

CHAPTER ONE: INTRODUCTION

This chapter consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

English language is regarded as the world's most prestigious and important language. It is the language of science and technology, trade and commerce, computer and internet and so on. In some countries like, Britain, United States of America, Australia, English is spoken as first language and in some other countries like Singapore, India, Nigeria etc. as second language and other countries like Nepal, Japan, and Poland etc. as foreign language. In comparison to other languages, English has wider scope. It is said that quarter of the world's population speak English and English speakers are growing day by day. It has threatened other minor languages. Due to all these reasons, English language has gained a higher dignity in our society. In the context of Nepal, English language has been taught as a compulsory subject from primary to campus level. Language test is device of measuring one's skill abilities and level of knowledge of a language. In this regard, Khaniya (2005, p. 17) argues on testing as

The aim of testing language is to provide, guidelines for measuring the Linguistic ability of one which will be practicable in use and help both teachers and students to know about their success and failure. It guides teachers to diagnose the strengths and weaknesses of students. Testing is an inherent part of teaching which is used as a process of scrutinizing how far learners have learnt, what the teacher wishes them to learn.

Khaniya puts the views on testing as it is an inherent part of teaching which helps to measure the achievement of learners. Language testing is as old as education itself but the ways and techniques of designing and administering tests are different from past to present. In the past, it was regarded as a small portion of applied linguistics but nowadays, it is full-fledged separate discipline. Many figures from USA and Britain

have contributed to the emergence of language testing as an independent discipline. From the U.S side, Ben Wood and Vivid Henmon were regarded as the prominent figures in the 1920s. Mainly the publication of language testing journal in 1983 was an important land mark in the history of language testing.

1.1.1 English Language Testing

Teaching and testing go side by side. Testing in a broad sense has always been an inherent part of teaching. From the time when teaching began, teachers have always been eager to know the extent to which their teaching has been effective in making the learner understand what has been taught.

Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his or her teaching or administers an examination at the end of the lesson, a unit, a chapter and course of study. The intend of making queries or administering an examination during and after his teaching on what has been taught obviously is to understand whether or not whole or part of his teaching has been imported and received by the learners. To ensure that the students have achieved some whole of what has been taught is thus another purpose of testing. In order to ensure effective teaching, testing is used in the classroom or after the classroom teaching.

Teaching and testing are inseparable entities. In other words, teaching and testing are closely interrelated that is virtually impossible to work in either field being constantly concerned with the other. In this regard, Davies (1997, p.5) puts views on good tests as "The good test is an obedient servant since it follows the teaching. Test may be primarily constructed as a device to reinforce learning and to motivate the student of primarily as a means of assessing students' performance in language". Davies in this remark highlights that the good test is the obedient servant of teaching which assesses students' performance in language.

The importance of testing can be imagined through the statement "teaching without testing is like painting in damaged light". With the help of testing, we can find the

areas that need more attention and we can adopt the remedial works. Test can be formal and informal.

Examination is a formal test on someone's knowledge or ability in a particular subject especially by means of written questions and practical exercises. The examination provides students with a sense of achievement, feedback and permission to go for further study. Similarly, looking at the nature and functions of examination discussed above Tylor (2005, p.12) opines about examination as, "Examinations have profound educational effect on students. Students are strongly influenced to prepare for examinations. Tests may lead to improve the quality of the learning experiences." Tylor, in this remark, highlights that examinations have great influence in students' life to foster their learning experiences. Test can be regarded as a means of assessing students' performance in language which is invariably associated with making of decisions or a way of arriving at meaningful conclusion.

Testing a language is very complex job. Test should be designed and administered properly to accommodate different qualities of tests. The basis qualities of test are 'validity, reliability, practicability, and usefulness, without any one of them, test becomes incomplete. That is why an efficient test should have the above mentioned qualities.

In most cases, examination is concerned with achievement. Both test and examination are used for the evaluation. It is said that test is directly concerned with teaching whereas examination is associated with a pre-determined standard of achievement. Generally, both test and examination serve the same functions. So, they can be used interchangeably.

1.1.2 Examination and Role of Printed Materials

Exam is a tool of evaluation which helps to find out ability, proficiency and achievement and knowledge on particular subject matter. In this connection, Hornby (2000 p.178) defines exam as "Exam is the common word for written, spoken or practical test at school or college, especially an important one that you need in order to get a qualification." Hornby mentions that exam is a tool to measure someone's

qualification. Any examination needs proper preparation on subject matter. Printed materials play vital role for the well preparation of exam. Hence, they must contain authentic information, exercises, problems and solutions. Likewise, Joshi, (2011, p.328) argues on exam as, "Regarding the name of examination everybody has different mentality where parents, teachers and students are the main stakeholders. Exam can invite phobia on someone, excitement on someone and something else on someone."He mentions that examination has different impact to different persons.

In language education, materials play significant role. These are the materials which make the complex test easy and clear. Basically, there are five kinds of materials that can help for exam. These are printed, audio, visual, audio visual and on line materials. Printed reading materials are those materials that can help students to clarify, interpret and map the concept of any subject matters presented on it.

Now days there are numbers of printed materials available in the market which are produced intentionally to support students' exam preparation. The materials are different in terms of authenticity of information and interpretation and interpretation. Some materials are too much beneficial and some are less, though they are prepared to enhance reading and writing skills of the students and get income and popularity of the materials writers.

Printed materials can be the most important and useful if they are prepared based on authentic sources. Different books, solutions, guess papers, guides, newspaper, booklets, brochure etc. are the materials that are found in the market. The materials which have high content, reliability and validity only can help students to achieve their objectives. Different scholars, authors, writers and publications have contributed much more for the accessibility and availability of examinations related printed materials in the market. To some extent some of the materials can address the needs of the students but some others cannot do so. Among all the materials some of them can be appropriate, having accurate and appropriate content, information and interpretation. To make the materials more appropriate to the users, they should be prepared on the basis of specification developed by the committee concerned authority because the print materials are widely used in the world. Moreover,

technically less developed countries like in Nepal, printed materials are only the support of examination for the students.

1.1.3 Differences between Authentic Materials and Non Authentic Materials

Authentic materials are those materials which are known to be true and genuine. These materials are generally designed for the native speakers, they are the real texts designed not for language students but for the speakers of other languages. In contrary to this non authentic materials are those materials which may be produced based on the authentic materials but they may not contain fully true and genuine information. Ghimire (2007, p.36) mentions the differences between authentic and non authentic materials as

- i. Authentic materials keep the students aware of the changing world whereas non authentic materials can't do so.
- ii. Authentic materials are designed for the native speakers whereas non authentic materials are designed not for native speakers but for language learners.
- iii. Authentic materials are not designed for pedagogic purposes whereas non authentic materials are designed for pedagogic purposes.
- iv. Authentic materials expose the learners to real language and real life communication whereas non authentic materials can't meet all its use.
- v. Authentic materials motivate learners towards learning whereas non authentic materials don't motivate them successfully.
- vi. The examples of authentic materials are newspapers, magazines, articles ,periodicals, literature etc. whereas non authentic materials are textbooks and materials like guides and guess papers which are designed for pedagogic purpose.
- vii. Authentic materials have the characteristics of real life language whereas that is not found in non authentic materials.

Regarding the differences, Ghimire states that authentic materials are real, true and genuine materials containing ample valid information whereas non authentic materials are text books and materials like guide, guess papers which are designed for pedagogic purpose.

