the students who were once a member in any kind of organization during their school student life. Table 2 shows that 23.5% of the respondents were members in students' union, 20.6% were members in students clubs, 9.8% were members in sports club. This shows that most of the students were members in students' union.

Table 5 shows that majority of students (79.4%) agreed that students should take part in politics whereas only 14.7% of them responded that they should not. Table 6 shows that most of the respondents (27.5%) agreed that students should take part in politics for societal change where as 24.0% stated that students should take part in politics due to global political environment. Only 2.0% opined that students should do politics to contribute to the political parties.

Political roles: Form the data analysis, students was found to be conscious towards their societal roles as well. Table 8 shows that when respondents were asked that whether they had potential to be a political leader, 61.8% accepted that they had such potential. Table 9 shows that 63.7% of the respondents stated that their first priority would be education if they were given opportunity to lead the nation. Table 10 shows that 30.0% respondents had expectation that students union should be able to address the common issues of all youths and again with the same percentage of respondents stated that students' union should work for social justice, equity and inclusiveness in the national affairs.

Students' roles at present: From the analysis of data about students current roles and responsibilities, following specific role and responsibilities were reported by them (as of item 12):

<u>Activities</u>	<u>Frequency</u>
Dev. Activities :	88
Social Service :	81
Human Rights :	69
Political activities :	60
Environmental protecn. :	46
Community awareness:	42
Conflict Management:	37
Cultural Activities :	37
Educating Disadvantaged People:	33
Income generation :	25
Vocational Training :	25
Agriculture :	23
Recreational Activities:	19
Local Governance :	16
Security Volunteering:	15

The frequency distribution in item 12 shows that most of the students were found to engaged in developmental activities and next highest number in social services. This shows that today's youth people want to do some constructive works through developmental activities and social services. The third highest number was in human rights activities and the politics came into the fourth position out of fifteen different activities. This shows current interest of Nepali Youths towards development activities and then social services.

Priorities of college youth-students regarding their roles and responsibilities (as of objective 2)

University students were asked to select their priority areas as their roles and responsibilities as a Nepali Youth. The priorities areas with their preferences are given in the following frequency distribution:

<u>Activities</u>	<u>Frequency</u>
Political activities :	59
Community awareness:	27
Income generation :	17
Recreational Activities:	5
Dev. Activities :	40
Security Volunteering:	3
Human Rights :	36
Educating Disadvantaged People:	13
Conflict Management:	10
Agriculture :	11
Vocational Training :	12

Cultural Activities	:	32
Environmental prot.	:	23
Local Governance	:	5
Social Service	:	90

The frequency distribution of the various activities that reflect the priorities of Nepali Youths shows that social service was the activity with the highest frequency, and next highest was political activities. This shows that Nepali youths have given high priority to the social services for their involvement followed by political activities. Nepali youths have kept political activities in higher priority among 15 different activities except social services. This signifies that they want Nepali Youths to participate actively in politics.

Youth-students' involvement in different activities: Students were asked to state in what sorts of activities they are engaged as an active member of an organization or as an individual. They were found to be engaged in:

- Social services
- Forest protection
- Community awareness
- Human rights activities
- Politics
- Literature
- Street drama for public awareness in health, population and environment
- Sports and other arts
- Construction and maintenance of taps, roads
- Education for out of school children and adults
- Cultural programs (Music, songs and dance)
- Protection and preservation of public places like parks, temples, playgrounds
- Volunteering in local fairs and celebrations
- Donation collections to support flood victims
- Health camp and blood donations
- Human rights education
- Hospital volunteering
- Support to street children for their rehabilitation and education
- Fighting for fundamental human rights
- Fight for educational rights of all

This is the list of activities that Nepali Youths have been engaged at present. This is a summary list of various activities that Nepali Youths have been actively participated through students' union, clubs and other social organizations and even individual too. This was derived from the open ended question in item 14 and so frequency distribution table was not developed. The above list also shows that Nepali Youths have been engaged in various creative and constructive activities individually or in groups.

