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Use of Theory and Developing Conceptual Framework

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Abstract:

Every academic research should be based on the theoretical and conceptual framework which can support to develop and test the research hypothesis. Every researcher adopts the either 'inductive or deductive approach' to explore the finding of research. The deductive approach is the process to test the existing theory as well as the research hypothesis so researcher needs to select the existing theory to develop his research hypothesis. The main objective of this article is to give the knowledge of selecting and using of appropriate the theory and developing conceptual framework for advance academic research. The study was based on the review of unpublished PhD thesis. Analytical design was adopted. The study has explored some existing theory and its relation to the conceptual framework based on a different concept of different PhD Scholars. It gives the brief knowledge that how one researcher/scholar can identify the theory which can explain their research topic and how can one develop their conceptual framework based on existing theory.

Keywords: Conceptual, framework, theory

1. Introduction

A theory is one set of ideas; it explains about certain phenomenon or concept. According to the Business dictionary; 'a set of assumption, propositions or accepted facts that attempts to provide a plausible or rational explanation of cause and effect (causal) relationships among a group of observed phenomena.

A theory is a set of ideas which claim to explain how something works. A sociological theory is therefore a set of ideas which claims to explain how a society or aspect of the society works (Heald, 2010). Every research is concentrated to explore the certain dynamics of social change and development so researcher who wants to explore their ideas through the positivist philosophy needs to adopt the existing theory to test the research hypothesis. Positivist philosophy adopts the deductive approach. As the core concept of deductive approach is to deduct the ideas of theory into specific variables' relationship which can measure the existing phenomena. Theory is the backbone of study so every scientific research should be based on the theoretical ground. Use of theory and developing the conceptual framework is one of the theories testing process also. The following process is applied in theory testing:

1.1. Process of Theory Testing

The following process is used to test the theory:



On the basis of concept of theory, research hypothesis are developed and researcher collects the data from field, analysis and interpretation is done. The findings of data either accept or reject the hypothesis and theory.

Conceptual framework is one pictorial relationship of variables and concepts. It is the own idea of researcher. Researcher first thoroughly reads the appropriate theories and among these selected theories, they chose one or two more appropriate theory. Researcher conceptualized the core ideas and concept of theory and try to link with his own ideas; if researcher's idea is explained by the selected theory then researcher can develop his own conceptual framework in relation to the adopted theory.

Theory testing system; not only test the existing theory but it is also one process to develop new theory. So, it is the process of expertise the accuracy of researcher also.

2. Results and Discussions

From the discussion and analysis of previous studies, some existing theories and conceptual frameworks are presented in relation to the specific concept of research.

2.1. Sample No. 1

As a sample no. 1 presented that if somebody wants to research in the field of socio-cultural relation with other risk of HIV and AIDS then they can adopt the following types of theoretical and conceptual framework.

The following theoretical and conceptual framework is collected and designed by Tej Bahadur Karki (batch 2011), PhD Scholar of Dr. K. N. Modi University, India.

2.1.1. Theoretical Framework

Social construction Theory of Peter L. Berger and Thomas Luck Mann's 1967 book, *The Social Construction of Reality* is found to be adopted by David K. Beine in his research book entitled 'Ensnared by AIDS: Cultural Context of HIV/AIDS in Nepal'. He had stated that AIDS has a biomedical reality, but it also has reality as a social construction (2003, p. 59). As the same Fee, Elizabeth and Daniel M. Fox in their book 'AIDS: The Making of a Chronic Illness' also claimed "AIDS is a particularly good example of the social construction of disease" (1992, p. 9). Regarding the Social construction Theory, Berger and Luck Mann argue that all knowledge, including the most basic, taken-for-granted common sense knowledge of everyday reality, is derived from and maintained by social interactions. When people interact, they do so with the understanding that their respective perceptions of reality are related, and as they act upon this understanding, their common knowledge of reality becomes reinforced (From Wikipedia, the free encyclopedia, 2012).

In course of reviewing the previous literature and studying the factors associated with increasing the risk of HIV and AIDS, the researcher has come up with a graphic framework with necessary variables for the present study. The present proposed framework is basically related with Structural-Functional theory of Robert K. Merton. Structural and Functional model is one of the best models of social study. Under the Structural and Functional model/theory, this study mainly adopts the concept of latent function of Merton. Latent functions are those which are unintended. This idea is related to another concept of Merton – unanticipated consequences. Every action has both intended and unintended consequences. Although everyone is aware of the intended consequences, but all the consequences of social factors are not always manifest or intended result, so directly or indirectly unintended result is coming in society. Sociological analysis is required to uncover the unintended consequences; indeed, to some this is the very essence of sociology (Ritzer, 2000, p. 247).

Many sociologists believed that society is a structure and social units/variables are functional to run the society. The study was going to find out the various factors associated with the risk of HIV and AIDS. It was assumed that the increasing trend of HIV infection in society was associated with the latent function (unintended consequences) of various socio-cultural, economic, political, educational and individual factors or variables of society.

2.1.2. Conceptual Framework

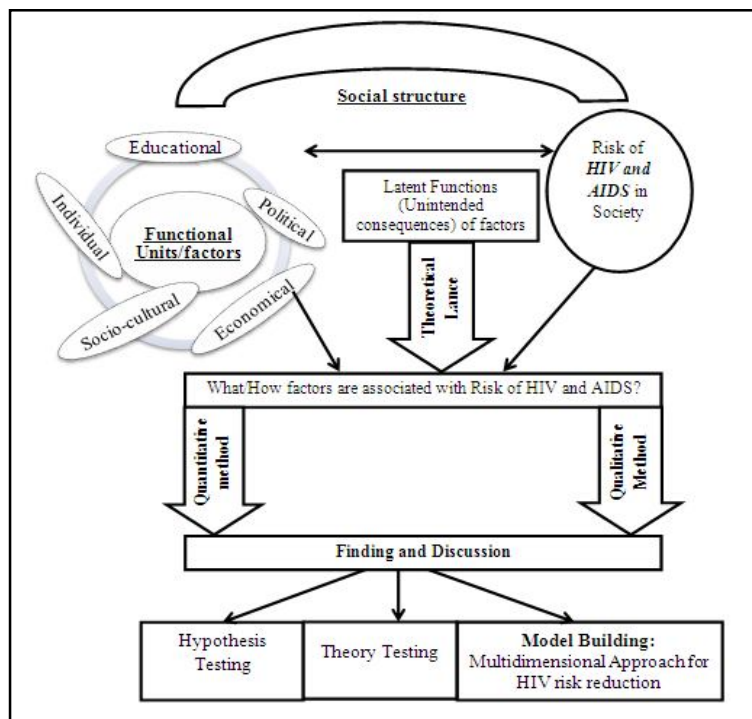


Figure 1: Conceptual framework prepared on the base of Structural-functional Theory

