PERCEPTION OF STAKEHOLDERS ON CURRENT SYSTEM OF SCHOOL LEAVING CERTIFICATE EXAMINATION

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Ramesh Chandra Dahal

Faculty of Education

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CHAPTER ONE

INTRODUCTION

This is the study on **Perception of Stakeholders on Current System of School Leaving Certificate Examination**. This part consists of background of the study, statement of the problem, objectives 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

Language is at the centre of human life. It is defined as a means of communication by which human beings express their thoughts, feelings, emotions, ideas, experience and information to their fellow beings. It is also the most indispensable tool for establishing social relationship and surviving for human beings as a useful and valuable member of the society.

Language is the phenomenon that makes human beings different from any other living beings in the universe. Richards et al. (1999) define language "as the system of human communication which consists of the structure, arrangements of language constituents into large units, i.e., morphemes, words, sentences and utterances" (p.4). Similarly, Hall (1968) says "language is the institution through which humans communicate and interact with each other by means of habitually used oral-auditory arbitrary system" (as cited in Yadav, 2001, p.4). These definitions suggest that language is the system of human communication.

Examination system can play a significant role in improving the quality of education when its purposes are not only accreditation for the purpose of accountability, selection and promotion but also for enhancement of teaching and learning process. It has been argued that examination can be achieved through the combination of both formative and summative assessment. It is hoped that examination in this way would not become a burden and fearsome activity but a means to promote learning which is one of the major objectives of schooling and

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would lead to improve quality of education. If the pattern of conducting examination were changed, surely it would have greater impact on quality of teaching and learning.

Examinations involve costs, time and efforts which are administered to serve certain purpose. Examination is concerned with achievement so it is link with achievement test.

According to Gronlund (1977) achievement test is:

> Achievement tests should support and reinforce other aspects of the instructional process. They can aid both the teacher and the student in assessing learning readiness . . . monitoring learning progress . . . diagnosing learning difficulties . . . and evaluating learning outcomes. . . The effectiveness of testing is enhanced by observing a set of basic principles. . . and by noting the differences between norm-referenced and criterion-referenced tests (p.12).

This definition shows that achievement test plays a prominent role in all types of instruction programme. It is a systematic procedure for determining the amount of student has learned. Briere (1971) defines achievement test "as a measure of the extent to which an individual student has mastered the specific skills or body of information which have been presented in a formal classroom situation" (as cited in Khaniya 2013 p.60).

Internal examinations have become a window through which teachers, students and parents gain the feedback for the preparation of the preparedness of student for final external examination. Internal examination is more important than external examination because internal examination is integrated with day to day teaching and learning directly involving teachers whereas external examination allows teachers to observe student performance in a distant way.

Thus, internal examination is a way to achieve knowledge and to get good marks in final examination. Internal examination reduces the risk of the student performance and gives enough feedback to the learners. Evaluation is a continuous process and a blend of internal and external examination is the unprejudiced evaluation.

1.2   Statement of the Problem

The tests or examinations are the instruments for measuring students' knowledge with certain norms. Examination in this century has become an extremely important of all educational system all over the world. However, it is not free from its severe criticism. There are mainly two kinds of examinations: written and oral. The former requires the examinees to reflect their performance in written form and latter requires them to perform orally. But the written examination has played a dominant role in the whole education system in Nepal, shadowing the oral form of examination. The history of examination is not very old. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. Both Education gave priority to rote learning. In the Gurukul system of education, a learner had to memorize the whole book, one who failed to memorize the test prescribed for him or her was supposed to have failed in the examination. The whole examination was in oral from since written examination was not encouraged. On the other hand, in 1929 AD, the S.L.C examination conducted in Kathmandu for the first time. The S.L.C. examination system was initially conducted by Calcutta University and later by Patna University as an entrance examination for Durbar high school in Kathmandu. Curriculum text books will also prescribed by Calcutta University only in 1934. The board of the S.L.C. examination of Nepal was formed, under the direction of Ministry of Education in order to manage the S.L.C. examination in Nepal. Since then S.L.C. examination has been conducted through our nation. The school leaving certificate (S.L.C.) is held at the end of the secondary education in Nepal. In this examination, subjects have been organized into compulsory, vocational and optional groups. The S.L.C. examination has become a major landmark in an individual in Nepalese society and most of the Nepalese students regard English language is the major obstacle

uplifting the higher studies from the lower class. Generally, students of government-aided schools fail more than private schools' students in the S.L.C. examination. Therefore, what are the causes and obstacles that make these students failure? Regarding this statement of the problem different stakeholders were interviewed or questioned in order to find out their perception on current situation of the result of S.L.C. examination and causes of students failure in English.

1.3   Objectives of the Study

The objectives of the study were as follows:

(i)   To find out students' activities in the preparation of S.L.C. Examination.
(ii) To identify the causes of students' failure in English.
(iii) To find out perception of stakeholders' on result of S.L.C. examination
(iv) To recommend some pedagogical implication.

1.4   Research Questions

The research questions of my study were as follows:

(i)   What are the activities of students for preparing S.L.C. examination?
(ii) What is the perception of the stakeholders towards S. L. C. examination?
(iii)What are the causes that make students failure in S.L.C. examination?