Expectation from youths: This list of expectations of respondents from Nepali Youths has been derived from the responses of respondents in the open ended question of item 15. Their responses had been summarized in the following listed form:

- Politics for social transformation
- Political awareness in the remote areas
- Eradication of corruption
- Protection of natural and cultural environment
- Social services program for disadvantaged people
- Education for those who can not go to schools
- Positive thinking towards change
- Positive support to political parties but not blind support
- Unity of youths in national issues
- Literary campaigning for social transformation
- Active leadership for national development
- Maintaining peace, human rights and development through their leadership
- Avoid drug abuse, excessive alcohol and smoking
- Pay full attention to national political affairs
- Support anti-corruption campaigning
- Promotion of cultural activities
- Positive support to educational development
- Protection of historical monuments and arte facts
- Development projects in remote areas
- Economic developmental activities through cooperatives and micro-finance
- Vocational education for self employment
- Training of youths for volunteer services in education, health and environment
- Conflict management through active participation in mediation, dialogue and consensus.
- Setup and practice democratic values, norms and ethics
- Self discipline, self responsibility and self empowerment through education
- Training youths for establishing small scale domestic industries for self employment
- International experiences in politics and development
- Fight for democracy, social justice and peace in the country
- Participation in local governance through membership in clubs, associations and local bodies
- Create healthy political environment in nation through creating a pressure group
- Development of educational sector by creating good environment in educational institutions

Though a few students (3 or 4) out of 204 students had severely criticized active engagement of students in politics where as majority of students opined that students have to participate in politics in order to develop their leadership skill, make people aware of the various national and international issues and fight for democracy, social justice and equity. They also opined that students/youths are the major agents of social transformation and so they have to show interest in the politics and even be ready to take responsibility to lead the nation.

Current Need of Nepali Youths/Students

The data presentation and brief analyses show that Nepali Youths have some general needs to be addressed in order to bring them into the peaceful negotiations for social transformation with the democratic norms, values and ethics. The students stated the following points as the general needs of Nepali Youths:

Opportunities for social services: Nepali Youths want to devote themselves in various social services. They need programs and necessary support to engage them in social service sector.

Active role in politics: Nepali Youths want to participate in politics actively for the development of nation. Therefore the current need is to bring them in peaceful political campaigns, negotiation and share of responsibilities in the governance from central level to local level. They have high respect to politics and they want to contribute in the nation through political means. In this context they need political platforms or positions through different political parties.

Programs for developmental activities: Next very important thing that Nepali Youths have shown interest is the developmental activities. So, they need different programs and supportive role form various sectors in the society, nongovernment organizations and the government. They want to engage themselves in various developmental activities such as industry, agriculture, education, health services, technology and business.

Programs for leadership development: Nepali youths need programs (workshops/seminars/trainings/internships) for leadership development. Till now they have been influenced by the leadership style of political leaders, commitment of the leaders and convincing power of leaders. As they want to actively participate in politics only such external factors may not support them to be a good leader. Internal confidence, ability and aspirations should be developed in them through leadership development programs conducted formally in academia or in institutions.

Vocational/technical education: Nepali Youths have been wasting their energy and time in less productive activities due to lack of technical skills. Even when they go abroad for job, they have been suffered a lot due to lack of training and vocational education. In this context, they need contextual vocational education

through which they can be self-employed or can get better job in the national or global job market.

Economic support program: Nepali youths need economic support to develop small scale enterprises. Loan facilities at small scale at first should be provided in order to start a business of their own and slowly as they pay the loan on time, their credit power should be increased accordingly. This not only makes every youth responsible but also very creative and hard working in order to run the business, pay the loan and get more credit for the expansion of their business.

Youth-students volunteer program: Today's youth want to provide service to the remote areas for certain period of time. Especially fresh graduates of universities, training programs and vocational trainees can be trained for volunteering at remote areas to provide education, health services, conduct developmental activities for short period like three to six months. They can conduct research, launch awareness campaigns, demonstrate street dramas for social awareness and work for environment and sanitation. That service should be counted as part of their volunteer service under professional internships. This enhances their professional skill with higher confidence and people are also benefited from such programs.