1.1.4 Impacts of Printed Materials in Examination System

Printed materials are those materials which are prepared to provide guidelines to the examinees to tackle their examinations easily and to gain high marks in the exam without much labor. Those materials are useful not only to the students but also to the teachers as well. The students always try to seek readymade materials instead of reading the original prescribed textbooks. The students don't try to acquire deep knowledge by thorough reading instead they try to pass the examination reading surfaicially in short span of time. The use of such readymade materials in examination don't seem to promote the students creativity questions rather encourage them to guess future questions. Due to the availability of these materials teaching learning process seem to be exam oriented. Regarding the impacts of those materials Rai (1998, p.23) opines as "Exam-oriented printed materials have lost the creativity of the students and it has spoiled the overall examination system". He means to say that exam oriented printed materials have negative impacts in overall education system.

1.2 Statement of the Problem

There are various problems which can occur in course of exam preparation. The students are mainly scared with the examination because they don't get authentic, valid and reliable exam oriented printed materials in the market. The students in different levels are much more influenced by exam related printed materials available in the market. The main concern of this research is to seek the opinions of the students regarding the pros and cons of exam related printed materials in course of their exam preparation. The main problem of this research will focus on following questions.

- i. What are the impacts of exam oriented printed materials available in the market?
- ii. How far are those materials authentic, valid and reliable?
- iii. What are the different opinions of the students regarding those materials?

1.3 Objectives of the Study

The objectives of the research work were as the follows.

- i. To explore views of students on the examination focused printed materials available in the market.
- ii. To suggest some pedagogical implications.

1.4. Research Questions

The researcher had framed the following research questions to accomplish the objectives of the research.

- i. What sorts of printed materials are found in the market?
- ii. What is the perception of students regarding printed materials?
- iii. What are the views of publishers and writers on printed materials?
- iv. What are the pedagogical implications of printed materials?
- v. What are the merits and demerits of printed materials?

1.5 Significant of the Study

The present research work will be beneficial to all the stakeholders of teaching and learning process i.e. students, teachers, textbook writers, materials producers etc. This study will be more useful mainly to the students who use the printed materials (guess paper, guides and solutions). Similarly, this study will have significant contribution to further researches in the same field. In general, this study will play vital role to the people who are directly and indirectly involved in teaching and learning activities.

1.6 Delimitations of the Study

The study was limited under the following respects.

- i. The population of this study was limited to 12 campuses of Syangja district.
- ii. The study was limited to B.Ed.1st year students.
- iii. The study was limited to 60 students only.
- iv. The study was limited to only 6 urban and 6 rural campuses of Syangja district.

- v. The study was limited to only on printed materials.
- vi. The data was collected only through questionnaire.

1.7 Operational Definitions of the Key Terms

Perception : The process of becoming aware, of extra, of the extra organic objects or, relations or, qualities by means of sensory process and under the influence of set and of prior experiences, the ability to see , hear or understand things; awareness, way of seeing or interpreting something.

Limitation : The action of limiting sb/sth or being limited

Delimitation: The process of fixing the limits or boundaries of something

Oriented : Directed towards something

Opinion : Opinion is the view, attitude, belief, perception, judgment

Materials : Materials is the resources, supplies, equipments etc.

Printed : Presented on paper, written, in black and white, in print etc.

Testing : Trying, assessing, exploratory, examination etc.

Solution : Resolution, way out, answer, key etc.

Information : Message, communication, memorandum etc.

Implication : Insinuation, suggestion, inference , a thing that is suggested or implied ; a thing that is not openly stated, the action of involving sb or being involved in sth, esp. a crime

Conceptual : Based on concept, an idea or a principle relating to sth abstract

Recommendation: The action of recommending sb/sth,a statement, letter etcthat recommends sb /sth, especially a person for a job, a course of

action that is recommended

Fulfill : To achieve sth or correspond to sth that was expected or

Literature : Literature is such writings that are valued as works of art, especially fiction, drama and poetry, writing in particular subject

Framework: Framework is a structure giving shape and support to sth., a social order or system, a set of principles or ideas used as a basis for one's judgment, decisions etc.

Strategy : Strategy is a plan designed for a particular purpose, the process of planning sth or carrying out a plan in a skillful way

Questionnaire: Questionnaire is a written or printed list of questions to be answered by a number of people, esp as a part of survey

Reference : Reference is the action of mentioning sb, sth, a statement, etc that mentions sb/ssth, the action of looking at sth for information

Authentic Materials: Authentic materials are those materials which are known to be true or genuine.

Review : Review is a new examination of sth with the possibility or intention of changing it if this is considered desirable or necessary, a survey or report of a subject or of past event etc.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of theoretical literature, review of empirical literature, implication of the review for the study and theoretical or conceptual framework.

2.1 Review of Theoretical Literature

In this theoretical review, introduction to perception, types of exam oriented printed materials, features of exam oriented materials and features of authentic materials are discussed.

2.1.1 Introduction to Perception

In general sense, the term 'perception' means observation or way of perceiving something. Historically, systematic thought about perceiving was the province of philosophy, indeed perceiving remains of interest to philosopher and many issues about the process that were originally raised by philosophers still of current concern. In this respect, Sanford and Capaldi (1964, p.175) define the term 'perception' as "The process of becoming aware, of extra, of the extra organic objects or, relations or, qualities by means of sensory process and under the influence of set and of prior experiences." They state that perception is the amalgamation of being aware with the additional past experiences and extra organic objects, relations and qualities at present. It refers to awareness, understanding and interpreting something very deeply and closely. Perception is the ability to see, hear or become aware of develops from organization of present and past. Similarly, Sanford and Capaldi (1964, p.178) mention that the term perception refers to the following matters

- i. The ability to see, hear or become aware of something through the senses.
- ii. The state of being or process of becoming aware of something through the sense.
- iii. Way of regarding, understanding, interpreting something, mental impression.
- .iv. Psychology and zoology, the neurophysiologic process, including memory, by which an organism becomes aware of and interprets external stimuli.

In nutshell, Sanford and Capladi state that perception is the process of becoming aware, of extra, of the extra organic objects or, relations or, qualities by means of sensory process and under the influence of set and of prior experiences, the ability to see , hear or understand things; awareness, way of seeing or interpreting something.

2.1.2. Types of Exam Oriented Printed Materials

Printed materials are the most important and useful materials available in the market. The books, newspapers, booklets, brochure, guides, guess papers etc. are the materials available in the market in order to complete the purpose of the exam. Any exam especially in developing countries is taken through the help of printed test papers. The materials like guides, guess papers and solution books are basically related to exam. All the materials might not content authentic information and measure language skills. The materials which have high content, reliability, validity, usefulness only complete the objectives of any exam. The materials should fulfill the quest of students.

In general, printed materials which are prepared especially for examination purposed are called exam oriented printed materials. Not all the materials are same but some are different in terms of information, interpretation, explanation etc. Being technologically poor, we Nepali students still back in the use of audio visual materials though we are rich users of printed materials. Regarding the major types of printed materials Khaniya (2007, p.21) states as, “Guides, Guess Papers, Solution Books, Hand Books, and Collection of Old Questions, etc.” Khaniya mentions that guides, guess papers, solution books, hand books and collection of old questions are the major printed materials found in the market.

Generally, guides, solution books and guess papers are prepared with the view to help students’ examination. The main significance of the materials is that they provide proper dosages to prevent students from the sickness of failure in securing good marks in the examination. Here, guide means written materials that include answer of questions which can be asked in the exam. The nature of guess papers, guides and solution books are to some extent same so, they are found using interchangeably.