On the basis of *Latent Functional Model of R. K. Merton* under the structural functional theory, the above conceptual framework was used to show the co-relationship between different contributing factors and risk of HIV and AIDS in societies. The conceptual framework mentions here that society is one structure and different units/functions of society are equally functional which support to run and change the social style. The function of different factors are intended and unintended both. So, here researcher tried to identify the unintended consequences of different factors which are directly or indirectly associated with increasing the risk taking behaviour of people on HIV and AIDS in Nepal. The research identified the co-relation between the factors and risk of HIV and AIDS on the basis of above mention conceptual framework. From the various previous literatures, it was found that on the one hand, individual, socio-cultural, economic, educational and political factors are the root causes to increase the risk of HIV and AIDS. On the other hand, HIV and AIDS also affect the development and changes of societies. But, from this research, researcher had only critically evaluated the associated factors and its unintended consequences. Causal relationship between independent and dependent variables was analysed considering the theoretical lance of structural functional theory and finding was drawn. On the basis of findings, hypothesis and theory was tested and finally HIV risk reduction approach was developed.

2.2. Sample No. 2

Similarly, if researcher wants to explore the gender discrimination practices in certain communities or ethnic groups, then the following types of theory and conceptual framework can be used.

The following theoretical and conceptual framework is collected and designed by Neelam Lama (batch 2013), PhD Scholar of Mewar University, India.

2.2.1. Theoretical Framework

Connell (1987) elaborated one of the most integrative theories of gender. This theory is important because it allows for an understanding of the complex interplay between gender and power beyond the individual perspective. A central emphasis of this theory is that the analysis of gender involves a three-part structural model involving sexual division of labour (e.g. financial inequality), sexual division of power (e.g. authority), and the structure of affective attachments (e.g. social norms) (Ngozi C Mbonu, 2010, p. 2).

2.2.1.1. Social dominance theory (SDT)

Social dominance theory (SDT) begins with the observation that human societies are structured as group-based social hierarchies, with dominant groups enjoying a disproportionate amount of positive social value (e.g., wealth, power, and status) while subordinate groups suffer from a disproportionate amount of negative social value (e.g., poverty, stigmatization, and imprisonment; (Sidanius, 1993; Pratto, 1999). SD theorists argue that group-based social hierarchies can be classified into three distinct categories: a) an age-system, in which adults and middle-age people have disproportionate social power over children and younger adults b) a patriarchal-system in which males have disproportionate social and political power compared to females, and c) an arbitrary-set system. The Arbitrary-set system is composed of socially constructed and salient group categories related to dimensions such as Arace, ethnicity, caste, clan, social class, Aestate, nation, religious sect, region, or any other socially relevant distinctions which the human imagination is capable of constructing (Veniegas, 2000, pp. 2-3).

2.2.1.2. Explanatory Theories

Explanatory theories variously locate the causes of gender difference in biology, in institutional roles, in socialization, and in social interaction. Sociologist and feminist Alice Rossi (1977, 1983) has linked the different biological functions of males and females to different patterns of hormonally determined development over the life cycle and this development, in turn, to sex-specific variation in such traits as sensitivity to light and sound and to differences in left and right brain connection (Rao, 2008, p. 452). Institutional explanations posit that gender differences result from the different role that women and men come to play within various institutional settings. A major determinant of difference is seen to be the sexual division of labor that links women to the functions of wife, mother, and household worker, to the private sphere of home and family, and thus to a lifelong series of events and experiences very different from those of men. Women's roles as mothers and wives in producing and reproducing a female personality and culture have been analyzed by theories (Chodorow, 1978; Berger, 1983; Risman, 1995).

2.2.2. Conceptual Framework

The following conceptual framework is developed on the basis of core concept of Explanatory theory.