1.5   Significance of the Study

This study is expected to promote the result of secondary level English, and provide valuable suggestion to the people engaged in English language teaching at the secondary level. It will also be helpful to the English curriculum and text book designers. This study will also help to reduce the high rate of the students' failure in English by providing the actual causes of students' failure in exam. And it will provide guidelines to the stakeholders to change the existing teaching and learning process of English especially in government aided school for regarding the achievement level of the students in English. The finding will be beneficial to the

text book writers, curriculum designers, subject experts, examiners, classroom teachers and language learners. Similarly it will be useful to all students who are taking the S.L.C. exam in future.

1.6   Delimitations of the Study

This study was delimited to the following points:

(i)   The study was delimited to the perceptions of stakeholders on current result of school leaving certificate.

(ii)   This study was delimited to the secondary level schools of Tehrathum district.

(iii)   This study was delimited to sixteen students and sixteen parents.

(iv)   This study was delimited to one head teacher, one English teacher and one D.E.O.

(v)   This study was delimited to only one school of Tehrathum district.

(vi)   This study was delimited to questionnaire and interview schedule.

1.7   Operational Definition of the Key Terms

Stakeholders: Stakeholders are the persons who are directly and indirectly involved particular work. Here, my study will be limited to the following stakeholders.

a . D.E.O.

 b. Head teacher of school

c. English teachers of the School

 d. Students

e. Parents

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to the present study.

2.1.1 Importance of the English Language in Nepal

English is one of the largest and most widely used languages, being used as a lingua-franca for international communication. It has got large vocabularies as well as written body of knowledge as the comparative study of other languages existing all over the world. It has become an indispensable vehicle for the transmission of modern human civilization. Karn (2008) says,

> If we look at the media, we find that more than half of the world newspapers, more than fifty percent of the scientific and technological periodicals, more than sixty percent of the world's radio programs are broadcasted in English and it is also the language of seventy percent of the world's mail (p.44).

English language is the master key to the store house of knowledge and it plays the role of library language in developing countries like Nepal. It is regarded as the language with the largest vocabulary and noblest bodies of literature and medium of communication. In the context of Nepal, English language has been

regarded as the heart of education planning in government aided schools. It is taught as compulsory subject from class one up to diploma level. In contrast compulsory English course, there are different optional subjects in all the levels. Similarly in the school run by a private sector, English is taught from nursery level. All the subjects except Nepali is taught in English. Therefore English language has become the source of the whole education system in Nepal.

Accordingly it has occupied an important place in the academic world. It is a language of prestige in both governmental and non-governmental schools of Nepal. Nepal has got the membership of the international organization like the UNO, SAARC, and UNESCO and so on. In these organizations all people use English as a common language. We use English names for all the products of foods, clothes, machinery equipments, the manuals and instruments. Doctors, Engineers and Pilots must posses the knowledge of English. In the lack of the English language, it is very impossible to get success in higher levels of education. Another factor for the spread of the English education is that most of the donor countries providing financial assistance and technicians to Nepal to use English.

2.1.2 Challenges of Teaching English in Nepal

English language teaching is taken as inevitable for communicative and academic purposes and especially the immense attraction of the young generation towards English is also notable in the context of Nepal. As Goldfus (2011, P.1) states, "As a result of the multi cultural classroom in the 21st century language teachers face new challenges; a bridge between theory and practice is a persistence problem." It is the problem faced by most of the ELT teachers in our context too. He further emphasizes, to raise standards of teaching and teacher education and to meet the challenges of education in the new global setting is really a big challenge. According to Karn (2007):

In 1984, a survey of English language teaching was carried out in Nepal. The report clearly pointed out the lack of required proficiency among the English language teachers in Nepal. Several other studies indicated the low standard of English teaching in Nepal. Only about 50 percent of English teachers of Nepal are trained. We cannot expect better results from the remaining 50 percent untrained teachers (p.55).

Though the history of ELT has more than a century, it has not met the level of expectation. As the demand and use of English is growing rapidly ELT situation is not free from the challenges. To quote Bista (2011, p. 4), "…a number of challenges in English education have noticed in terms of curriculum, textbooks, methodologies and use of teaching resources both at schools and colleges levels." Similarly, the major issue in ELT is its environment because there is an overall lack of English speakers for students to interact with them. Teachers in non-native English contexts can face additional challenges when they teach English to the students who have limited exposure to the target language outside the classroom or have only been exposed to their own culture. Moreover, most of these teachers also have studied English in similar contexts. According to Awasthi (2003, pp.203-204), some of the major challenges are as follows:

- The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of the English teachers teaching from primary to university level.
- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The findings of the researches carried out so far, mostly by master's degree students have not yet been considered for implementation.

- There is a lack of co-ordination between/ among the in-service and/or pre-service teacher training progammes run by different agencies and institutions.
- Availability of materials and access to electronic resources, have been a luxury until now for a large majority of teachers.
- There is a lack of database of English teachers of all levels of education.

In addition to this, some of the common major challenges of English language teaching in Nepal are as follows:

- Teacher training
- No sense of professionalism
- Large classes
- Mixed-ability classes
- Use of mother tongue
- Low students participation
- Lack of facilities and equipments
- Teaching systems
- Examination system
- Lack of strict government policy

Despite the above challenges, future of English in Nepal is bright. Most of the government-aided schools also have started to use English medium of instruction. Modern computer technology and multimedia have entered in our English classrooms. This will, obviously, lead to the extension of the scope and horizon o f ELT in Nepal.