Guess papers contain some probable questions which make students to practice writing, another exam oriented printed material is collection of old questions which subsumes questions which were asked in the previous examination.

In Nepal, supplementary materials are produced only on print media. Regarding, wash back effect of Nepalese examination tastes are of two kinds – one does not worry about the examination that means he or she waits for examination. On the other hand next one feels like phobia. She or he scares with examination. In this sense, Buck (2010, p.26) argues tests as "Test will often have an effect on class room teaching. This is referred as wash back effect. Learners may study for the test, teachers may teach to the test or test preparation course may be affected." Buck states that test creates wash back effect on the learners and on test preparation. It is worldwide system that the students worry when they come to know about their schedule of examination. The students of any level may have great stress on them and they try to manage the time as much as possible and search easy reading printed materials like guide, guess paper, solution books etc as many as they can.

The materials like guide, guess paper, solution books etc. are produced by different scholars having different intention; some of them are producing only for business purposed, popularity and competition and some other are producing in order to provide authentic information which will be useful for students' skill and knowledge development. It is also said that most of the materials are less authentic so we should not totally depends upon such non authentic materials. Nowadays, solution books, guess paper, solution books and guides are becoming useful tools for passing examination for some students. In one hand they are cheaper and easily available in the market. Moreover, they guide students in the ways of giving answers of questions in simple language. But all of the materials found in the market might not have correct information which can mislead the students. So, the task of the students to analyze such materials from the perspective of practicality, reliability, validity, usefulness etc. They should also know one thing that the market is the field of competition from where they have to select the proper and reliable materials on which they can depend on for their examination.

2.1.3 Features of Exam-Oriented Materials

It is true that not all the printed materials available in the market are authentic in terms of subject matter. Although they are produced in order to support students' preparation for examinations among all the materials some of them are not authentic in terms of information. Non-authentic materials are simplified ones which are used especially for pedagogic purpose. So, they are easy to understand for learners but they cannot develop communicative ability in the real world. That is why, they may have some weaknesses. They are also produced having business purpose, popularity and competition. Having these weaknesses, they can be useful to fulfill current needs of the students. It can help students to get clues for examination. Due to the high availability of such materials, students don't consult authentic materials and lack the opportunities of learning for broader knowledge and the use of language in context. There is no doubt that guess paper, guides and solutions are cheaper in price and contain probable model questions and answers of those questions which help students who cannot attend their classes regularly and is giving priority of getting degree rather than knowledge. Regarding the strengths and weaknesses of those materials Khaniya (2003 p.13) states as

Strengths of the Materials

- i. The printed materials are easily available in the market.
- ii. They are cheaper in price.
- iii. These materials are simple, short and sweet to understand.
- iv. They instruct students in the ways of answering questions.
- v. They are very much for irregular and job holder students.
- vi. They are very much useful for the students who only want to pass and get certificate instead of getting deep knowledge.

Weaknesses of Materials

- i. These materials are found to be less authentic, less valid and reliable in terms of information.
- ii. Information is confined.
- iii. The maximum availability of materials may create confusion to the readers.

- iv. The vocabularies used in the materials may not be relevant to the immediate needs of students.
- v. These materials make the students shallow readers.

Khaniya states that though the printed materials have both pros and cons for the learners, they should be selective while using those materials for their exam preparation.

2.1.4 Features of Authentic Materials

Materials have immense role in the field of teaching and learning language. It is the materials which make complex task easier. The teaching materials are those materials that help the teacher to clarify, establish and co-ordinate accurate concepts, interpretations and appreciations. Authentic materials are designed for the native speakers, they are real texts designed not for language students but for the native speakers, they are the real texts designed not for language students but for the speakers of other languages. Authentic texts bring learners close to the target language culture, making learning more enjoyable and therefore more motivating. Though the authentic materials provided, learners can explore a wider range of topics and situations in the target language, with accompanying linguistic elements that may be available to them in their course books. In this respect, Harmer (1991, p.26) defines authentic texts as “Materials which are designed for the native speakers; they are real texts; designed not for language students but for the speakers of the language.” According to Harmer, we can infer that authentic materials are those materials which are designed for native speakers to express the real situations not for the teaching and learning purpose. Similarly, Khaniya (2005, p.46) writes on features of authentic materials as, “It is the congruence between the language of learning materials and the feature of the target language use.” Authentic materials are very useful in language classroom. It is suggested that no contrived or simplified version of authentic materials while exposing learners to English as foreign language situations. As a matter of fact, use of simplified text us nothing much about learners’ actual communication ability. Therefore, in a communicative classroom authentic materials should be used in order to facilitate the learning process of students. Moreover, Ghimire (2007, p.49) mentions the features of authentic materials as

- i. Authentic materials keep students informed about what is happening in the world. So, they have an intrinsic educational value.
- ii. They have positive effect on learner's motivation.
- iii. They provide authentic cultural information.
- iv. They relate more closely to learners needs.
- v. They support more creative approach of teaching.
- vi. They bring outside world into classroom.
- vii. They may be too culturally biased so unnecessarily difficult to understand outside the language community.
- viii. The vocabulary might not be relevant to the student's immediate needs.
- ix. They contain difficult language, not needed vocabulary items and complex language structures, which can cause burden for the teachers and students of lower classes.
- x. Students of lower level can be de motivated and frustrated due to wide range of vocabulary items.

Eventually, Ghimire concludes that authentic materials are not specially prepared for pedagogic purpose but they have vital role in language teaching. However, the teacher should be aware of selecting materials that is to say they must be fit according to the level of students.

2.2 Review of Empirical Literature

Empirical review refers to the experimental or practical study or research analysis on any particular field. Different empirical researches have been reviewed for the purpose of this research.

Khaniya (1990) conducted a research on "Examination as Instrument for Educational Change" to investigate the wash back effect of the Nepalese English exam and to observe the impact of Nepalese English exam on the students. In order to fulfill his objectives he selected 6 students from a college using judgmental sampling. He found that SLC exam fails to assess the language skills that the SLC English course intends to develop because of text book and exam paper oriented nature of examination system. Finally, he concluded that wash back is an inherent quality of exam, ingredients of an exam determined whether the wash back is negative or positive and

teaching for final exam is inevitable. Thus, he states that examination plays prominent role to bring change in education system.

Ghimire (2007) has carried out a research entitled "Effectiveness of authentic materials in teaching reading comprehension". This study aimed at finding out the effectiveness in teaching reading comprehension and suggesting some pedagogical implication. To fulfill his aim, he selected 3 students to test their effective reading comprehension using judgmental sampling. The finding of the research was that the effective use of authentic materials enhances reading comprehension.

Rai (2009) conducted a research on "Examining and Examination Wash back Effect of Teaching English Literature Exam". He carried out this research to examine the wash back effect of teaching English literature exam. He took 8 respondents to examine the washback effect of teaching English literature exam from a college using judgmental sampling. After the study, he found out that the examination does not seem to promote the students creativity rather encourage them to guess future questions.

Likewise, **Panthi** (2009) carried out a research on "Master's Level Students' Study Habits of Prescribed Textbooks". This study aimed at finding out the master's level students study habits by using prescribed textbooks and this research attempted to compare the students of faculty of education with the students of humanities in relation to their study habits of prescribed textbooks and suggesting some pedagogical implications. The researcher selected three campuses, viz. University campus, Ratna Rajya Campus and Mahendra Ratna Campus as the study area using judgmental sampling. The findings were that students of Education read prescribed textbooks more than the students of humanities.