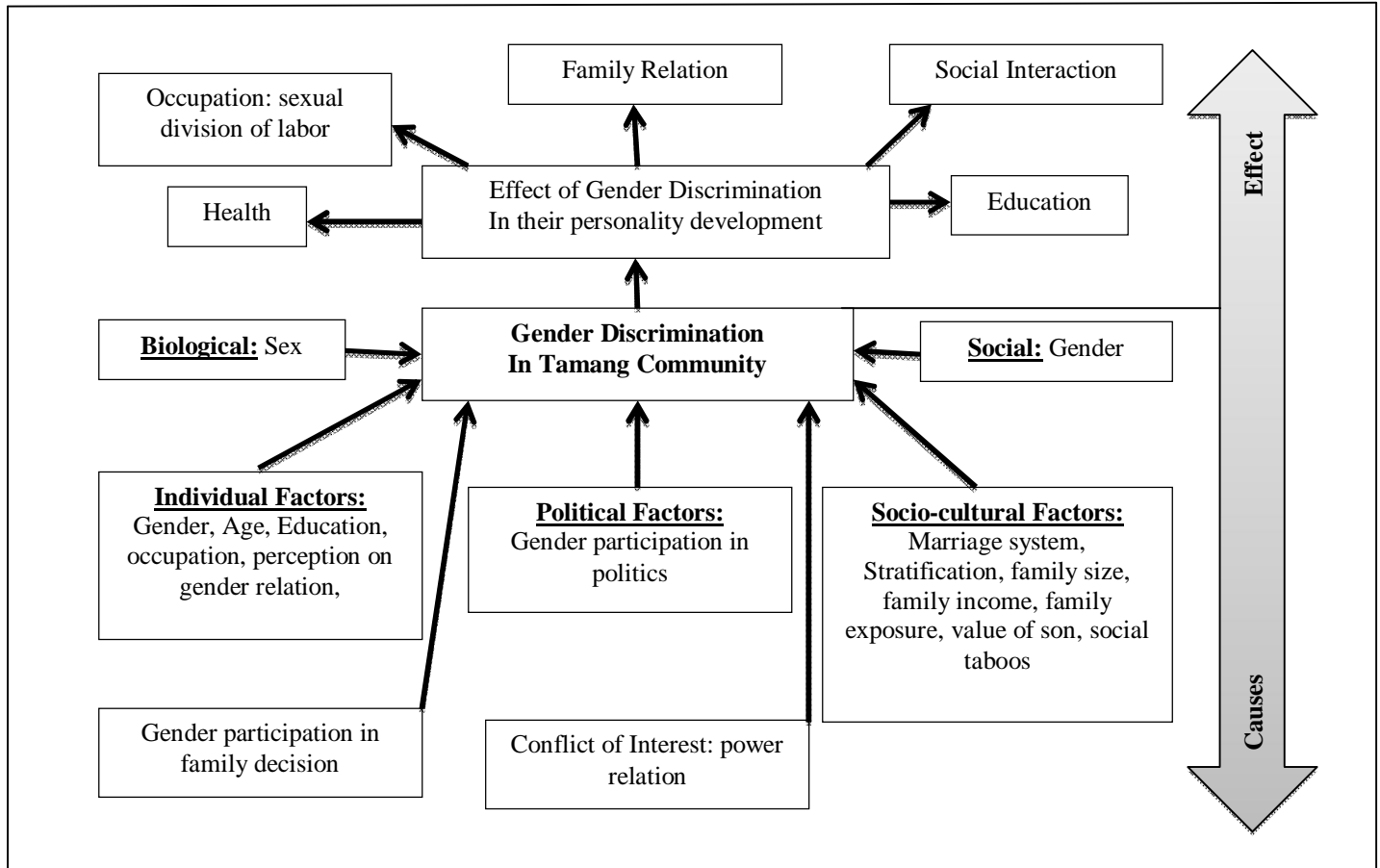


Figure 2: Conceptual Framework based on Gender discrimination practices

The above conceptual framework explains about the cause and effect relationship of gender based discrimination. Main causes of gender discrimination are biological cause and socially constructed values. Besides that, various factors; individual factors, e.g. age, sex, education, occupation, Political factors and socio-cultural factors, e.g. marriage system, social stratification, family size, family income, value of son, family exposure, social taboos ...etc. drive the gender discrimination in each society. Such incidents are also stimulated by the conflict of interest of individual, gender participation in family decision. When the society is affected from gender based conflict then finally it affects the personality development of individual. One people cannot do the creative and critical work if they have no family and social support. Discriminatory behaviour affects the development of health, education, occupation, family relation, social relation and any other creative contribution. Sometimes, it may compel people for suicide also so sometimes small event can invite the big incident also.

2.3. Sample No. 3

Sample no. 3 explains about the study of stress and stress management. If researchers are interested to describe about the level of stress and coping strategies to manage stress then the following theory and conceptual framework can be administered.

The following theoretical and conceptual framework is collected and designed by Kedar Rayamajhi (batch 2012), PhD Scholar of Mewar University, India.

2.3.1. Theoretical Framework

There are various theories found in existence in relation with the stress and stress management.

Some theories which explain the causes of stress are:

1. Holmes and Rahe- Life events theory: stress occurs when the situation requires more resources than are available
2. Kobasa and colleagues- Hardiness theory: one's attitude toward the events determines stress, not the event.
3. Social support theory: insufficient social support for responding to event

Besides these above, another theoretical model which has been in existence for a considerable amount of time, and which to a large extent has underpinned other approaches to stress and well-being is the *Person-Environment Fit* (P-E fit) perspective. Another very popular theoretical model of the stress process is that developed by Stevan Hobfoll (1989), known as the *Conservation of Resources* (COR) theory. This perspective bears marked similarity with the P-E fit model, specifically in that both approaches examine the

interaction of the person and the environment, and the degree of correspondence between demands in the environment and the individual's resources to deal with those demands (Philip J. Dewe, 2012).

Study will be based on the Transactional model of stress:

2.3.2. Conceptual Framework

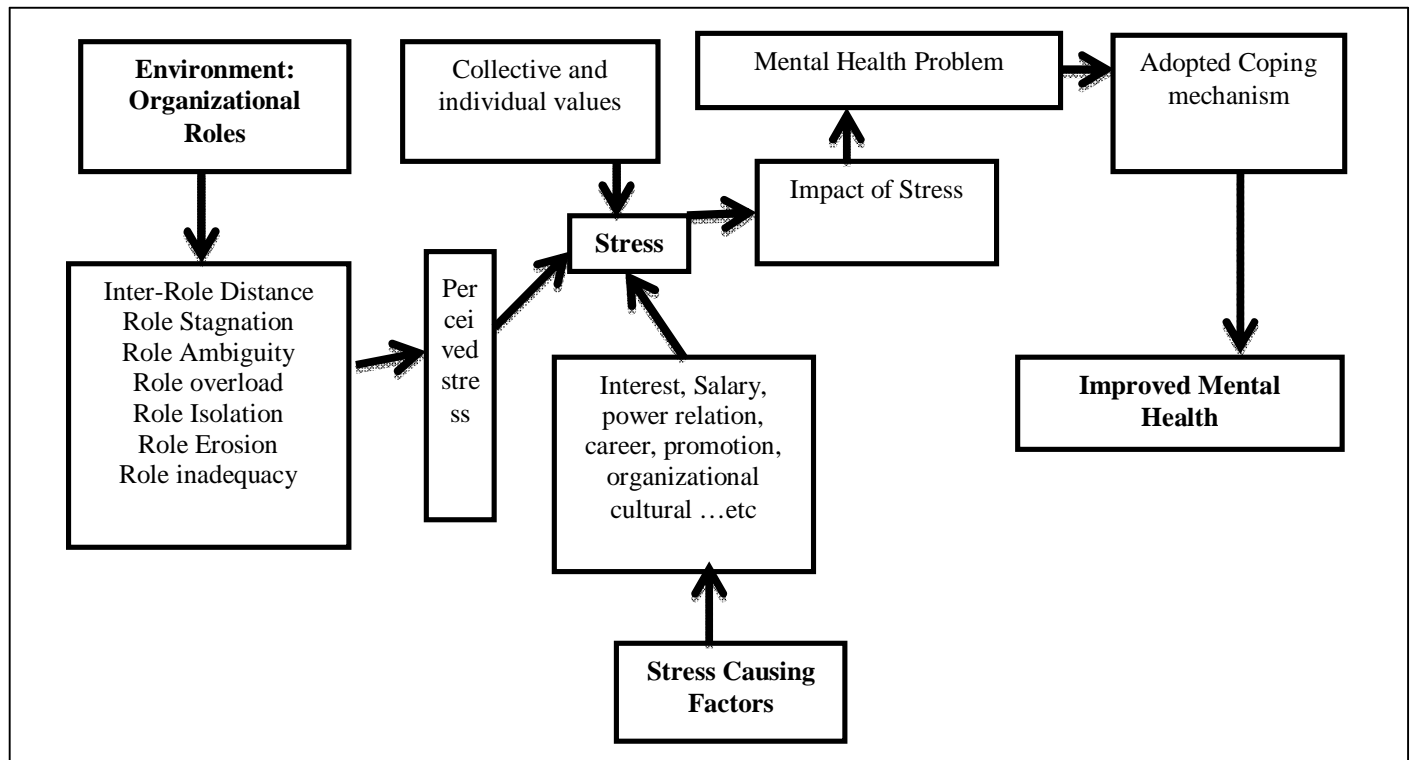


Figure 3: Conceptual Framework of organizational role stress based on 'Transactional Model of Stress'

The above Conceptual Framework of organizational role stress is based on 'Transactional Model of Stress'. As the concept of transactional model of stress, researcher has tried to show that how situation transforms stress in individual life. The conceptual framework presents the overall process and variable of this study. The study is focused to explore the effect of job stress on mental health and try to identify the adopted coping mechanism. So, the framework first shows the environment as a situation of organization where 6 types of organizational roles are assigned. If employee perceives the job stress then situation transforms stress in employees' mind and they feel the stress in their mind which finally affects the mental health or create the problem of mental health. Researcher also tries to show the other determinants of stress. Just like, socio-cultural values, one individual has also their own values of life and their phenomena. Here, researcher has explained the two types of values; collective values and individual values. From the researcher perspective, introvert type people believe more in individual value and extrovert type people believe in collective value. So, these values also support to determine the level of stress. Researcher has also identified the stress causing factors. There are various stress causing factors which includes individual interest, organizational working environment, motivational policy of government and other external factors.

Researcher assumed that when individual feel stress, then s/he will adopt some coping mechanism to manage the stress. Coping mechanism may be practiced by self or with direction of medical person or psychologist. Mental health status will be improved when people adopt the coping mechanism. So, researcher has presented the interrelationship between the job roles, stress, coping mechanism and improved mental health status. It shows the transformation of stress from one situation to another situation.

2.4. Sample No. 4

The study conducted to explore the impact of climate change can adopt the following types of theoretical and conceptual framework. The following theoretical and conceptual framework is collected and designed by Krishna Kumar Shrestha (batch 2012), PhD Scholar of Mewar University, India.

2.4.1. Theoretical and Conceptual Framework

2.4.1.1. Seven theories of Climate change

The theory of climate change that most people are familiar with is commonly called anthropogenic (man-made) global warming or AGW for short. That theory holds that man-made greenhouse gases, primarily carbon dioxide (CO₂), are the predominant cause of the

global warming that occurred during the past 50 years. In the past few years, confidence in the AGW theory has declined dramatically because majority of the public in the U.S. and in other countries no longer believes human activity is causing global warming. The demise of the AGW theory makes this a good time to look at other theories of climate change that identified seven theories – AGW plus six others that do not claim man-made CO₂ is a major cause of climate change. Each theory is plausible and sheds light on some aspects of climate change that were hidden or obscured by too great a focus on the AGW theory (Bast, June 2013, p. 4).

- Theory No.1: Anthropogenic Global Warming: The first theory of climate change contends that human emissions of greenhouse gases, principally carbon dioxide (CO₂), methane, and nitrous oxide, are causing a catastrophic rise in global temperatures. The mechanism whereby this happens is called the enhanced greenhouse effect. We call this theory “anthropogenic global warming or AGW for short (Bast, June 2013, p. 6).
- Theory No. 2: Bio-thermostat: The second theory of climate change holds that negative feedbacks from biological and chemical processes entirely or almost entirely offset whatever positive feedbacks might be caused by rising CO₂. These processes act as a “global bio-thermostat” keeping temperatures in equilibrium. The scientific literature contains evidence of at least eight such feedbacks, not counting cloud formation (Bast, June 2013, p. 8).
- Theory No. 3: Cloud Formation and Albedo: A third theory of climate change postulates that changes in the formation and albedo of clouds create negative feedbacks that cancel out all or nearly all of the warming effect of higher levels of CO₂ (Bast, June 2013, p. 12).
- Theory No. 4: Human Forcing Besides Greenhouse Gases: A fourth theory of climate change holds that mankind’s greatest influence on climate is not its greenhouse gas emissions, but its transformation of Earth’s surface by clearing forests, irrigating deserts, and building cities (Bast, June 2013, p. 14).

Roger Pielke, Sr., a climatologist at the University of Colorado – Boulder, phrases the theory as follows:

'Although the natural causes of climate variations and changes are undoubtedly important, the human influences are significant and involve a diverse range of first-order climate forcings, including, but not limited to, the human input of carbon dioxide (CO₂).' (Pielke Sr., November 2009)

- Theory No. 5: Ocean Currents: The fifth theory of climate change contends that global temperature variations over the past century-and-a-half, and particularly the past 30 years, were due to the slow-down of the ocean’s Thermohaline Circulation (THC). William “Bill” Gray, professor emeritus of atmospheric science at Colorado State University and head of the Tropical Meteorology Project at the university’s Department of Atmospheric Sciences, is the leading proponent of this theory (Bast, June 2013, p. 17).
- Theory No.6: Planetary Motion: The sixth theory of climate change contends that most or all of the warming of the latter part of the twentieth century can be explained by natural gravitational and magnetic oscillations of the solar system induced by the planet’s movement through space. These oscillations modulate solar variations and/or other extraterrestrial influences of Earth, which then drive climate change (Bast, June 2013, p. 20).
- Theory No. 7: Solar Variability: The seventh theory of climate change is that solar variability accounts for most or all of the warming in the late twentieth century and will dominate climate in the twenty-first century regardless of man-made greenhouse gas emissions. Active mixing of gases on the near-surface of the Sun, denoted by changes in the number of sunspots, causes changes in the radiant energy emitted by the sun in cycles of roughly 11, 87, and 210 years. There is evidence that Earth’s climate warms and cools in synchrony with these cycles.