Programs for anti-corruption: Nepali Youths can contribute a lot in the control of corruption in government and non-governmental organizations. They can be trained to deal with people in a friendly manner to fight against corruption. They can build a network to launch anti-corruption campaigns from central level to local level. This can be a very powerful means to achieve anti-corruption campaigning practices in various organizations.

Political awareness: Nepali Youths have realized that politics plays the main role in the development of a nation. So, they have highly emphasized in the political awareness of people. They themselves need to be aware and they need programs through which they can make other people in the remote areas of Nepal aware of politics and political situation in the nation.

Unity of youths: Many respondents have emphasized on the unity of Nepali Youths to fight against the ill practices in society and the government bodies. They have strongly recommended for unity of youths of all sectors (ethnicity, geographical region, economic background, gender etc) without which nation cannot gain momentum in national development. A NATIONAL YOUTH FORUM that can be a common forum of all youths to be together is a need at present.

Institutionalization of democracy: Some of the respondents have shown their concern towards the role of youths in fair democratic practices in the country. Until and unless there is democracy within any organization (even political parties), how can it be a provoker of democracy in the country. So, they have

raised the issue of fair and fearless political participation. All youths should be made aware in this regard. They have advised Nepali Youths to work for institutionalization of democracy from all sectors (family, village, town, local government to the central government and political parties).

International relation: Nepali youths have emphasized on the global context to be considered for the national development. So, they have suggested conducting programs of exchanges with different countries through which Nepali Youths can learn various good practices from youths of other countries. This can provide them opportunities to share ideas with youths of other countries and also they can gain more confidence in their leadership role.

These are some of the common needs of Nepali Youths. If we go on listing the needs it can be a very long list. The major issues have been captured in the above mentioned needs and if these needs area addressed through various programs, certainly Nepali Youths will be able bring positive changes in the nation.

Discussion and Reflection

This section deals with the brief discussion on the objectives of the study with reflection of the researchers. The discussion and reflection as per the objectives has been listed as follows:

Objective One

To understand the perceptions of Nepali Youths (university students) towards their social roles and responsibilities:

Two kinds of roles and responsibilities have been identified from the responses of students: social roles and political roles. As a member of an organization in society or as an individual their roles are: supporting in community development, health, education, forest and environment protection, providing services to disadvantaged people, volunteering in social functions, supporting old people and women, avoid social discrimination, injustices and inequities. Similarly their political roles are: creating healthy political environment, supporting in peace and stability in politics, helping political parties to play constructive role, establishing democratic norms, values and ethics in the country, managing conflict through negotiation, dialogue and interaction.

We have found that university students who participated in this study have perceived their social roles and responsibilities with their conscious and creative thoughts. They have realized their roles and responsibilities in society. They have mentioned that they participated in various social activities which reflect their sincerity towards social service. They also have shown their concern towards politics. They have taken students' role in politics very positively. They have felt that youths are the major political forces in Nepal who have contributed a lot in the social transformation. We agree with majority of

students that they have played a vital role in the establishment of democracy in the nation and they are still moving ahead towards the establishment of republican democracy (lokatantrik ganatantra) in Nepal.

Objective Two

To determine the priorities and needs of Nepali Youths for their development and be a responsible citizen and solve problems in a peaceful manner in the present context:

The analysis of data in this study has revealed some important points as the priorities and needs of Nepali Youths. The major priorities they have mentioned are: social service, political activities, developmental activities, human rights, cultural activities, community awareness, and environmental protection, income generation, educating disadvantaged people, vocational training, and agriculture and conflict management. So far as their needs are concerned, they can be categorized as basic needs, developmental needs and self-actualization needs. Their basic needs have been identified as: economics support from the state or concerned organizations for the fulfillment of their basic needs such as education, health and safety or protection. The developmental needs have been identified as opportunities for social services, opportunity to participate in politics for social changes, developmental activities such as construction of roads, taps, schools and protection of environment, leadership development. Concerning to self-actualization needs, their needs have been identified as: youth volunteering program, anti-corruption campaigning, political awareness, unity of all youths, institutionalization of democracy in the country through fair and free participation in politics and international exchanges for sharing of ideas with youths/students of other countries in the world.