All the above mentioned researches have been done on Effectiveness of teaching learning materials and wash back effects of examination but none of the researches have been carried out on examination focused printed materials (guide, guess paper solution book etc). In this regard, this study is different from that of the other mentioned above.

2.3 Implications of the Review of the Study

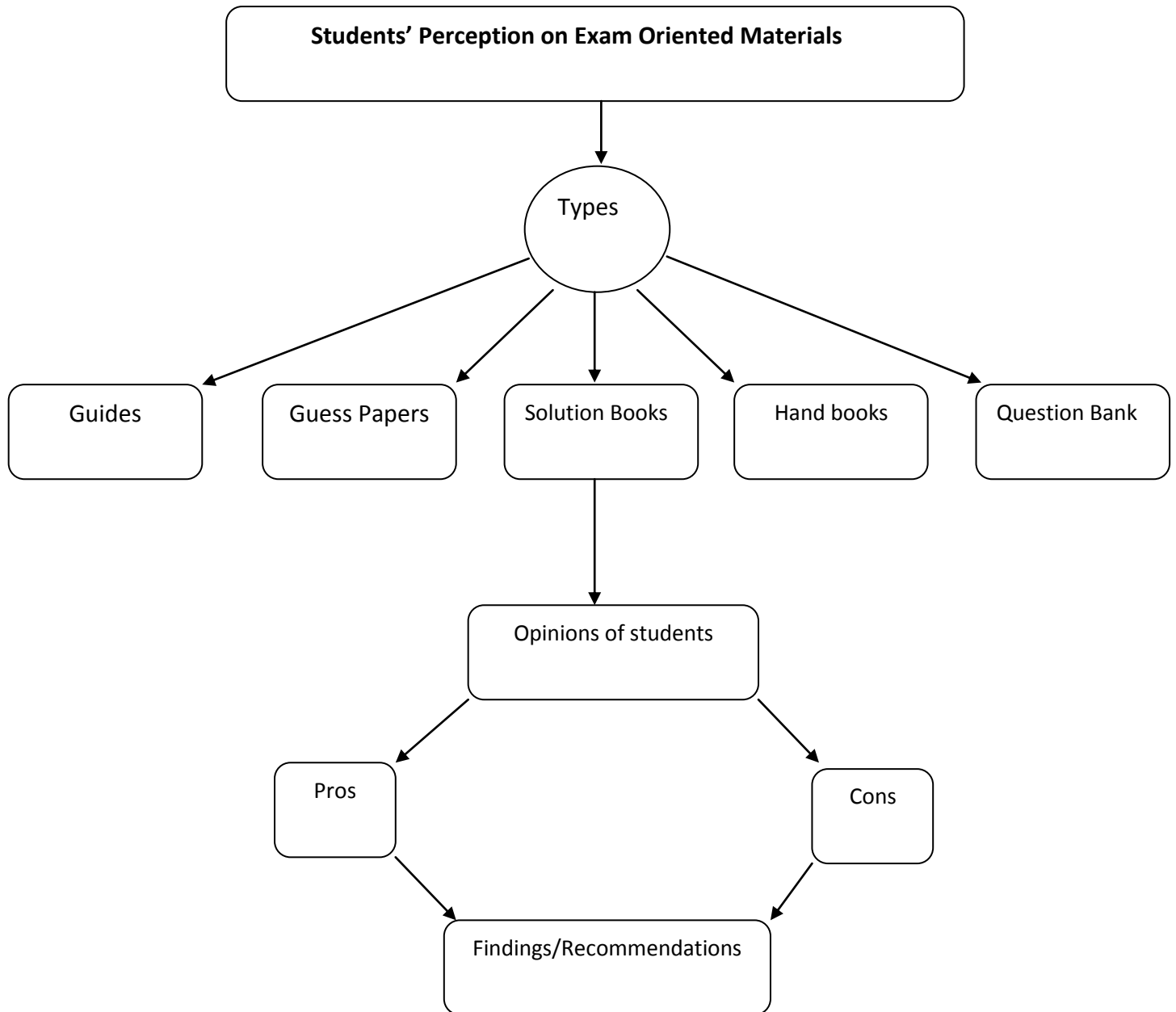
The reviewed studies were conducted regarding the teaching vocabulary. These are, to some extent, related to my study. After reviewing these works, I got lots of ideas regarding the perception on exam oriented printed materials between the students of rural and urban areas from different campuses. Firstly, the etymological meaning and definition of the term 'perception' consulting the work of Sanford and Capaldi (1964), regarding the types of materials Buck (2010), the features of exam oriented materials, Khaniya (2005), features of authentic materials, Harmer (1991) and Ghimire (2007) helped me to strengthen and concretize the body of my study. Indeed, they provided the theoretical background to the study and broadened the knowledge in the research area.

On the other hand, different empirical researches carried out by different researchers added bricks in my research work. I gained ample ideas from different experimental or practical study on particular field. The research about investigation on 'Wash back effect of the Nepalese English Exam' of Khaniya (1990), effectiveness of authentic materials in teaching reading comprehension Ghimire (2007), Master Level Students' Study Habit of Prescribed Books Panthi (2009), and other practical studies helped to form the foundation of my study with great significance.

As a whole, review of the empirical literatures helped me to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. They provided the full-fledged insight to me in case of conceptualization and development of the conceptual framework, brought clarity and focus to the research questions, research design, sampling procedures, data collection procedures, mode of data analysis and interpretation. So, all these articles helped me to show the ideas and explore the theoretical concept on my study.

2.4. Conceptual Framework

The study on **Students' Perception on Exam Oriented Materials** was based on the following conceptual framework.



The overall conceptual outline regarding this study can be seen in the above diagrammatic presentation. My study focused on **Students' Perception on Exam Oriented Materials**. The main focus of the study was to explore the perception of students on exam oriented printed materials available in the market, and suggests some pedagogical implication gathering the views of B.Ed, students of rural and urban area of Syangja district. The study also focused on the types of exam oriented printed materials, their pros and cons, and findings/ recommendations. The researcher randomly selected 6 campuses from rural and 6 campuses from urban area for the sake of data collection.

CHAPTER THREE: METODS AND PROCEDURES OF THE STUDY

This chapter consists of design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques data collection procedures, and data analysis and interpretation procedures.

3.1 Design and Method of the Study

Research design here refers to the model that any researchers apply or follow in courses of his/her research work. In this respect, Kumar (2009 p.84) has asserted on research design as "A research design is a plan for, structure and strategy of investigation so conceived as to obtain answer to the research questions or problems." He means to say that research design is a plan to gain information through questions. I applied survey research design in my research work.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. Similarly, Cohen and Manion define survey research design as (1985, as cited in Nunan, 1992, p. 140). "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher." Cohen and Manion opine that survey research is widely used in educational research as well as the individual researchers. In this sense, survey research is different from other types of researches as experimental and quasi experimental research in terms of population of the study; nature of collecting data'. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population. Cohen (2010 p.206) mentions some of the characteristics of survey research as are as

- i. It collects data on one shot basis and hence is economical and efficient.
- ii. Represents a wide target population.

- i. Generates numerical data.
- iv. Gathers standardized information
- ii. Captures data from multiple choice, closed questions, tests scores or observation schedules.

Survey research design being widely used design, the researcher selected the design to get the objectives of finding perception of Bachelor level students towards exam oriented printed materials. In this connection, Cohen (2010, p.207) argues on survey research design as “It often makes use of test results, self completion questionnaires and attitudes scales. Surveys are useful to gather factual information both present and past. Similarly, Cohen (2010, p.208), divides the survey research into two kinds as descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables. The attraction of survey research lies in its appeal to generalizability or universality. Thus, survey research is the process of gathering factual information descriptively and analytically with questionnaire.

The basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Thus, to summarize the idea, survey is a research conducted in a large number of populations with numerical data to gather standardized information with test items through direct observation. Survey research design being a commonly used design in educational researches, the researcher also adopted this design to carry out this research to make it a successful research.

3.2 Population, Sample and Sampling Strategy

The population of the study was 165 students of Bachelor Level 1st Year from 12 campuses of Syangja district. Altogether 60 students, five from each campus were selected through purposive nonrandom sampling. The students were selected through random sampling. The researcher used judgmental sampling to choose 12 campuses from rural and urban areas. The population of the study was taken from academic year 2015 A.D.

3.3 Study Area/Field

The study area of this research was 12 Campuses in Syangja district. Among them 6 campuses were selected from rural areas. They included Kaligandaki Multiple Campus, Birgha; Malunga Public Campus, Malunga ; Mirmi Multiple Campus, Mirmi; Biruwa Multiple Campus, Kitchnash and Janapriya Campus Chhinebas. The 6 campuses of urban areas were as Galyang Multiple Campus ,Galyang; Nepal Adarsha Campus, Walling; Walling Multiple Campus, Waling ; Pioneer Multiple Campus Walling; Tribhuvan Adarsha Campus, Syangja and Syangja Multiple Campus, Syangja. Altogether 60 students were selected from these campuses.

3.4 Data Collection Tools and Techniques

The researcher used questionnaire for the students to elicit the required data. The framework of questionnaire was both open-ended and close-ended. The questionnaire was designed to get students perceptions towards exam oriented printed materials.

3.5 Data Collection Procedures

After preparing a set of questionnaire, the researcher visited the field for data collection adopting the following process.

- i. In the first phase of data collection, I visited different campuses urban and rural areas. Then, I explained the respondents, the purpose and process of the research to them to get their permission to carry out the research.

- ii. After getting permission from the authority, I explained to them about the purpose of research and requested them to help on it.
- iii. Then, I distributed the questionnaires.
- iv. Finally, I collected questionnaire after the allocated time and I thanked them for their kind co-operation.

3.6 Analysis and Interpretation Procedures

The collected data was analyzed and interpreted under this chapter. The collected data was presented, analyzed and interpreted descriptively by using different tools such as list of tables, pie-charts, bar diagrams etc.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS

This chapter includes analysis of data and interpretation of the results and summary of the findings.

4.1 Analysis of Data and Interpretation of the Results

In this sub topic students' opinion in exam oriented printed materials, usefulness of guides and solutions books for exam preparation , role of guides and solution books on creative writing, difficulty level of answers in guides and solution books, roles of guides and solution books in language skills, satisfaction with the price of guides and solution books, quality of information contained in guides and solution books, support to start and end answering questions, suggestions to friends for better exam preparation materials, views on different examination focused printed materials, students' opinions on guides and guess papers, role of guides and solution books to fulfill needs and interests, need of authentic materials for exam preparation, completeness of information in guides and solution books, print quality of guides and solution books, benefited students by guides and solution books, strong points of guides and solution books, limitations of guides and solution books, guides and solution books used by students during first year examination, guides and solution books available in the market, suggestions for the writers and producers of the materials, and arguments on guides, guess papers and solution books are discussed.

4.1.1 Students' Opinions in Exam Oriented Printed Materials

In this sub- section students' responses on printed materials for exam preparation and usefulness of guides and solutions books for exam preparation are analyzed.

4.1.1.1 Printed Materials for Exam Preparation

The students were asked a question i.e.' What did you read for your exam preparation? 'To find out types of materials used by them for their exam preparation. Responses of the students on the question are shown in the table 1.

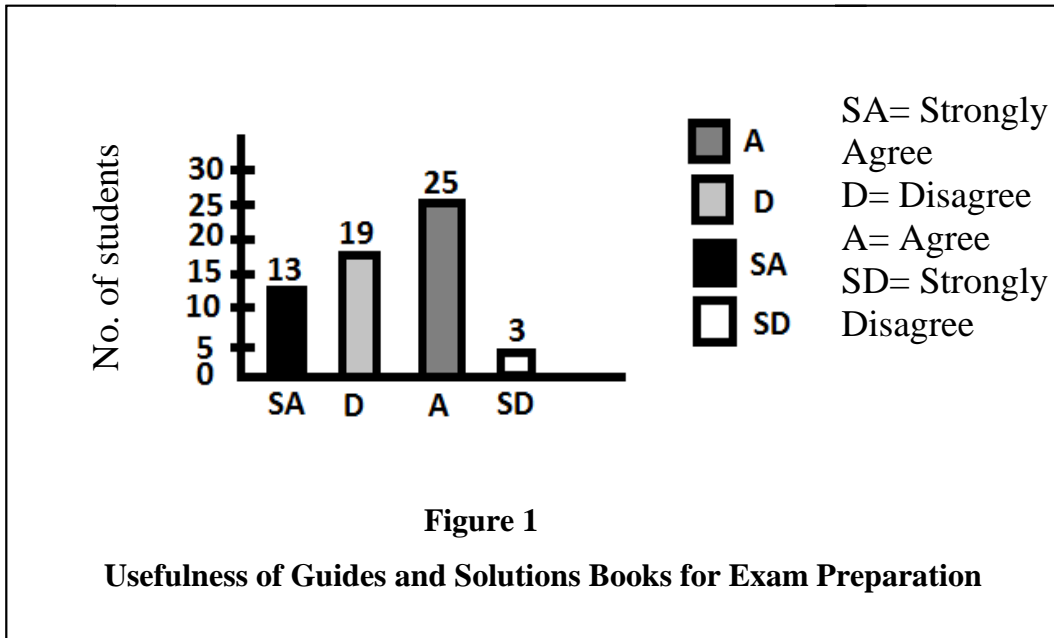
Table 1
Printed Materials for Exam Preparation

Responses	No. of Students	Percentage
Authentic materials	26	43.34
Guides & Guess paper	16	26.66
Notes given by teachers	12	20
Others	6	10

The table 1 shows 43.34.5% students mentioned that they read authentic materials for their exam preparation. Similarly, 16 students (i.e. 26.66. %) mentioned that they read guides and guess papers and 12 students (i.e 20 %) mentioned that they read notes given by the teachers and remaining 6 students (i.e. 10%) expressed that they consulted other sources like internet and notes prepared by themselves. It concludes that most of the students used authentic materials for their exam preparation.

4.1.1.2 Usefulness of Guides and Solutions Books for Exam Preparation

The students were asked a question to find out whether exam oriented printed materials were very much useful for the students in preparing their exam or not. The responses of the students are shown in the figure 1.



The figure 1 shows that 25 students (i.e.41.66%) agreed with the statement that ‘Exam focused materials i.e. guides and solution books are useful for students in preparing their examination’. Similarly, 19 students (i.e. 31.66%) disagreed and 13 students (i.e. 21.67%) strongly agreed with the statement that exam focused materials are useful for students in preparing examination’ whereas 5 students (i.e.5%) strongly disagreed with the statement. this indicates that most of the students mentioned guides and solution books were useful for their exam preparation.

4.1.2 Role of Guides and Solution Books on Creative Writing

The students were asked a questions "What are the roles of Guides and solution books on creative writing?" their responses are shown in figure 2.