Solar flares, which are bursts of energetic particles and radiation from the surface of the Sun, can work additively. These events cause an outflowing of charged particles – called “solar wind” – that reaches Earth and its atmosphere. Solar wind affects galactic cosmic rays, which in turn affect cloud formation. Changes in cloud formation are linked to variations in sea surface temperatures, wind patterns, and the oceans’ thermohaline circulation (Bast, June 2013, p. 23).

The anatomy of adaptation as suggested by Smith is composed of three interrelated internal components and one external component. The first component of adaptation refers to the climate related stimuli like temperature rise, variation to precipitation etc as an answer to what the adaptation is needed. The second component is definition or characteristics of the system e.g. human, ecosystem which adapts to the stimuli. The third component is the process and outcome of how adaptation actually occurs. The adaptation can be detailed with combination of three internal components, with an external component on the knowledge required to criteria and principles of how good is and should be the adaptation itself.

The conceptual framework this research covers aspects of:

1. Exploring the climate change impacts on agriculture and food security in the context of the climatic corridor which is truly a monsoon corridor encompassing three SA countries. Findings will provide knowledge on what is or should be the adaptation to meet the challenges of the climate change.
2. This study will present knowledge on how is adaptation occurring in the context of these natural resource dependent communities of Nepal, India and Bangladesh.
3. The study is expected to examine the natural resources at present and in the past and communities dependent on them and their collective action including managing/using such resources for their livelihoods and the options available.
4. Exploring ‘climate-related stimuli’ will be integral part of this research. When conducting respondent surveys and focus groups, the first set of questions will be kept in terms of local perception on changing climate stimuli like temperature, rainfall precipitation and its impacts on agriculture and food security. The knowledge on local perception on climate stimuli will be presented as outcome of this research.

5. When conducting respondent surveys and focus groups, observations will also be made on the present and past natural resource scenarios, the possible cause of the resource depletion as remembered by the senior citizens of the three locations.

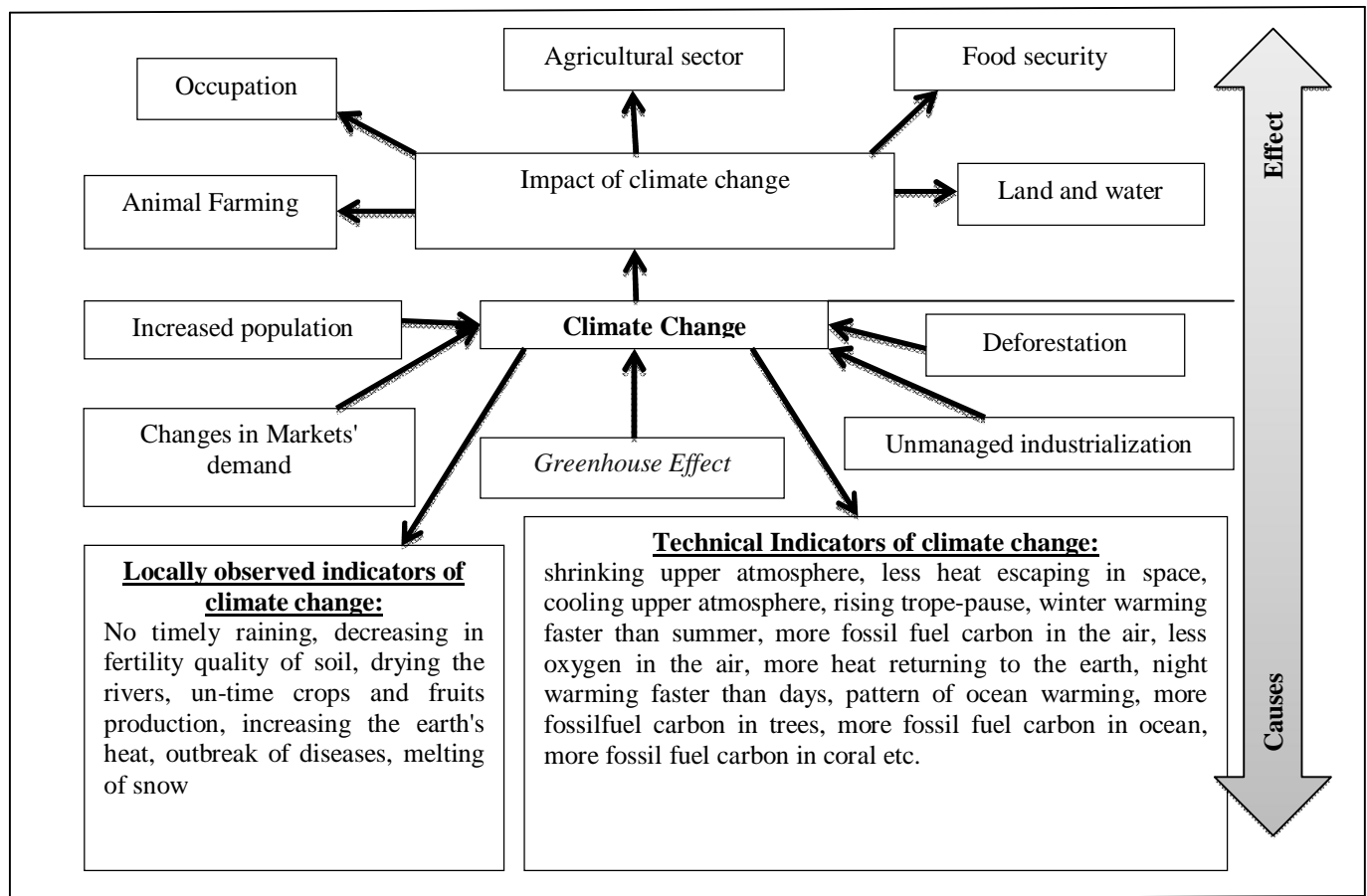


Figure 4: Conceptual framework on climate change

2.5. Sample No. 5

The study which is concentrated to explore the nature, cause or effect of conflict can administered the following types of theory and conceptual framework.