2.1.3 English Language Teaching Situation in Nepal

English language is the widely used language which has dominated most of the fields and aspects in the world, and it is the language used by most of the people in many of their concerns. It is also the central language of the UN,

because of its unfathomable importance; English language has dominated the entire world that is being used in business and trade education, science and technology. The formal history of English in Nepal starts from the establishment of the first English school named Durbar High school in 1853 A.D. after Junga Bahadur Ranas' short visit to Britain. He established this school particularly for the children of the Ranas' and had the objectives of making the Ranas' children to know English. With the change of the political system and time the curriculum has been revised many times to fulfill the communicative need of the learners. Nowadays English is taught as a compulsory subject from class one up to diploma level. In the past, it had the problem of selecting the right kind of method for teaching the language.

Before the implementation of the New Education System Plan (NESP) 1971 A.D. grammar translation method was widely used. It mainly focused on grammar translation and accuracy. The grammatical rules will taught deductively translating into learner's mother tongue. The students who will taught through this method could memorize the rules but they failed to apply the language in their real life situation. Now a days the E.L.T. situation is increasing rapidly in the context of Nepal. Different new methods and techniques have been invented. They play vital role to expand English language all over the world. These methods focused on the spoken form of the language and inductive method of teaching language. With the change of the time, many changes have occurred in the field of language teaching too. Now the new syllabus for school and higher level has been on the basic of communicative approach in which it is supposed to be taught inductively.

2.1.4 English language Teaching and Language Assessment

English language teaching basically refers to setting up context/situation in which learners have a chance of their own learning, presenting new vocabulary items/sentences with appropriate supporting materials or context to enable learners draw their own meaning, conducting practice activities on the

presented materials to enhance mastery of the language and conducting commutative activities in order to help learners to communicate in English.

Assessment is key to effective approaches to teaching and learning. It can be defined as the process of gathering information about a student. The tools used for assessing overall performance of the learners are different types of tests, observations, interviews, inquiries, rating scales, checklist, questionnaires, etc. The main purpose of assessment is to improve teaching and learning activities.

Heaton (1990) says language testing and teaching as:

> A large number of examinations in the past have encouraged a tendency to separate testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work either field without being constantly concerned with other. Test may be constructed primarily as a device to reinforce learning and to motivate the student of primarily as a means of assessing the students' performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case teaching is often geared to the test. Standardized tests and public examinations, in fact, may exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test (p.5).

Language testing means testing four language skills they are listening, speaking, reading and writing. English is taught for general purposes; these skills should be carefully integrated and used to perform as many genuinely communicative tasks as possible. According to Heaton (1990, p.8) there are some ways of assessing performance in the four major skills may take the form of tests of:

- Listening (auditory) comprehension, in which short utterances, dialogues, talks and lectures are given to the testees;
- Speaking ability, usually in the form of an interview, a picture description, role play, and a problem solving task involving pair work or group work;
- Reading comprehension, in which questions are set to test the students' ability to understand the gist of a test and to extract key information on specific points in the text; and
- Writing ability, usually in the form of letters, reports, memos, messages, instructions, and accounts of past events, etc.

Thus, assessment is a systematic approach to collecting information and making inference about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire observation etc. For example, assessment of the comprehension ability of a immigrate student may be necessary to.

Language teaching and testing are inseparable like the two sides of a coin. The presence of one directly implies the presence of another as well. Testing in a broad sense has always been an inherent part of teaching. Teaching in the absence of testing is like a journey without destination. Testing always provides direction and provides feedback to both teachers and learners

2.2   Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the scholars and old theses have been reviewed considering them as related literature and also as evidence to the present study.

Khaniya (1990) has conducted a research on "Examination as instrument for

educational change investigating the wash back effect of Nepalese English exam" and discussed the S.L.C. exam failed to assess the language skills that the S.L.C. English course intends to develop in students because it is text book and previous exam paper oriented nature. It doesn't encourage students' teachers to focus on language skills entailed in the course objectives.

Finally he concluded that

- The secondary level English teachers will not much informative.
- Only 20 percent teachers used communicative method to teach new English
- English performance of the students was very poor.

Field man (1988-1989) mentioned in the work of Giri (1995) on "The school leaving certificate examination – A critical assessments" she commented on the preparation of S.L.C papers, condition of examination hall and careless checking of answer papers. She stated "A student doesn't speak English for even ten minutes in 10 years of study in the language". She concluded that rote learning and rote answer will be discouraged. Essay questions, more reading passages and standardized grammar question will be used in the examination.

Giri (1995) carried out a research study on "People's Attitude towards the existing S.L.C. examination in Nepal". The population of the study consisted of six groups of people: administrators, headmasters, teachers, students and guardians from kathmandu and Morang districts. He found that 44.37% people had good attitude towards the S.L.C. examination of Nepal. While 55.63% peoples will not satisfied with it.

Mahato (2004) did his research entitled "Study on the reliability of compulsory score in S.L.C. sent up examination and S.L.C. examination" and concluded that S.L.C. examination is more absolutely favorable for urban students. But the S.L.C. sent up examination score are flexible for rural area students.

Batala (2004) has conducted his work on "validation of S.L.C. English examination." It is a Practical study which present the context and predictive validity of S.L.C. English question papers used in 2058 B.S. (2002) in the mid western development region. In this research, he focused on predictive validity of S.L.C. English examination, and concluded that the validity of S.L.C. English examination is not satisfactory.

Gyawali (2007) carried out the research on "wash back effect of listening text at secondary level" and came up with the conclusion that.

- Listening text was found to be taken as marks securing tool as they except it was pocket mark.
- No-correlation between marks obtained and students' performance.
- Listening text didn't have positive wash back effect at all.
- Present examination system of listening text was found to be very low asses ability and ineffective.