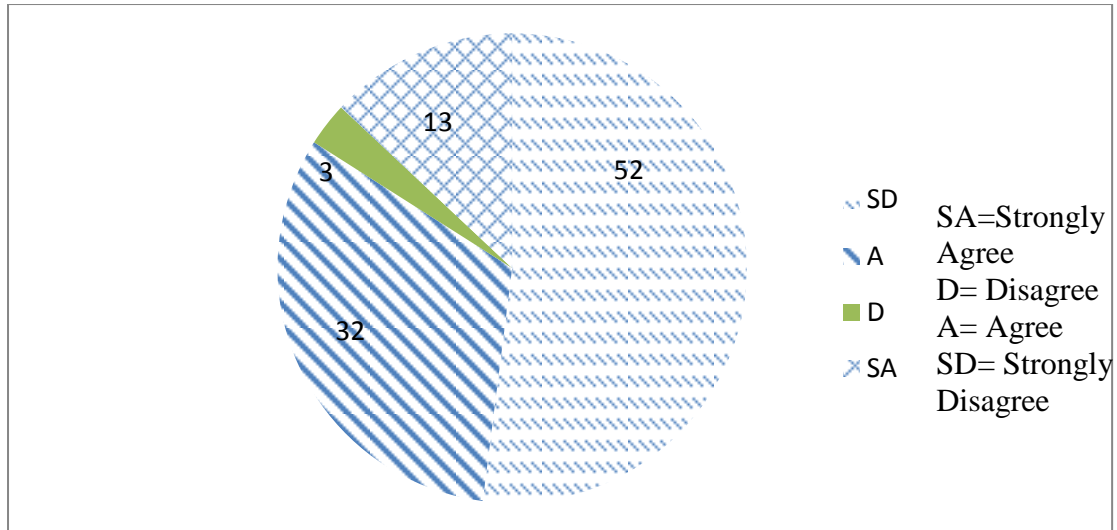


Figure 2

Role of Guides and Solution Books on Creative Writing

The figure 2 reveals that more than half of the students i.e. 52% disagreed with the statement that ‘Reading materials found in solution books and guides are sufficient to increase students’ creative writing whereas, 32% students strongly disagreed and only very few i.e. 3% students strongly agreed with the statement. It means majority of the students showed their disagreement on the statement that ‘Reading materials found in guides and solution books are sufficient to increase students’ creative writing’.

4.1.3 Difficulty Level of Answers in Guides and Solution Books

A statement i.e. ‘Answers of the questions given in guides and solution books are neither too difficult nor too easy’ was given to find out whether they felt answers of questions easy or difficult. The responses given by the students are shown in the table 2.

Table 2

Difficulty Level of Answers in Guides and Solution Books

Responses	No. of Students	Percentage
Strongly Agree	6	10
Disagree	12	20
Agree	39	65
Strongly Disagree	3	5

The table 2 depicts that the most of the students i.e. 65 % agreed with the statement that ‘Answer of questions given in guides and solution books are neither too difficult nor too easy’ whereas 20% students disagreed and 10% students strongly agreed with the statement. This shows that answers of questions given in guides and solution books were neither too difficult nor too easy for the students to understand.

4.1.4 Roles of Guides and Solution Books in Language Skills

Learning a language means learning skills of the language. So, this study intends to find out whether guides and solution books help to develop students’ language skills especially reading and writing properly or not. Students’ opinions regarding the role of guides, guess papers and solution books on developing language skills are given in the table 3.

Table 3
Roles of Guides and Solution Books in Language Skills

Responses	No. of Students	Percentage
Agree Strongly	5	5
Disagree	29	48.34
Agree	20	33.34
Strongly Disagree	8	13.232

The table 3 reveals that 29 of the students (i.e. 48.34%) disagreed with the statement that ‘Guides and solution books help students’ language skills’ i.e. reading and writing’ whereas, 20 students (i.e.33.34%) agreed with the statement. Similarly, 8 students (i.e.13.32%) strongly disagreed and only 3 students (i.e. 5%) strongly agreed with the statement. It shows that most of the guides and guess papers don’t support language skills i.e. writing and reading.

4.1.5 Satisfaction with the Price of Guides and Solution Books

This research was carried out to find out whether the students were satisfied with guides, guess papers and solution books or not. So, the students were given a statement i.e. 'Price of guides and solution books is appropriate' to put their opinions. The responses of the students are presented in the table 4.

Table 4
Satisfaction with the Price of Guides and Solution Books

Responses	No. of Students	Percentage
Strongly Agree	5	8.33
Disagree	25	41.67
Agree	19	31.67
Strongly Disagree	11	18.33

The table 4 reveals that 32 students (i.e.41.67%) dissatisfied with price of guides and solution books whereas 19 students (I.e.31.67%) satisfied. Similarly, 11students (i.e.18.33%) strongly dissatisfied with the price of the materials and only 5 students (i.e. 8.33%) strongly satisfied with the price of guides, guess papers and solution books. It means that prices of the materials were not appropriate to most of the students.

4.1.6 Quality of Information Contained in Guides and Solution Books

The students were asked a question to find out whether presented information in the guides and solution books were logical, appropriate and trustworthy or not. Responses of the students on the question are presented in the table 5

Table 5
Quality of Information Contained in Guides and Solution Books

Responses	No. of Students	Percentage
Strongly Agrees	-	-
Disagree	35	58.34
Agree	16	26.66
Strongly Disagree	9	15

The table 5 reveals that 35 students (i.e. 58.34) dissatisfied with the quality of information contained in guides and solution books whereas 16 students (i.e. 26.66%) satisfied. Similarly, 9 students (i.e. 15%) strongly dissatisfied with the quality of information and trustworthiness. That shows that in most of the guess papers, solution books and guides information were not logical, appropriate and trustworthy according to the level of the students.

4.1.7 Support to Start and End Answering Questions

The students were asked a questions to find out whether guides, guess papers and solution books provided them ideas about how to start and end answering of questions asked in the examination or not. Responses of the students are presented in the table 6.

Table 6
Supports to Start and End Answering Questions

Responses	No. of Students	Percentage
Strongly Agree	7	11.67
Disagree	13	21.67
Agree	35	58.33
Strongly Disagree	5	8.33

The table 6 shows 35 students (i.e.58.33 %) responded that guides, guess and papers and solution books guided them how to begin and end answering questions whereas 13 students (i.e. 21.67%)responded that the materials did not provide ideas about how to start and end answering of questions which were asked in the examination. Similarly, 7 students (i.e.11.67 %) strongly agreed on the matter whereas 5 students (i.e.8.33 %) strongly disagreed. This shows that guides and solution books helped most of the students on how to start and end answering of questions which were asked in their examination.

4.1.8 Suggestions to Friends for Better Exam Preparation Materials

The students were asked questions i.e. 'Which of the materials do you suggest your friends to consult for their exam preparation?' o find out their opinions. The response given by the students are presented in the table 7.

Table 7
Suggestions to Friends for better Exam Preparation Materials

Responses	No. of Students	Percentage
Authentic materials	28	46.66
Guides, guess papers and solution books	20	33.34
Notes given by teachers	8	13.34
Any other i.e. own notes	4	6.66

The table 7 reveals that 28 students (i.e.46.66%) suggested their friends to consult authentic materials of prescribed books for their better exam preparation. Likewise, 20 students (i.e.33.34 %) suggested their friends to consult guides, guess papers and solution books whereas 8 students (i.e.13.34 %) suggested their friends to consult or depend on notes given by their teachers and 4 students (i.e. 6.66%) suggested their friends to depend on their own notes rather than other materials. It

means most of the students suggested their friends to consult or read authentic materials and depend on teachers note for better exam preparation.