The following theoretical and conceptual framework is collected and designed by PushpaRanjitkar (batch 2012), PhD Scholar of Mewar University, India.

2.5.1. Theoretical Framework

2.5.1.1. Conflict Theory

Karl Marx (1818-1883) was a German philosopher, sociologist, economist, and revolutionary socialist. Marx offered a theory of capitalism based on his idea that human beings are basically productive - in order to survive, people have to work. He also believed that people have two relationships to the means of production: you either own the productive property or you work for someone who does. The clash between the owners and workers is at the heart of Marx's thinking. In an industrial, wealthy, society, how can so many people be poor? At the heart of Marx's thinking is social conflict, which is the struggle between groups in society over scarce resources. Marx primary concern, however, was class conflict, which arises from the way society produces material goods (Moffitt, 2014).

A theory propounded by Karl Marx that claims society is in a state of perpetual conflict due to competition for limited resources. Conflict theory holds that social order is maintained by domination and power, rather than consensus and conformity. According to conflict theory, those with wealth and power try to hold on to it by any means possible, chiefly by suppressing the poor and powerless (Investopedia, 2014).

2.5.1.2. Conceptual Framework

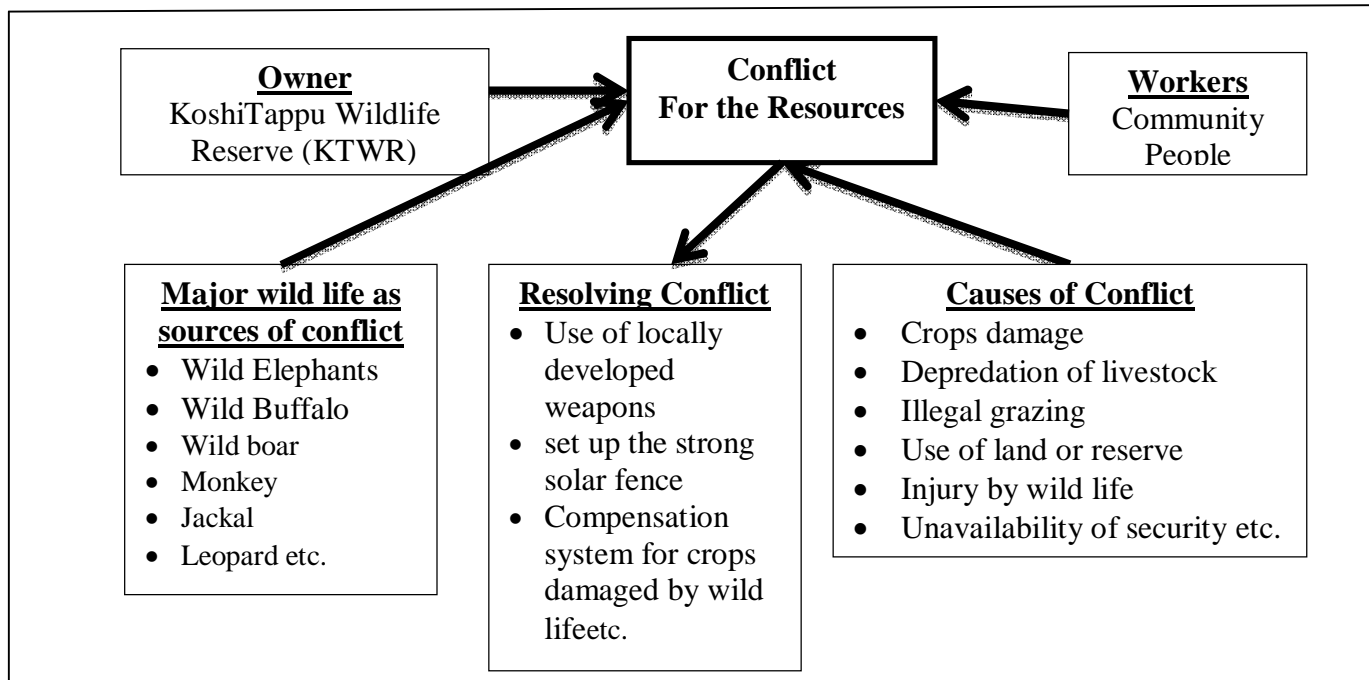


Figure 5: Conceptual Framework on Park-People conflict

The above conceptual framework is presented adopting the 'Conflict Theory' of Karl Marx. As the concept of conflict theory, researcher try to identify the sources and causes of conflict between the KoshiTappu Wildlife Reserve and community people who are living around the reserve areas since long time. Here, conceptual framework shows that people involve in conflict for the sake of resources. In this study, researcher assumed that KTWR is stand as the 'owner' and community people are stand as 'workers' so these both parties has conflict. The main causes of conflict arise due to attack of wild life on crops, houses and human life. After attacking of wild life, community people used to come for complain in KTWR and asked for compensation of destruction. As the Marxist perspective, economic loss and benefit is the central cause of conflict. From the above, conceptual framework, besides the economic valuation of damages; illegal grazing, use of land of reserve, injury by wild life and unavailability of security to safe from the attack of wild life. There are various types of wild lives available as a source of conflict; wild elephants, wild buffalo, wild boar, monkey, jackal, leopard etc. similarly, researcher has also tried to show the possible measures of resolving the conflict between the park-people. Community people have practice to use the locally developed weapons; stone, fire, noise to safe from the attack of wildlife. Similarly, setting of strong solar fence around the community, managing the compensation system for crops damage and injury of human life can be a measure to resolve the conflict.

2.6. Sample No. 6

The study conducted on the relationship between study habit, dietary habit, level of aspiration with students learning/achievement can be explained by using the following types of theoretical and conceptual framework.