Khanal (2007) carried out a research on "A wash back effect of S.L.C. sent up examination" and came up with the conclusion that:

- Examination field requires the students to develop communicative competence.
- The examination encourages the students to guess the future question to be asked more than to develop the communicative materials.
- The teachers will not using the sufficient instructional materials.
- Even the listening text for sent up examination couldn't represent the objective of the curriculum.

Khatiwada (2008) conducted a research entitled "A study on the content validity of grade 10 English text book." His objectives of the study will to determine the content validity of the English text book for Grade 10 in terms of general aspect language skills, language functions and language structures. He concluded that the existing text book is the only source of the knowledge for

the students. And they will be updated to address the demand of the day.

The above researches are based on the S.L.C. question papers and textbook of grade ten. However no study has been carried out student's failure in English. Therefore, this is the first attempt to find out the causes of students failure in English.

Neupane (2004) conducted a research entitled "Wash back Effects of Examination: A case of Communicative English". Her main objectives were to find out the wash back effect of the examination of communicative English and to analyze the test paper of Communicative English in terms of their validity and practicality. Her Methodology of this study was Survey. She used three sets of questionnaire and observation, checklist as tools and fifty B.Ed. students, thirty M.Ed. students and five teachers as sample population. She found that students' participation in the classroom was very low and teaching is teacher-centered, lecture is mostly used technique to teach the course. The study also showed that the use of teaching materials was very low, practical examination has just been formality and examination abilities in students.

Bhattarai (2008) conducted a research entitled "A study on the Attitude of Teachers and Students towards Internal Assessment: A Case of M.Ed. in English." His main objective was to findout the attitude of teachers and students towards internal assessment. His methodology of this study was survey, analytic, descriptive and comparative in nature. He found that the teachers of the Central Department of English Education had highly negative attitude towards internal assessment. But students had highly positive attitude towards internal assessment system. He found that internal assessment made students creative and resourceful as it makes them consult more books and libraries. He suggested that feedback should be necessarily provided immediately and results should be analyzed to provide corrective measures.

Joshi (2012) conducted a research entitled "Wash back Effect in Terminal Examination: A case of Grade Nine." His main objectives were to find out the wash back effect of terminal examination and to analyze the result of Public and Private school. His Methodology was survey and questionnaire as a tool for data collection. He found that terminal examination helped to build the confidence of students. He found that terminal examination assisted to reduce the fear of examination and helped to digest the surrounding of examination.

Upreti (2013) conducted a research entitled "Wash back effect of Annual Examination". His main objectives were to find out the wash back effect of grade nine annual English examinations and to compare the wash back effect of annual English examination in private and public Schools. His methodology was survey research. He was used systematic random sampling and two separate sets of questionnaire one for teachers and other for students, a set of English test of grade nine and School record of Score secured by sample students in grade nine annual English examination. He found that from the overall picture of analysis, that grade nine annual English examination had strong yet negative wash back effect on public schools' student and it had weak, however, positive wash back effect on private school.

2.3   Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. Out of the different studies reviewed, my central focus is to examine and evaluate what has been before on a topic and establish relevant information to my own research. This review of the study is taken from various sources including books, journals, articles, previous researches etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. To summarize, the

aforementioned studies have their own value and importance in their respective fields. Here, this research focused on the perspectives of students towards internal examination. This internal examination is related to the formative assessment which means day-to-day teaching learning activity of student directly involving the teacher. I got information on survey research design from different reviewed; I will also follow the same i.e. survey research design. I will use questionnaire as a tool of data collection

2.4   Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. Thus, the present study is based on the following conceptual framework:

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│  Perception of stakeholders on current      │
│  system of S.L.C. examination               │
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              ┌──────────────────┐
              │   Stakeholders   │
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   ▼         ▼         ▼         ▼             ▼
┌──────┐ ┌────────┐ ┌──────────┐ ┌────────┐ ┌──────────┐
│D.E.O.│ │Head    │ │English   │ │Parents │ │Students  │
│      │ │teacher │ │teacher   │ │        │ │          │
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│  Perception on Current system of S.L.C. Examination  │
│  and Causes of Students' Failure in this examination │
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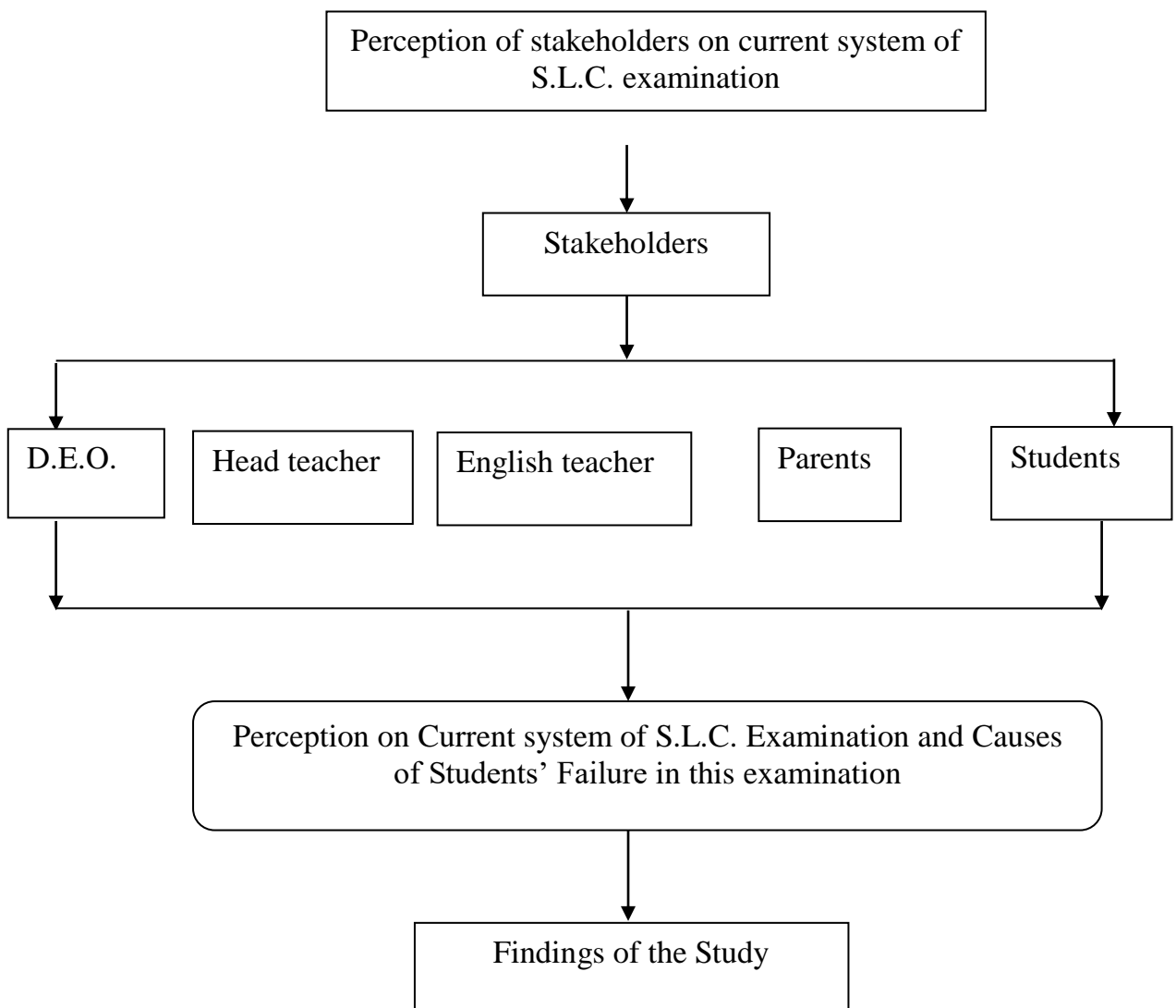
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of this study:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, survey research design was adopted. Survey is a research design that is widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

> Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research in generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time (p.140)

They further state that "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time." 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.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise these will be fake data. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study .What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection, the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2   Population Sample and Sampling Strategy

Survey research demands a large number of population. So, the population of this study consisted of all the secondary level English teachers, students, head teachers as well as D.E.O .and parents of Tehrathum district. Since it is a small-scale study, it is difficult to collect data from each and every member of the population. So the required sample consisted of 16 S.L.C. students, 16 parents, 1 English teacher, 1 head teacher and 1 D.E.O of Tehrarhum district. These samples were selected using purposive non- random judgemental sampling procedure. One secondary level school was selected for this study.

3.3 Study Areas/Field

The research area of this study was secondary level schools of Tehrathum district, D.E.O of the same place, secondary level English teachers, head teachers and students. The field of it was English language teaching at secondary level, students' failure in S.L.C. exam, stakeholders' perception on current result of S.L.C.

3.4 Data Collection Tools and Techniques

The main tool of data collection for this study were questionnaire and interview schedule. These tools were supposed to be effective, appropriate and feasible for the population of this study and useful for the researcher to meet the objective of this study.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected secondary school and established rapport with the head teachers. After clarification of the purpose and getting approval, I interviewed the head teacher and handed over the questionnaire to the students and English teachers. Similarly, I visited the D.E.O.of Tehrathum district and parents of the students with interview schedule and took interview with them.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. interview schedule and questionnaire. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1   Results

This study was limited to sixteen students, one English teacher and head teacher of Shree Kalika higher secondary school, Jirikhimti-9, Tehrathum district. Similarly, this study was limited to 16 parents and D.E.O. of the same district. In order to collect the data for this study, questionnaire and interview were used as research tool. Hence, the results provided by these research tools are given below:

- Out of 16 secondary level students 68.75% students were found spending their time more than 5 hours for the preparation of examination during exam period and 25% students more than 10 hours where as only 6.25% students spent more than 2 hours for this purpose.

- It was found that D.E.O and parents were not satisfied with the current results of S.L.C.

- It was found that out of 16 students 75% students were satisfied with the present S.L.C. examination system whereas only 25% students were not satisfied.

- Similarly, it was found that examination improves the relation between teacher and students.

- Likewise, it was found that 81.25% students read class notes for the preparation of examination whereas rest of the students discusses the different section with their friends.

- It was found that only 62.50% students were satisfied with the present system of asking questions in the S.L.C. and rest of the students were not satisfied with it.

- Similarly, it was found that 75% students were afraid of failing in the final examination.

- It was found that only 50% students were encouraged and motivated by their teacher to take part in all the class tests.
- Likewise, it was found that teacher, head teacher, parents and D.E.O. were not satisfied with current result of school leaving certificate.
- Similarly, it was found that students' poor basic knowledge in English, poor lower secondary preparation, incompleteness of the course in scheduled time and students' cheating nature instead of preparation are the cause of failure in English subject.
- In the same way, it was found that students of government-aided school failed in English subject than that of private ones.
- Likewise, students' poor economic condition, exam oriented teaching and learning process, lack of co-operation among teachers, students and parents, lack of proper handwriting skills of the students and cheating concept of the students were found most significant cause of students failure in S.L.C.