4.1.9 Views on Different Examination Focused Printed Materials

A question i.e. 'What are the materials that you consulted for your exam preparation?' was asked to find out opinion of the students. In responses to the question, 32 students (i.e.53.33 %) responded that they consulted authentic books and notes given by their teachers in order to make well exam preparation. Similarly, 20 students (i.e.33.33 %) responded that they consulted guides and guess papers for their exam preparation. They also opined that guides and guess papers helped them how to begin and end answering of questions which were asked in examination. Only 8 students (i.e.13.34%) mentioned that they depended on their own notes and consulted internet rather than other materials. In this regard, more than half percent of the students consulted authentic books and notes given by their respective subject teachers for their last year exam preparation.

4.1.10 Students Opinions on Guides and Guess Papers

The students were asked about the use of the materials used in their examination. Most of the students opined that they didn't use the materials like guides and guess papers in their exam. Some of the students (i.e. 41.66%) opined that they used guides and guess papers in their exam.

Table 8
Students Opinions on Guides and Guess Paper

Students who consulted Guides and solution books	Percentage %	Students who did not consult Guides and Solution Books	Percentage %
35	58.33	25	41.66

The informants were asked a question i.e. 'Did you consult the materials like guides and solution books?' Why? In response to the question 35 students (i.e.58.33 %) expressed that they consulted guess papers and guides for their previous exam preparation. They also responded that guides and guess papers helped the students who were preparing their examination. They also used the materials due to different reasons i.e. short and simple language, easily available in the market, easy to understand and beneficial to the students who cannot manage proper time for their study and only want to pass examination. Similarly, 25 students (i.e.41.66 %) opined that they did not consult or used the materials like guides and guess papers because they felt that they might not contain sufficient information. Furthermore, they also mentioned that the materials were only for passing examination. So, more than half percent of the students used guides and guess papers hoping to get ideas about how to begin and end answering questions which are asked in examination.

4.1.11 Role of Guides and Solution Books to Fulfill Needs and Interests

The students were asked a question i.e. 'Can guides and solution books fulfill your needs and interests?' In response to the question, 45 students (i.e.75%) opined that the materials like guides and guess papers could not fulfill their needs and interests. They also mentioned that the materials contained irrelevant, incomplete or insufficient information and did not cover whole course. Furthermore, guides and solution books created confusions to the students due to lack of coherence and cohesion which are very much important qualities of any pieces of writing similarly, 15 students (i.e. 25%) opined that the guides and guess papers fulfilled their needs and interests. In their response they also mentioned that the guides and solution books were easy for exam preparation. They also responded that the materials were the simplified version of authentic materials which saves money and time for the students who do not have sufficient time for exam preparation and only wants to pass exam. But most of the students responded that the materials like guides, solution books and guess papers could not fulfill needs and interests students.

4.1.12 Need of Authentic Materials for Exam Preparation

The students were asked to comment on the statement, i.e. 'We need authentic materials for exam preparation'. In response to the statement, majority of the students i.e. 80% opined that they need authentic materials for exam preparation telling authentic materials contain valid and acceptable detail information which the real students need whereas, 12 students (i.e.20 %) opined that they do not need authentic materials for exam preparation because they may not be acceptable to the poor students due to its wideness. Moreover, they also opposed the statement expressing the materials may create confusion while trying to get theme and they are not easily available in the market although majority of the students commented for or supporting the statement i.e. 'We need authentic materials for exam preparation' rather it's against.

4.1.13 Completeness of Information in Guides and Solution Books

The students were asked a question i.e. 'Do the guides and solution books provide complete information?' In response, 50 students (i.e.83.34%) opined against the question expressing the materials do not provide complete information because they really do not cover whole course, information are presented illogically and coherence. They also opined that the materials are not sufficient for master level students and printing quality is not good enough whereas 10 students (i.e.16.66 %) opined supporting the statement 'guides and guess papers provide complete information'. This means majority of the students presented their views against the statement that ' guides and guess papers provide complete information'.

4.1.14 Print Quality of Guides and Solution Books

The students were asked to express their views on print quality of guides and solution books. They mentioned the following weaknesses of guides, guess papers and solution books such as, spelling mistakes, lack of coherence and cohesion, irrelevant information, ungrammatical, incomplete, information, poor paper quality and lack of font style. This shows that printing quality of the materials was not praiseworthy.

4.1.15 Benefited Students by Guides and Solution Books

The students were asked a question i.e. 'What type of learners will get benefit by the use of guides and guess papers?' to find out their opinions. In response to the question, the informants mentioned that the students, who are job holders, cannot take classes regularly and want only to pass exam rather than getting depth knowledge of any subject matter get benefit by the use of the materials. Similarly, they also responded that the students who do not have enough time to read authentic books will get benefit by the use of guides and solution books. Furthermore, the students who do not have access to authentic books and hurry up getting certificate will get benefit by the use of solution books and guides. This shows that guides and guess papers are very much useful to the students who are job holders and prioritize certificate rather than depth knowledge of subject matter.

4.1.16 Strong Points of Guides and Solution Books

The informants were asked to list strong points of guess papers, guides and solution books which were available in the markets. In response to the question, the students listed the following strong points: (See Appendix I)

- i. Fulfill immediate needs of students.
- ii. Easily available in the market and exam oriented.
- iii. Provide main theme and easy to understand.
- iv. Include previously asked questions with solutions.
- iv. Contain model objective questions.
- v. Guide to begin and end answering questions.
- vi. Use of short and simple language.
- vii. Useful for working students.

This shows that the guides and guess papers are useful for the students who don't have sufficient time to read authentic books and only want to pass exam rather than detail knowledge of subject matter. According to their responses, language used in guides and guess papers is simple and understandable. Other important factors of the materials are including previously asked questions with solutions and model

questions. They are small in size because they include only theme of any topic rather than full description.

4.1.17 Limitations of Guides and Solution Books

The students were asked to mention different limitations or weaknesses of guides, guess papers and solution books which they consulted for their previous exam preparation. The informants mentioned the following points as limitations of guides, guess papers and solution books: (See Appendix I)

- i. Not enough which the students require.
- ii. Don't cover whole courses.
- iii. Inexperienced writers.
- iv. Written in laymen's sense and not trustworthy.
- v. Only for how to pass examination.
- vi. Not qualitative printing with reasonable price.
- vii. Lack detail and sufficient information.
- viii. Decrease the students' habit of reading authentic books.
- ix. Only fulfill immediate needs.
- x. Incomplete information and create confusion.
- xi. Don't support on creative writing
- xii. Ungrammatical and lack of authenticity of information.

4.1.18 Guides and Solution Books used by Students during 1st Year Examination

The students were asked to mention whether they found any friends using guides and solution books during 1st year examination or not. In response to the question the students replied that they found almost all of the students using guess papers and guides during 1st year examination. There was total uniformity in answers of the questions but degree of dependency on such materials were seen different to the students which means some students were fully depended but some other were less. They also responded that the materials i.e. guides and guess papers were somehow useful because they guided them about how to start and end answering questions and include previously asked questions which will be useful for practice. Furthermore, the

materials were useful for irregular students although they suggested their students not to depend solely upon guess papers, guides and solution books.

4.1.19 Guides Solution Books Available in the Market

The informants were asked to put their opinions on the guides, guess papers and solution books which were available in the market. All the informants 60 out of 60 (i.e. 100%) mentioned that the materials were easily available before exam starts. In response to the question, the students also mentioned the following points.