The following theoretical and conceptual framework is collected and designed by Tek Narayan Poudel (batch 2012), PhD Scholar of Mewar University, India.

2.6.1. Theoretical Framework

Theoretical framework is the lens of study. It guides the conceptual framework as well as it support to prepare the hypothesis of study. It is the deductive technique that researcher adopts the concept of existing theory and develop their hypothesis, collect the data and test the hypothesis. On the basis of result of hypothesis, researcher will also test the theory and provide the conclusion. Either theory will be proved or slightly reformed or disproved in the specific context where researcher is applying.

2.6.1.1. Theory of Student Aspirations

The construct of aspirations finds its origins in the experimental research on "level of aspiration" conducted in the early 1930s. Although work in this area contributed to understanding of human behavior, many of the findings were produced from "within the laboratory" and thus had few implications for students or schools. Research in level of aspiration faded in the late 1950s and achievement motivation emerged as a dominant theory of motivation. The motive to set goals and succeed at reaching those goals appears to be an acquired trait, one susceptible to intervention. This theory suggests that educators may be in a position to positively impact students' desire to achieve. Given this phenomenon, it is not unreasonable to assume that the aspirations of students are influenced by standards implicitly or explicitly set by the school and/or peers (Russell J. Quaglia, 1996).

2.6.1.2. Social learning Theory

Social learning describes the impact of observing other peoples' behavior on one's own behavior and is sometimes referred to as 'modeling' or 'observational learning' (Anonymous). A study conducted by Duncker 1938 explored the impact of 'social suggestion' on children's eating behaviors and arranged to have children observe a series of role models making eating behaviors different to their own. According to the social learning theories as explained by Birch 1980, food preference of child can be changed if their model will be an older child, a friend or the fictional hero (Anonymous).

Social learning theory explained about the changing food habits and study habits of children and their parents by observing the social or individual activities of their neighbor, friends or their role model. The study will adopt the concept the social learning theory to test the hypothesis of this study.

2.6.2. Conceptual Framework

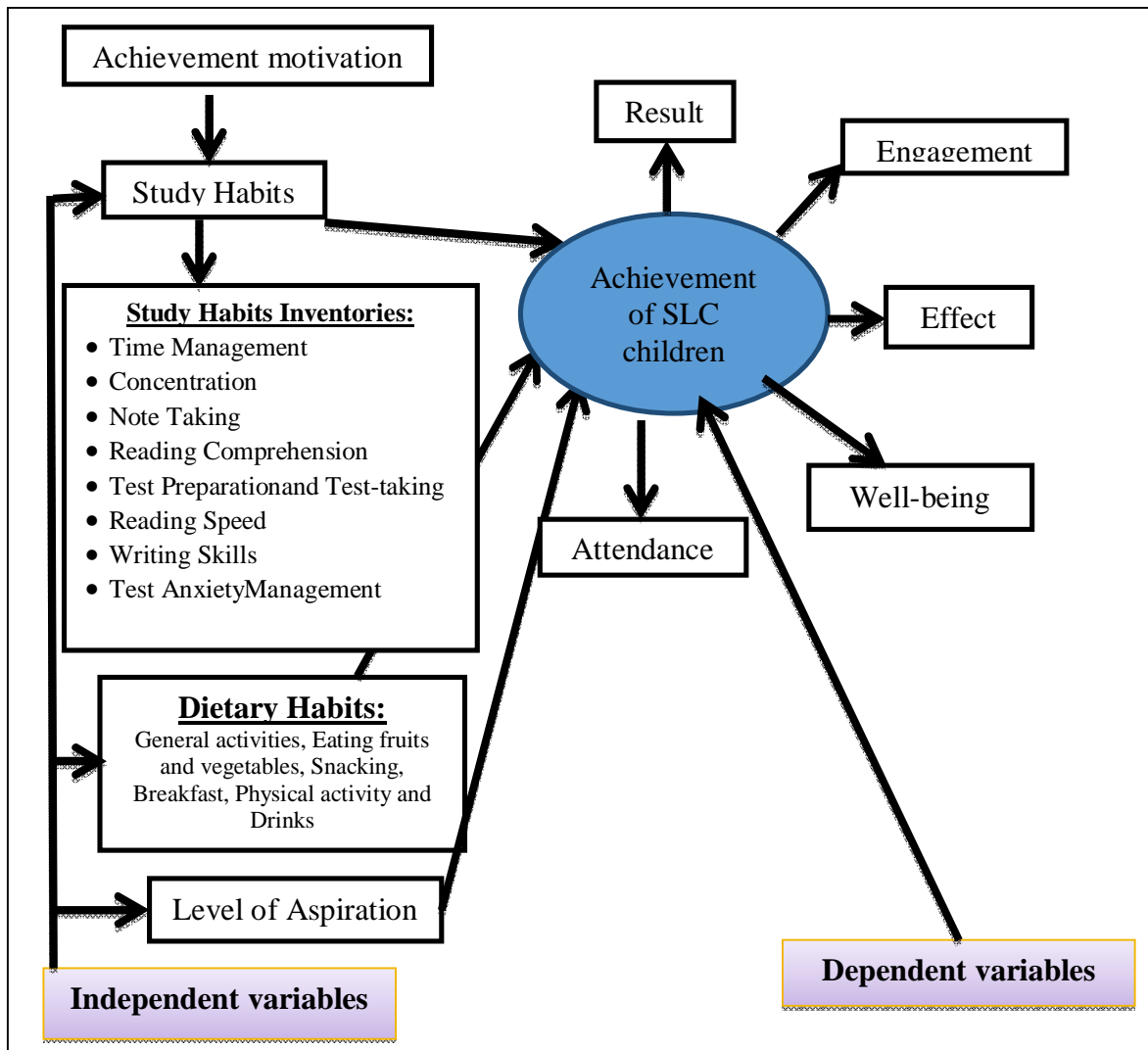


Figure 6: Conceptual Framework on Park-People conflict

(Note: Study Habits Inventories published by STANFORD UNIVERSITY PRESS, originally adapted from C. Gilbert Wrenn, edited by R.B. McKeown and in revision by Wilbur J. Humber in May 2005. The idea of basic indicators of dietary habits are taken from the 'Nutrition and Eating Habits Questionnaire' developed by American Dietetic Association)

The above conceptual framework is prepared considering the concept of Social Learning Theory. It explained about the relationship between the independents and dependents variables of study. As the objective of the research, independent variables cover the study habits, dietary habits and level of aspiration of students and dependent variable covers the achievement of SLC children. To explore the impact of independent variables on dependents variables; measurable indicators are identified. Inventories of study habits and dietary habits are identified as well as goals, objectives and future plan of students will be considered as the level of aspiration. Besides, achievement of SLC children will be measured by using the five different variables; i.e. Result of exam, engagement in outer activities, Affect: Level of self-esteem during the interaction between teachers and students, well-being: mental and physical health status and attendance: regularity in school.