4.2   Analysis and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the data. The collected data from the 16 students, 1 English teacher, 1 head teacher, 16 parents and D.E.O of Tehrathum district were presented, analyzed and interpreted in order to find out their perception on current result of S.L.C and causes of students failure in English. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and interview were used as research tools for the collection of data.

4.2.1 Analysis and Interpretation of the Data Obtained from the Students

A set of questionnaire was provided to the students of Shree Kalika Higher Secondary School, Jirikhimti-9, Tehrathum district in order to find out their

perception on current result of school leaving certificate and causes of students failure in English.

4.2.1.1 Time Spent Per Day for the Preparation of Examination

In response to the question, '*How much time did the students spend for the preparation of exam per day during exam period*?' I got different answers. The following table shows the data clearly:

Table No. 1

Time Spent Per Day for the Preparation of Examination

Responses	No. of Students	Percentage
Two hours		
More than two hours	1	6.25%
More than five hours	11	68.75%
More than ten hours	4	25%
Total	16	100%

The above table shows that out of 16 students 68.75% students read more than five hours per day for the preparation of examination. Similarly, 25% students read more than ten hours whereas only 6.25% students read more than two hours for the preparation of exam.

4.2.1.2 Improvement of the Relation between Teacher and Students

In response to the question, '*Whether examination improves the relation between teacher and students*?' I got two types of responses from the students. The responses of students are given in the following table:

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Table No. 2

Improvement of the Relation between Teacher and Students

Rating	No. of Students	Percentage
Yes	13	81.25%
No	3	18.75%
Total	16	100%

The above table shows that out of 16 students 81.25% students said examination improves the relation between teacher and students whereas only 18.75% students said exam did not improve teacher and student relation.

4.2.1.3 Students' Satisfaction on S.L.C. Examination System

A question was given to the students in order to find out their perceptions on present S.L.C. examination system. The question was, '*Whether students satisfied with the present S.L.C. examination system or not*?' and I got following responses. The responses of students are given in the following table:

Table No. 3

Students' Satisfaction on S.L.C. Examination System

Responses	No. of Students	Percentage
Yes	12	75%
No	4	25%
Total	16	100%

The above table shows that out of 16 students 75% students satisfied with the present S.L.C. examination system whereas 25% students were not satisfied.

4.2.1.4 Activities Used for Preparation of Examination

Students follow different types of activities for the preparation of examination. Some follow the textbooks while others depend on teachers' class notes and different types of references materials. In order to find out students' activities used for examination preparation a question was given to the students. The question was, '*What did the students do for the preparation of examination*?' In response to this question I got following answers which are given in the following table:

Table No. 4

Activities Used for Preparation of Examination

Responses	No. of Students	Percentage
Read class notes	13	81.25%
Consult reference and textbooks		
Discuss the different sections with friends	3	18.75%
Do more than the above		
Total	16	100%

The above table shows that out of 16 students 81.25% students read class notes for the preparation of examination whereas only 18.75% students discus the different sections with friends for this purpose.

4.2.1.5 Fear of Failure in the S.L.C Exam

In response to the statement, '*Most of the students were afraid of failing in the S.L.C. examination, did they agree*?'Most of the students i.e. 75% said that they were afraid of failing in this examination whereas rest of the students said they were not afraid.

4.2.1.6 Teachers' Encouragement and Motivation Given to the Students

Teachers' encouragement and motivation play significant role in the success rate of students. Students were given a question. The question was, '*Did the teacher encourage and motivate students to take part in all the class tests*?' In response to this question 50% students said 'yes' whereas rest of the students said 'no'.

4.2.2 Analysis and Interpretation of the Responses Obtained from the Secondary Level English Teacher

The English teacher of Shree Kalika Higher Secondary School, Jirikhimti-9, Tehrathum was given a set of questionnaire in order to find out his perception on current result of school leaving certificate level and causes of students failure in English. The responses are interpreted and analyzed as follows.

In response to the question, '*What did the teacher think about current result of school leaving certificate? Whether they were satisfied or not?*' They replied that Tehrathum is remote district from capital; the communities are undeveloped from the modern word civilization due to poverty and illiteracy. Therefore, very few percent students passed this year. On the whole, English teacher was not satisfied with current result of S.L.C. Similarly, in response to the question, '*What are the causes that make students failure in English*?' I got the following responses. The students can't get different text books in time due to the lack of transporting. Due to the lack of awareness of the parents, they do not care about the study of their own children or they think that their children can pass the exam when they admit to the school once. The students have to involve in the earning due to their weak economic status, so many students are irregular in the school and the condition of the students in English is not satisfactory. Likewise, English teacher said that students of government-aided schools failed in English subject more than private ones and poor lower secondary level preparation in one of the significant cause of failure.

Similarly, in response to the question '*What step would be taken to improve the students' condition in English*?' I got following responses: extra classes, extra activities of English language should be conducted, there must be applied scientific examination system and there should be proper supervision of that language from the respective field.

4.2.3 Analysis and Interpretation of the Responses Obtained from the head teacher

A head teacher was interviewed in order to find out their perception on current result of S.L.C. The questions and head teacher's responses are interpreted and analyzed here.