From the above discussion the priorities of Nepali Youths especially university students are clear. They have focused in the society, politics, environment, education, health and economy. Their priorities are the priorities of all youths in Nepal at present context. The current problems in Nepal have been highlighted in the priorities indirectly. The present conflict in the country based on region, ethnicity, economy and political ideology are also prime concern of the students who participated in the study. Their high emphasis in unity of youths to resolve the present crisis is the good example of their major priorities.

Objective Three

To develop a strategic plan for activities for Nepali Youths in order to engage them in positive social transformation through peaceful, harmonious and healthy means:

Strategic plans have to be developed based on the findings of this study regarding perceptions of students towards their social roles and responsibilities, their priorities and needs. Developing strategic plan is beyond the scope of this study as it requires lots of discussions, sharing and interactions with the experts and APSS members.

Strategic planning is formal consideration of an organization's future course of action with optimum utilization of its resources. It determines "What to do, why to do and how

to do?" in short term (around a year) or long term (around five year or more). Before deciding about what to do, why to do and how to do, it is always advisable to do SWOT analysis of an organization.

So far as the present study is concerned, its third objective is to develop a strategic plan for activities for Nepali Youths in order to engage them in positive social transformation through peaceful, harmonious and healthy means through the programs of APSS Nepal. In order to develop strategic plan, there should be analysis of **strengths, weakness, opportunities** and **threats or challenges** to APSS Nepal. Therefore, we researchers would like to recommend APSS Nepal to do SWOT analysis at first and conduct a workshop to develop strategic plan inviting experts concerned and committee members of the APSS.

SWOT analysis will help APSS Nepal to understand the current situation in terms of internal and external factors that affect in its functions. The above discussions in this report will be helpful to set the target of activities (goals and objectives) of the project and then finally APPS Nepal will be able to determine its path to achieve those targets. So, the strategic plan will consists of SITUATION ANALYSIS, SETTING THE TARGET AND SETTING THE PATH of APSS under the project "Democratic Transformation and Practices of Nepali Youth-Students Organizations in Nepal Campuses"

How to engage youth-students in constructive activities for the positive and progressive social transformation is a key issue at present and the APSS can play a significant role in this area by introducing programs through which students can build a network of youths in the country through which they can contribute in peace, progress and stability in the nation politically, economically, socially and culturally.

Implications and Ways Forward

This study has drawn some implications for APSS Nepal that can be helpful to develop strategic plan. The implications can be categorized as knowledge implication, practice implication and product implication.

Knowledge implication: This study has been able to develop an understanding of perceptions of university students towards their social roles and responsibilities together with their present roles and responsibilities. This study has also explored their priorities and needs at present context that can be a basis for APSS Nepal to develop its vision, mission and goals. The knowledge regarding roles and responsibilities, priorities and needs of Nepali youths certainly helps not only APSS Nepal to plan for its future activities but it provides knowledge about beliefs and values of students towards politics and society.

Practice implication: This study has significant practice based implication for APSS Nepal to plan for its strategies based on research findings rather than haphazard or whimsical decisions about its policies and activities. Though this study has limited scope

for the development of entire vision, mission, goals of the organization but it has opened the door for APSS Nepal to base its practices on the research findings (evidence based). Also this study has brought the ideas of 204 university students as a basis to establish practical implication of research findings in decision making process.