(See Appendix I)

- i. The materials are useful for the students who can't manage enough time for their study.
- ii. Sometimes they create confusion to the students.
- iii. They look like fashion in clothes and are business oriented productions.
- iv. Most of the materials are prepared to get profit rather than providing authentic knowledge.
- v. They don't cover whole course content.

As suggestions the respondents mentioned the following points.

- i. They should be prepared based on authentic sources and level of students.
- i. They should be produced for knowledge development purpose.
- ii. Students should be aware while selecting and using the materials.
- iv. Quality should be maintained otherwise it should be banned.
- v. Price should be reasonable.

4.1.20 Suggestions for the Writers and Producers of the Materials

The informants were asked to provide fruitful suggestions to the writers and producers of guides, guess papers and solution books. They mentioned the following points as suggestions to writers and producers of the materials. (See Appendix I)

- i. Get first mastery over the respective subjects.

- ii. Make more logical and psychological.
- iii. Consult as much authentic materials as you can before you write the materials.
- iv. Make more informative and improve printing quality.
- v. Prepare based on needs and interests and level of students.
- vi. Mention the sources from where you picked up information.
- vii. Please, make price reasonable.
- viii. Focus on all skills and aspects of language.
- ix. Focus on process rather than product.
- x. Cover whole course contents.

At last, they also suggested that please; try to write books rather than guides and solution books.

4.1.21 Arguments on Guides, Guess Papers and Solution Books

The respondents were asked to argue for or against the guides, guess papers and solution books. In response to the question, 53 (i.e. 88.33%) presented their views against the guides and guess papers. They mentioned that the materials are not appropriate to the level of students; don't promote student's creative writing and dependency on such materials for exam preparation should be avoided. Furthermore, they suggested their friends not to depend solely on such materials whereas 7 students (i.e.11.67%) presented their views supporting the role of guides and guess papers expressing the materials are useful for the job holder students or the students who don't have access to authentic books or don't have proper time to take classes regularly. In addition to the responses, they also mentioned that the materials help to pass exam so they are useful. But majority of the students presented their views against the role of guides and the solution books available in the market.ss

4.2 Summary of Findings

This section deals with the findings that have been deduced from the overall analysis of collected data and certain outcomes are derived based on the analysis.

4.2.1 Major Findings

The study has ample information about the views of the students. It showed that more than forty percent i.e. 43.34% of the students used authentic books for their exam preparation, 26.67% students used guides and guess papers and 20% students used notes given by their teachers whereas 10% students used other sources like their own notes and consulted internet for their exam preparation. This reveals that most of the students used authentic books for their exam preparation. The study also depicted that more than sixty percent of the students i.e. 63.33% found the materials useful for preparing for their examination and helped about how to start and end answering questions which were asked in the examination. Similarly, more than seventy percent i.e. 72.34% of the students stated that the materials were not logical, trustworthy and appropriate, 46.66% students suggested their friends to use authentic materials, 33.34% suggested students for using solution books and 13.34% suggested for consulting teachers' notes, 6.66% students suggested their friends to read their own notes and consult internet for their examination. Likewise, majority of the students i.e. 75% stated that guides and solution books could not fulfill needs and interests of the students whereas, 25% of the students mentioned that they could fulfill their needs and interests. More than 80% of the students agreed on the need of authentic materials for exam preparation.

4.2.2 Minor Findings

It was found that the guides and solution books are easily available in the market, fulfill immediate needs, provide main theme, include previously asked questions, easy to understand, guide to start and end answering questions, use of short and simple language, beneficial for students who cannot manage enough time for reading authentic books and only want to pass exam as their strong points. All the students (i.e. 100%) viewed that guides and solution books are like fashion of clothes in the markets and they suggested their friends to select the best one if they need. Similarly, the students i.e. 100% suggested writers and producers of the materials to make appropriate, include detail and logical information based on needs and demands of students consulting authentic books, promote printing quality and make reasonable price. It was found that majority of the students i.e. 88.33% were against guides, guess papers and solution books in many respects.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions and recommendations of the study which are presented in the following sub headings.

5.1. Conclusions

The conclusion of the study was derived on the basis of the interpretation and analysis of the collected data and various opinions of the students. The findings depict the mixed perception of the students. From the collected data, It was found that 43.34% students used authentic materials, 58.34% dissatisfied with the quality of information, 58.33% consulted those materials, 41.66% students found them useful for exam preparation. Moreover, 63.33% of them were found using such materials to identify the ways of starting and ending of questions. But the students were not satisfied with the quality of the materials i.e. typing, printing and paper quality, completeness of information and authenticity of information. Similarly, some of the students focused on the need of printed materials for exam preparation. The study also showed that these exams oriented printed materials have obstructed students' creativity and newness in acquiring knowledge instead the students have become like spoon feeder children. So, though these materials are helpful, useful and supportive for the students and subject teachers, they only focus on passing exams but not for acquiring deep knowledge and skills which remain long lasting. Therefore, some of the students stated that such materials make students shallow readers having very little and surface knowledge.

5.2. Recommendations

On the basis of the aforementioned findings, the following recommendations can be made.

5.1.1 Policy Related

The policy related implication of the research can be mentioned in the following ways.

- i. The government should form proper policies for different publications and material producers to produce printed materials.
- ii. Similarly, policy makers, curriculum designers, subject experts should focus on the authenticity of the material producers.
- iii. MOE, teachers, students, and other concern agencies should analyze the positive and negative impacts of these materials in overall education system.
- iv. Pirating of materials by material producers and writers should be banned.
- v. Copy-right policy should be systematized.
- vi. The curriculum designers, subject experts and other concerned should measure the authenticity of the materials produced.

5.2.2 Practice Related

The exam oriented printed materials are mushrooming nowadays. There are numerous publications, writers, and material producers in academic field. The publication of printed materials has become a profession, and income source of publishers, writers, and other concerned.

The finding of the study will provide important guidelines to those who are directly involved in the teaching and learning activities. Regarding the practice of those materials, the following recommendations can be made.

- i. The practice of exam oriented printed materials should be confined and there should be the provision of using authentic materials.
- ii. The readers' optimum dependency on these materials should be reduced.
- iii. They should be focused to gain deep knowledge and enhance creativity of students.
- iv. The system of preparing for exams reading capsules, hand books and summary of texts overnight should be discouraged.

- v. The use of authentic and original materials may reduce the system of cheating in the exam to some extent.
- vi. The use of authentic and original materials may enhance readers' level of understanding sense of inquisitiveness.

5.2.3 Pedagogy Related

The research can have the following pedagogical implications.

- i. The research can be beneficial to the students and teachers.
- ii. It can be source of study for the subject experts and trainers.
- iii. It can be helpful for the curriculum designers and text book writers.
- iv. It can be helpful in assessment system.

5.2.4 Further Research Related

This study will work as a stepping stone for the researchers who are interested to carry out their research in the similar field. It will be a good source to get ideas for their further reaserch. The proper selection of reading materials is very important factor in teaching learning process as the academic success of the students depends on the materials available to them. Some of the further related recommendations are as follows.

- i. This study might be a source of guidelines for the education experts, policy makers, publishers, teachers, writers, students, and material producers in the future.
- ii. This study was confined only in Syangja district. So, the findings of this study may not cover broad area because the perception of B.Ed. level English students may differ from other students of different campuses of other areas. Therefore, this sort of research can also be launched in other areas too.
- iii. The population of this research was only 60 students from twelve campuses. Thus, to make broad study on students, perception, further study can be conducted on different levels in broad areas.

