

**IMPACT OF COMPULSORY SUBJECTS ON
SPECIALIZATION SUBJECTS: AN ATTITUDINAL STUDY**

**A Thesis Submitted to the Department of English Education in Partial
Fulfilment for the Master's Degree in English Education**

**Submitted by
Prakash Pokharel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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By

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DEDICATION

**Dedicated
to my parents and teachers**

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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.....
Prakash Pokharel

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ABSTRACT

The purpose of this study was to find out students' (M. Ed. Eng) attitudes towards studying compulsory subjects at M. Ed. level and its impact on specialization subjects. The study also purposed to find out students' attitude towards the usefulness of compulsory subjects for ELT learners. Two campuses of Kathmandu district was selected for the study i.e. University Campus Kirtipur and Mahendra Ratna Campus Tahachal. For this study, one hundred informants were selected using nonrandom judgemental sampling procedure. A set of questionnaire consisting of closed-ended and open- ended questions was developed in order to collect the required information from the respondents. Most of the closed- ended questions were to be answered on a three point likert scale, 'Yes' 'I don't know' and 'No' while open ended questions required students' brief reasons to support their answer of closed- ended questions. I met one hundred students individually for the collection of data i.e. fifty from University Campus Kirtipur and fifty from Mahendra Ratna Campus Tahachal. The data collected from the informants were analyzed and interpreted to find out students' attitude towards different variables. The main findings of the study are: the students of M. Ed. Level have highly negative attitude towards studying compulsory subjects at M. Ed. Level and they have negative attitude towards the usefulness of compulsory subjects for ELT learners. Students viewed that there was no role of compulsory subjects in teaching English and testing students' performance in English language so they should be replaced by their own specialized subjects.

This thesis consists of four chapters. The first chapter deals with the general background, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology adopted

to carry out the research work. It consists of sources of data, sampling procedures, tools for data collection, process of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the data in terms of various variables. While analyzing the data, the total number of students for each response has been counted and numbers have been changed in to percentage. Open- ended questions have been analyzed descriptively and analytically. The last chapter deals with the findings and recommendations of the study.

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SYMBOLS AND ABBRIVIATIONS

| | |
|--------|-------------------------------|
| B. Ed. | Bachelor of Education |
| ELT | English Language Teaching |
| FOE | Faculty of Education |
| i.e. | that is |
| M. Ed. | Master of Education |
| MR | Mahendra Ratna |
| NESP | New Education System Plan |
| PCL | Proficiency Certificate Level |
| T.U. | Tribhuvan University |
| Vol. | Volume |
| Q.N. | Question Number |
| OUP | Oxford University Press |
| USA | United States of America |
| & | And |