Product implication: This study has resulted in the form of a product which can be further extended to wider scope in order to understand the social roles and responsibilities of all youths of Nepal together with their priorities and needs. As a product followed by process, this study has dug some ways out for APSS regarding the project "Democratic Transformation and Practices of Nepali Youth-Students Organizations in Nepal Campuses"

Ways Forward: After discussion on implications of this study to APSS Nepal, now it has drawn some ways forward to APSS Nepal:

1. The APSS has to develop a **nationwide network of youths and students** in order to understand their roles and responsibilities, aspirations, priorities and needs at current political situation.
2. The APSS has to develop its **clear vision, mission and goals** to establish itself as a national forum of youths and students to raise their voice towards various national and global issues.
3. The APSS has to develop its **activities plan** in short term and long run in order to engage youths and students in constructive, creative/innovative activities for the social transformation.
4. The APSS has to **conduct such studies in a wider scope** for exploring the culture, beliefs, norms and values of Nepali youths and students so that it can be a basis for National Planning Commission and other organization to develop plans and strategies for youths.
5. The APSS can play a **leading role in the resolution of current political chaos** by raising the voices of youths from all sectors through awareness programs, workshops, seminars and conferences at central, regional and local level.
6. The APSS can be **common forum of all Nepali youths and students** to play an active role in the social activities (which they have highly prioritized) followed by political activities where all youths have a place to share their ideas, feelings, opinions irrespective of ideology, race, economic background and demographic situation.
7. The APSS can help all Nepali youths and students unite to develop **common consensus towards various national and international issues**. Such common consensus has significant meaning to politics of level through which youths can raise the voices for social justice, equity and sustainable political system in the country.
8. The APSS can help all political parties to **develop an inter-party and intra-party policies regarding how to mobilize youths in constructive activities** through which they can contribute in social transformation establishing democratic norms-values-ethics, can contribute in the development of responsible and sustainable political system for the peace, stability and national development.

9. The APSS should develop itself as **an independent organization** where any youth or university student can be a member irrespective of his/her political ideology, race, and religion, economic, social and cultural background. It should not be internalized with any political ideology that can be hegemony in long run and APSS can slowly turn into a sister wing of a political party and it may not be able to help all Nepali youths and students in their constructive social and political roles and responsibilities.
10. The APSS can develop and introduce a **national youth development project** through which it can develop leadership capability of youths and students, career of youths and students through skill based trainings, counsel conflict affected youths and students for their morale boost up for peaceful rehabilitation and constructive roles in resolution of conflict, engage youths and students in productive activities through economic development plans and schemes.

Appendix I

Data Analysis

This part of the report deals with the specific findings from the study. The tables show the frequency distribution and percentage of distribution of responses in different items in the questionnaire.

Item 1

This item in the questionnaire describes the nature of respondents in terms of their sex, location, ethnicity, educational level and age. Data analysis in this section has been left at this moment. Only brief table has been presented which shows the nature of respondents based on the above criteria.

Sex of Individual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1213	60.3	60.6	60.6
	Female	789	39.2	39.4	100.0
	Total	2002	99.5	100.0	
Missing	System	2	.5		
Total		2004	100.0		

Age of Individual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	30	1.5	1.5	1.5
	17	216	10.8	10.8	12.3
	18	246	12.3	12.3	24.6
	19	365	18.1	18.2	42.9
	20	317	15.7	15.8	58.6
	21	257	12.7	12.8	71.4
	22	198	9.8	9.9	81.3
	23	88	4.4	4.4	85.7
	24	60	2.9	3.0	88.7
	25	118	5.9	5.9	94.6
	26	20	1.0	1.0	95.6
	27	30	1.5	1.5	97.0
	28	20	1.0	1.0	98.0
	29	20	1.0	1.0	99.0
	30	10	.5	.5	99.5
	31	10	.5	.5	100.0
		Total	2002	99.5	100.0
Missing	System	2	.5		

Total	2004	100.0		
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Ethnic Identity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	569	28.4	28.4	28.4
Bhraman	393	19.6	19.6	48.0
Bhramin	10	.5	.5	48.5
Chetri	305	15.2	15.2	63.7
Dalit	50	2.5	2.5	66.2
Giri	10	.5	.5	66.7
Gurung	10	.5	.5	67.2
Jha	10	.5	.5	67.6
Karna	30	1.5	1.5	69.1
Kirati	10	.5	.5	69.6
Lama	10	.5	.5	70.1
Mahato	10	.5	.5	70.6
Mandal	10	.5	.5	71.1
Newar	88	4.4	4.4	75.5
Rai	10	.5	.5	76.0
Sunuwar	20	1.0	1.0	77.0
Tamang	20	1.0	1.0	77.9
Thakur	30	1.5	1.5	79.4
Thakuri	10	.5	.5	79.9
Yadav	403	20.1	20.1	100.0
Total	2004	100.0	100.0	