2.7. Sample No. 7

2.7.1. Theoretical Framework

The sample no. 7 explained about safety and security of tourist and tourist destination. The study which focused on the concept of safety and security can administered the following types of theory and conceptual framework.

The following theoretical and conceptual framework is collected and designed by Amrit Kumar Gurung (batch 2012), PhD Scholar of Mewar University, India.

2.7.1.1. The Rational choice Theory

This theory states about the crime from the prospective of the offender. It provides the basic rationale for defining places as important, since it suggests that offenders will select targets and define means to achieve their goals in a manner that can be explained (Cornish, D. and Clarke R.D., 1986). It is also known as Choice Theory and situational theory states that criminal do not randomly select their targets. They rationally choose both target of the crime and the type of crime they will commit. It is cleared vision that this theory is based directly concerned with the thinking processes of offender and how they evaluate criminal opportunities and why they decide to do one thing rather than another. Indeed, why they choose to obtain their ends by criminal and not legal means. Criminals plan very carefully by selecting specific targets based on such things as vulnerability e.g. elderly citizens, unguarded premises, lack of police presence and commit their crimes accordingly.

2.7.1.2. Routine Activity Theory

Another emerging theory is known as "The Routine Activity theory," was first developed by Lawrence Cohen and Marcus Felson in 1979. Cohen and Felson put forward a "routine activity approach" to studying crime (Cohen L.E., Felson M., 1979 Vol. 44, p. 588). This theory is quite different than other theories. This theory focuses on the questions how do routine activities of people affect their rates of victimization and what attracts offenders to engage in crimes while other theories examine the causes of crimes and characteristics of criminals. This theory states that the disruption of daily activities influences criminal opportunity and that three minimal elements need to exist for crime to occur. According to the RAT, to stop crimes, possible targets must be guarded adequately, and their attractiveness must be reduced (Stephen, 2004, pp. 423-455). Crime can occur if a likely offender meets a suitable target when a capable guardian is absent. Theory states that capable guardianship is somebody or something close to the target, and this guardianship capacity of the person deters the offender (GOK, 2011, p. 99). Capable guardianship is not provided by only police officer or a security guard, it is rather provided by somebody or something close to the target (Felson Marcus ve and Clarke ronald, 1998).

2.7.2. Conceptual Framework

The police need to understand better the relationship between policing practices and desired policy outcomes. Evaluations of "what works" should be considered for activities assessed as having the most potential to lead to improved outcomes (Alison, Dec 2005, p. 20)

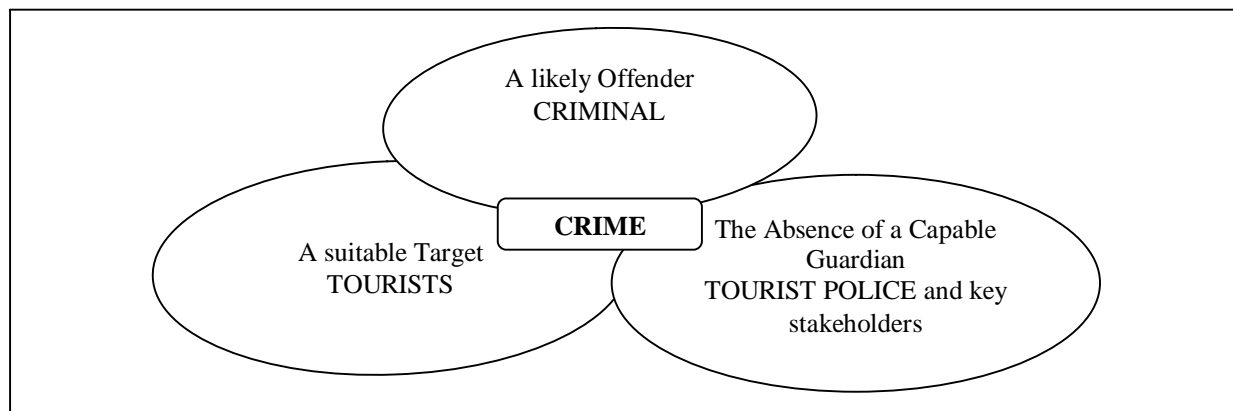


Figure 7: conceptual framework on safety and security

The above conceptual framework is prepared on the basis of Routine activity theory. As the concept of this theory, a suitable target is tourist, offender is criminal who frequently involve in criminal activity and primary guardians are tourist police and secondary guardians are key stakeholders (tourist guide and hotel's owners) in this study. The study aims to find out the effectiveness of tourist police and other key stakeholders to ensure the safety and security of tourist in tourist destination by blocking the possible attack of offenders.

So, adopting this conceptual framework, researcher will see the relationship between the role of tourist police and status of safe tourism.

3. Conclusion

The above discussion explained about the nature and types of theoretical and conceptual framework. The discussion can give the detail knowledge and skill of identifying and explain the existing theories as well as the developing the conceptual framework in relation to the existing adopted theory. It is the one of the important and critical part of advance academic research so it is necessary to gain the knowledge of exploring the appropriate theory of interest areas and developing and explaining the conceptual framework for developing and testing the research hypothesis. Interested academic researchers need to study more about the existing theories of their specific areas to develop the conceptual framework.

4. Acknowledgement

We would like to thanks for Neelam Lama, Kedar Rayamajhi, Krishna Kumar Shrestha, PushpaRanjitkar, Tek Narayan Poudel and Amrit Kumar Gurung for providing their documents for review of this study.

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