In response to the question, '*How did head teacher observe the S.L.C. result of last year*?' I got responses that the S.L.C. examination of 2070 was conducted in rule and regulation than 2069. The successful percent of the students of 2069 S.L.C. exam was low in some of the schools and moderate in others. And it shows that there was the improvement on teaching and learning from all aspect.

In response to the question '*Why do the students fail in English*?' head teacher gave following reasons: lack of practice in English subject, they are not serious in exam, low achievement of students' in English, math and science, poor teaching strategies of the teachers, incompleteness of course in the scheduled time, lack of social environment in English language., motives of cheating system and negligence of the students about the rules and regulation of the school.

Similarly, in response to the question, '*What may be the significant causes that make students failure in English subject*.?' head teacher gave following responses: lack of deep study, lack of standardized examination system, lack of professionalism on teachers, lack of proper English writing skill, cheating from guide and guess paper, incompleteness of course in scheduled time, traditional method oriented teaching process, poor teaching and learning activities, low

attendance of students in the classroom, lack of appropriate preparation for exam, political impact and psychological factors are some of the internal and external causes of failure.

Likewise, in response to the question, '*What step would be taken to improve the students' condition in English*?' head teacher gave following suggestions**:** as English is the foreign language in the context of Nepal. So, there must be created proper teaching environment of that language, creating effective classroom learning situation or providing sufficient teaching materials of teaching English. Secondly there must be the management of qualified English teacher. Thirdly there must be applied scientific assessment system and completed the courses in scheduled time. Fourthly there should be the students attention on study by organizing interaction program among teachers students' and parents regarding the poor base of students. Finally there must be the strict rule to use teaching materials in school in teaching time to raise the positive attitude of students' toward study. As a result the students' failure percent in the S.L.C. exam may be decreased.

4.2.4 Analysis and Interpretation of the Responses Obtained from the Parents

In order to find out parents' perception on current result of S.L.C and causes of students failure in English, sixteen parents of Tehrathum district were interviewed. They were asked some questions. Therefore, the responses obtained from them are analyzed below:

In the response of the question. **'***How do you observe the S.L.C. exam of Tehrathum district*?**'** And the conclusions of the parents showed that from few years, the S.L.C. exam of Tehrathum district had not conducted according to the norms and values of educational policy. Therefore, there have been entered many flexible options in the S.L.C. exam of this district such as low

attendance of teacher in school due to the political biasness and parents hope to see their children pass without study.

Similarly, in response to the question '*Why do the students fail in English subject?'* most of the parents i.e. 75% replied that the causes of students' failure in English subject are traditional method oriented teaching system, low follow of instructional plan in teaching, poor knowledge of students in English, lack of social environment of English, lack of proper materials, unscientific examination system, untrained teachers, low regularity of teachers. Likewise, 20% parents said that poor guidance of parents to their children, lack of regular learning activities in school, examination oriented concept of teachers, and lack of motivation towards study. Similarly, only 5% parents replied that students' practices of learning guess paper and guide etc are the causes of students' failure in English subject.

Likewise, in response to the question, '*What do you think, what are the responsible factors to make the students failure in S.L.C.?'* parents gave different views. Fifty percent parents said that uninteresting teaching and learning environment of the school, political interference on schools, the existing examination system, the poor physical environment of the schools, economic and social condition of the students are some of the responsible factors of making students failure in S.L.C. exam. Similarly, 40% parents replied unfavorable geographical structure of school, human resource, low achievement of the students in primary level, and negligence of government in educational field are the main factors that lead the students in failure. And rest of the parents i.e. 10% said that students' own negligence and motivation are the responsible factors that make them failure in exam.

4.2.5 Analysis and Interpretation of the Responses Obtained by District Education Officer of Tehrathum District

The interview was administered to the D.E.O of Tehrathum district using the interview schedule. He was asked some questions in order to find out his perception on current result of S.L.C. The responses obtained from D.E.O are presented analyzed below.

In response to the question, *'How do you observe the S.L.C exam of Tehrathum district?'* He said S.L.C. was conducted following rules and regulations previous year but the result was not satisfactory. He was not satisfied with the performance.

Similarly, in response to the question *'Why do the most of the students fail in English subject?'* he said English is foreign language and there is no proper social environment to increase its knowledge to the students, there is no system of counseling program among the English teachers, principals, and the parents about the causes of students' failure.

Likewise, in response to the question, *'What are the main causes that make the students failure in S.L.C. exam?'* D.E.O. said following reasons: lack of expert teachers, parents' motivation and students interest in learning,

Similarly, in response to the question *'What suggestions would you like to give to make the proper environment in teaching in English in your own district in coming days?'* D.E.O. gave following suggestions: timely conduction of counseling program among teachers, students, principals and parents. On the basis of this counseling program, he would motivate the English teacher toward the effective teaching of English. He would bring an advance package to make all the teachers responsible on their profession.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

This study was divided into five units viz. (i) Introduction (ii) review of the related literature and conceptual framework, (iii) methods and procedures of the study, (iv) analysis and interpretation of results and (v) conclusions and recommendation.

The first chapter deals with the background of the English language, importance of English language and examination. In this chapter, I have mentioned the context in which this research has been carried out. Similarly, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms have been mentioned.

The second chapter consists of the review of related theoretical literature, review of related empirical literature and implication of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, third chapter includes how the research was carried out. Such as design and method of the study, population sample and sampling strategy, study areas/fields, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure.