Ethnic Identity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	569	28.4	28.4	28.4
Bhraman	393	19.6	19.6	48.0
Bhramin	10	.5	.5	48.5
Chetri	305	15.2	15.2	63.7
Dalit	50	2.5	2.5	66.2
Giri	10	.5	.5	66.7
Gurung	10	.5	.5	67.2
Jha	10	.5	.5	67.6
Karna	30	1.5	1.5	69.1
Kirati	10	.5	.5	69.6
Lama	10	.5	.5	70.1
Mahato	10	.5	.5	70.6
Mandal	10	.5	.5	71.1
Newar	88	4.4	4.4	75.5
Rai	10	.5	.5	76.0

Sunuwar	20	1.0	1.0	77.0
Tamang	20	1.0	1.0	77.9
Thakur	30	1.5	1.5	79.4
Thakuri	10	.5	.5	79.9
Yadav	403	20.1	20.1	100.0
Total	2004	100.0	100.0	

Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	.5	.5	.5
Bachelor	1022	51.0	51.0	51.5
Inter	854	42.6	42.6	94.1
Master	118	5.9	5.9	100.0
Total	2004	100.0	100.0	

Name of College

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Baneshwor	216	10.8	10.8	10.8
Gaurishanker	206	10.3	10.3	21.1
Kantipur	186	9.3	9.3	30.4
Pashupati	206	10.3	10.3	40.7
PK	196	9.8	9.8	50.5
PN	166	8.3	8.3	58.8
RHS	196	9.8	9.8	68.6
RRM	206	10.3	10.3	78.9
SSMYM	216	10.8	10.8	89.7
TRMC	206	10.3	10.3	100.0
Total	2004	100.0	100.0	

The above tables simply show the nature of respondents with different categories. Data analysis could be done with these categories but it makes the analysis complex and time consuming. Also these categories may not be much significant in the fulfillment of the objectives of this study. So, the detail of analysis and interpretation from item 1 has been left now. Readers can follow each table to see the nature of distribution of respondents with different categorical variables.

Item 2

Table 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1307	65.2	65.2	65.2
	No	589	29.4	29.4	94.6
	I am not sure	108	5.4	5.4	100.0
	Total	2004	100.0	100.0	

Table no. 1 shows that 65.5% of respondents agreed that they were members of any organization in their school life whereas 29.4% of them disagreed. This shows that students majority of respondents were from the students who were once a member in any kind of organization during their school student life.

Item 3

Table 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student Club	609	20.6	30.4	30.4
	Sports Club	291	9.8	14.5	44.9
	Echoclub	58	2.0	2.9	47.8
	Co-curricular group	116	3.9	5.8	53.6
	Student Union	697	23.5	34.8	88.4
	Others	232	7.8	11.6	100.0
	Total	138	67.6	100.0	
Missing	System	66	32.4		
Total		2004	100.0		

Table 2 shows that 23.5% of the respondents were members in students' union, 20.6% were members in students clubs, 9.8% were members in sports club. This shows that most of the students were members in students' union.

Item 4

Table 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	President	337	11.3	16.8	16.8
	Vice President	176	5.9	8.8	25.5
	Secretary	323	10.8	16.1	41.6
	Treasurer	102	3.4	5.1	46.7
	Members	978	32.8	48.9	95.6
	Others	88	2.9	4.4	100.0
	Total	137	67.2	100.0	
Missing	System	67	32.8		
Total		2004	100.0		

Table 3 shows that 32.8% of respondents were members in their respective organizations whereas 11.3% of them were president, 10.8% were secretary and rest others.

Item 5

Table 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Style of Leadership	431	21.1	21.5	21.5
	Commitment to the People	401	19.6	20.0	41.5
	Convincing Power	401	19.6	20.0	61.5
	Political Ideology	391	19.1	19.5	81.0
	Inter/intra Party Relationship	200	9.8	10.0	91.0
	Others	180	8.8	9.0	100.0
	Total	2004	98.0	100.0	
Missing	System	4	2.0		
Total		2004	100.0		

Table 4 shows that majority of respondents (21.1%) were influenced by the leadership style of political leaders in Nepal. Among them 19.6% were influenced by the commitment to the people and at the same level (%) they were influenced by the convincing power of the leaders. Next important factor was political ideology with 19.1%.

Item 6

Table 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1591	79.4	79.4	79.4
	No	295	14.7	14.7	94.1
	I don't know	108	5.4	5.4	99.5
	5	10	.5	.5	100.0
	Total	2004	100.0	100.0	

Table 5 shows that majority of students (79.4%) agreed that students should take part in politics whereas only 14.7% of them responded that they should not.

Item 7

Table 6

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	For Empowerment of Youth	212	8.3	10.6	10.6
	Leadership Development	399	15.7	19.9	30.4
	Contribution to the political parties	50	2.0	2.5	32.9
	Societal Change	697	27.5	34.8	67.7
	Good Political Environment	609	24.0	30.4	98.1
	Others	38	1.5	1.9	100.0
	Total	161	78.9	100.0	
Missing	System	43	21.1		
Total		2004	100.0		

Table 6 shows that most of the respondents (27.5%) agreed that students should take part in politics for societal change where as 24.0% stated that students should take part in politics due to global political environment. Only 2.0% opined that students should do politics to contribute to the political parties.

Item 8

Table 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hampers study	701	6.9	35.0	35.0
	Creates Conflicts	50	.5	2.5	37.5
	Misuse by Political Parties	651	6.4	32.5	70.0
	Waste of Time and Research	401	3.9	20.0	90.0
	Unhealthy Politics	200	2.0	10.0	100.0
	Total	40	19.6	100.0	
Missing	System	164	80.4		
Total		2004	100.0		

Table 7 shows that out of 40 (19.6% of total) who stated that students should not take part in politics, 35% mentioned that it hampers in their study whereas 32.5 percent agreed that they can be misused by political parties.

Item 9

Table 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1257	61.8	62.7	62.7
	No	349	17.2	17.4	80.1
	I don't know	399	19.6	19.9	100.0
	Total	201	98.5	100.0	

Missing	System	3	1.5	
Total		2004	100.0	

Table 8 shows that when respondents were asked that whether they had potential to be a political leader, 61.8% accepted that they had such potential.

Item 10

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	1283	63.7	64.0	64.0
	Development of Infrastructure	246	12.3	12.3	76.4
	Industry and Trade	138	6.9	6.9	83.3
	Empowering People	246	12.3	12.3	95.6
	Foreign Relations for Donations	10	.5	.5	96.1
	Others	78	3.9	3.9	100.0
	Total	203	99.5	100.0	
Missing	System	1	.5		
Total		2004	100.0		

Table 9 shows that 63.7% of the respondents stated that their first priority would be education if they were given opportunity to lead the nation.

Item 11

Table 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should work collaboratively	138	6.9	6.9	6.9
	Should have healthy competition	375	18.6	18.7	25.6
	Should be able to address the common issues of all youths	601	29.9	30.0	55.7
	Should constructively support political parties	226	11.3	11.3	67.0
	Should work for social justice, equity and inclusiveness in national affairs	601	29.9	30.0	97.0
	others	61	2.9	3.0	100.0
	Total	203	99.5	100.0	
Missing	System	1	.5		

Total	2004	100.0	
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Table 10 shows that 30.0% respondents had expectation that students union should be able to address the common issues of all youths and again with the same percentage of respondents stated that students' union should work for social justice, equity and inclusiveness in the national affairs.

|| **Thank you** ||