Likewise, the fourth chapter deals with the analysis and interpretation of results and finally, the fifth chapter presents the conclusions and recommendation (policy related, practice related and further research related) of the study.

5.2 Recommendation

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The recommendation on these levels has been presented separately below:

5.2.1 Policy Related

- Policy makers should formulate policy that encourages stakeholders for the improvement of current system of S.L.C. examination.
- Policy makers should formulate policy regarding easily availability of teaching materials, school management, physical aspect of the classroom, teaching method, technique and evaluation.
- Government should generate rules and regulations that motivate stakeholders in using their teaching techniques and students' learning hour.
- Teachers need training on how to use teaching method and motivational strategies in the classroom.

5.2.2 Practice Related

- Concerned authority should develop teachers', administrators' and ELT managers' awareness towards the current result of S.L.C.
- Teachers can carry out action research in order to find out drawbacks of current system of S.L.C. examination.

5.2.3 Further Research Related

- This research will provide a valuable secondary source for the researchers.
- It will provide new research areas which are left to be investigated.

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Appendix I

Dear Students,

This questionnaire is a part of my study entitled "**Perception of Stakeholders on Current System of S.L.C. Examination**" under the supervision of **Dr. Anjana Bhattarai,** Reader and Head, Department of English Education, T.U., Kirtipur. This questionnaire is a research tool to gather information from the secondary level students on current result of school leaving certificate. Therefore, the correct information provided by you will be a great help for the completion of this research work. So, please spare a few minutes to fill out this questionnaire. I would appreciate your honest opinion and assume you that your responses will be completely anonymous and used only for research purpose.

<div align="right">

Researcher

Ramesh Chandra Dahal

T.U., Kirtipur, Kathmandu

</div>

Name of the Student:

Class:

Gender:

Name of the School:

1) How often do you take examination?

    a)   Frequently   c) Rarely

    b)   Sometimes   d) Never

2) How much time do you spend for the preparation of examination per day during exam period?

    a)   Two hour   c) More than two hour

    b)   More than five hour   d) More than ten hour

3) Is examination essential at the secondary level?

   a)   Strongly agree   c) Agree

   b)   Neutral   d) Disagree

4) Are you satisfied with the present S.L.C. examination system?

   a)   Yes   b) Little bit   (c) No

5) Does examination improve the relation between teachers and students?

   a)   Yes   b) Little bit   (c) No

6) Do teachers provide feedback after your examination?

   a) Frequently   b) Sometimes   c) Never

7) Do you prepare your lesson for your examination as in the final exam?

   a) Yes   b) No

8) What do you do for the preparation of examination?

   a) Read class notes

   b) Consult reference and textbooks

   c) Discuss the different sections with friends

   d) Do more than the above

9) Are you satisfied with the present system of asking questions in the S.L.C.

    examination?

   a) Yes   b) No

10) Most of the students are afraid of failing in the final examination. Do you

    agree?

   a) Yes   b) No

11) Does your teacher encourage you to take part in all the class tests?

   a) Yes   b) N0

12) Have you been motivated by the exam?

   a) Yes   b) No

   c) Little bit

13) Do you get results after your class tests?

   a) Frequently   b) Sometimes   c) Never

Appendix – II

Questionnaire for the Secondary Level English Teachers

Teacher's Name:

School's Name:

Gender:

1) What do you think about the current result of school leaving certificate? Are you satisfied with this result?

   ……

   ……

   ………………………………………………………………………

2) What are the causes that make students failure in English?

   ……

   ……

   ………………………………………………………………………

3) Mostly, students appeared in the S.L.C. examination from government-aided schools failure in English subject than private ones? What do you think?

   ……

   ……

   ………………………………………………………………………

4) Poor lower secondary level preparation is one of the causes of students' failure in S.L.C.? What do you think?

   ……

   ……

   ………………………………………………………………………......

5) What step would be taken to improve the student's condition in English?

   ……

   ……

   ……

Appendix –III

Interview Schedule for the Head Teacher

Head Teacher's Name: **Date:**

School's name:

1) How do you observe the S.L.C. result of last year?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

2) Why do the students failure in S.L.C. Examination?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

3) What may be the significant causes that make students failure in English
   subject?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

4) Is there any psychological factor related to students failure in S.L.C.
   examination?

   ....

   ....

   ....

5) What step would be taken to improve the students' condition in English?

   ………………………………………………………………………………………

   ………………………………………………………………………………………

   ……………………………………………………………………..

Appendix – IV

Interview Schedule for Parents

Name:

Date:

1. How do you observe the S.L.C exam of Tehrathum district?

   ……

   ……

   ……………………………………………………………………………………………………

2. Why do the most of the students fail in English subject?

   ……

   ……

   ……………………………………………………………………………………………………

3. How could the students improve their study to get success in SLC Exam?

   ……

   ……

   ………………………………………………………………………………………………………

4. What do you think? What are the responsible factors that make students failure in S.L.C. exam?

   ……

   ……

   ………………………………………………………………………………………………………

Appendix – V

Interview schedule for D.E.O (Tehrathum District)

Name:

Date:

1. How do you observe the S.L.C exam in your own district of previous year?

   ………
   ………
   …………………………………………………………………………………

2. Why do the most of the students fail in English subject?

   ………
   ………
   …………………………………………………………………………………

3. What are the main causes that make students failure in S.L.C. exam?

   ………
   ………
   …………………………………………………………………………………

4. What suggestions would you like to give to make the proper environment in teaching English in your own district in coming days?

   ………
   ………
   …………………………………………………………………………………