

**LEARNING ACHIEVEMENTS OF GRADE X
STUDENTS ON PREPOSITIONS: A COMPARATIVE
STUDY OF INSTITUTIONAL AND COMMUNITY
SCHOOLS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
NikeshPanday**

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

2018

**LEARNING ACHIEVEMENTS OF GRADE X STUDENTS
ON PREPOSITIONS: A COMPARATIVE STUDY OF
INSTITUTIONAL AND COMMUNITY SCHOOLS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
NikeshPanday**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

**T.U. Reg. No.: 9-2-268-6-2010
4th Semester Examination
Roll No.: 28710136 /072**

**Date of Approval of Thesis
Thesis Proposal: 13/08/2016
Date of Submission: 18/06/2018**

DECLARATION

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

Date: 17/06/2018

.....

NikeshPanday

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. NikeshPanday** has prepared this thesis entitled **Learning Achievements of Grade X Students on Prepositions: A Comparative Study of Institutional and Community Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 18/06/2018

.....
Dr. PremPhyak(Supervisor)
Head
Department of English Education
Faculty of Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following
Research Guidelines Committee:

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

Tribhuvan University, Kathmandu, Nepal

Chairperson

Ms. Madhu Neupane

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Member

Dr. Purna Bahadur Kadel

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Member

Date : August 13, 2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

Signature

Dr. PremPhyak (Supervisor)

Lecturer and Head

Department of English Education

Tribhuvan University, Kirtipur

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Kathmandu, Nepal

External Examiner

Mr. Bhim Prasad Wosti

Reader

Department of English Education

Kathmandu, Nepal

Member

Date : 04/07/2018

DEDICATION

*To my parents and my younger sister, who are the most valuable people on
theearth.*

ACKNOWLEDGEMENTS

First of all, I would like to extend my gratitude to my Supervisor **Dr. PremPhyak**, Head of the Department of English Education T.U., Kirtipur, who guided me throughout my study. I would like to appreciate his invaluable instructions, suggestions and guidance in completing this study.

Similarly, I would like to extend my sincere gratitude to **Ms. MadhuNeupane** who encouraged me to improve my work giving a lot of suggestions and inspirations. I also acknowledge **Dr. Ram Ekwel Singh** and **Dr. GopalPandey**, Department of English Education for their assistance to complete this thesis.

I am equally indebted to the principals of Guheysowri Secondary School, Laboratory Higher Secondary School, Jupiter High School and Jana Prabhat Secondary School of the Kathmandu and Lalitpur districts who assisted me to collect data. Similarly my sincere thanks go to all of the students and teachers who spent their invaluable time and efforts in course of data collection. I must appreciate to those authors, whose works have been cited here. Likewise, I would like to thank my parents for their all kinds of supports and encouragement to me to complete this work.

Finally, I would like to extend my sincere thanks to my sister **NitikaPanday** for her continuous assistance while carrying out this research.

NikeshPanday

ABSTRACT

The present study entitled **Learning Achievements of Grade X students on Prepositions: A Comparative Study of Institutional and Community Schools** is an attempt to identify the learning achievements of Grade X students on prepositions and compare the learning achievement of Grade X students on prepositions of institutional and community schools. The research was carried out by adopting survey research design. The researcher used purposive non-random sampling strategy to select the sample for the study. Eighty students of Grade X studying English at 4 schools of Kathmandu and Lalitpur districts were selected as a sample population of the study. The main tool used for data collection was the achievement test. Both primary and secondary sources of data were used for the study to fulfill the objectives. After the analysis and interpretation of data, it was found that the students of institutional schools were better than the students of community schools. The average score of institutional schools was 38.95 whereas the average score of community schools was 22.42. Furthermore, it was found that the proficiency level of Grade X students was found satisfactory. Finally, it was found that the community schools must improve their teaching learning activities to uplift their status.

This study consists of five chapters. The first chapter deals with background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of theoretical and empirical literature, implications of the reviewed literature and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study in which design of the study, population, sample and sampling strategy of the study, research tools, sources of data, data collection procedures and data analysis and interpretation procedures of the study are discussed. The fourth chapter deals with the analysis and interpretation of the collected data descriptively and using simple statistical tool i.e. percentage. Similarly, the fifth chapter deals with the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is followed by references and appendices.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>Abbreviations and Acronyms</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.1.1. Introduction to Grammar	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-26
2.1 Review of Theoretical Literature	7
2.1.1 Importance of Teaching Grammar	7
2.1.2. Word Classes	10
2.1.3. English Preposition	11
2.1.4. Kinds of Prepositions	11
2.1.5. Learning Achievements	19
2.2 Review of Empirical Literature	20

2.3 Implications of the Review for the Study	24
2.4 Conceptual Framework	26

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 27-30

3.1 Design and Method of the Study	27
3.2 Population, Sample and Sampling Strategy	28
3.3 Research Tools	28
3.4 Sources of Data	29
3.4.1. Primary Sources of Data	29
3.4.2. Secondary Sources of Data	29
3.5 Data Collection Procedures	29
3.6 Data Analysis Procedures	30
3.7 Ethical Considerations	30

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA 31-43

4.1 Analysis of Data and Interpretation of Results	31
4.1.1 Holistic Analysis	31
4.1.2 Item Analysis	33

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS 44-48

5.1 Findings	44
5.2 Conclusion	45
5.3 Recommendations	45
5.3.1 Policy Level	45
5.3.2 Practice Level	46
5.3.3 Further Research	47

References

Appendices

LIST OF TABLES

Table	Title	Page
1	Holistic analysis of learning achievement of Grade X students on prepositions	31
2	Comparison of institutional and community schools through the achievement test	32
3	Comparison of total average marks of institutional and community schools	33
4	Comparison of total average marks between Schools	33
5	Analysis of learning achievements of Grade X students on prepositions in Item 'A' (Fill in the blanks with prepositions of time in, on and at)	34
6	Comparison of learning achievements between institutional and community schools in Item 'A'	34
7	Analysis of learning achievement of Grade X students on prepositions in Item 'B' (. Fill in the blanks with prepositions of place in,on and at)	35
8	Comparison of learning achievements between institutional and community schools in Item 'B'	36
9	Analysis of learning achievements of Grade X students in Item 'C'(Fill in the blanks with choosing the appropriate prepositions from the box below	36
10	Comparison of learning achievements between institutional and community school in Item 'C'	37
11	Analysis of learning achievement of Grade X students on prepositions in Item 'D' (Choose and underline the correct prepositions)	38
12	Comparison of learning achievements between institutional and community schools in Item 'D'	38
13	Analysis of learning achievements of Grade X students on prepositions in Item E(Complete the exercise with the correct prepositions)	39

14	Comparison of learning achievements between institutional and community schools in Item ‘E’	39
15	Analysis of learning achievements of Grade X students on prepositions in Item ‘F’ (Look at the pictures and complete the given sentences using suitable prepositions as given in the box below.)	40
16	Comparison of learning achievements between institutional and community schools in Item ‘F’	41
17	Analysis of learning achievements of Grade X students on prepositions in Item ‘G’ (Correct the mistakes of the sentences using appropriate prepositions and make them sensible.)	42
18	Comparison of learning achievements between institutional and community schools in Item ‘G’	42

ABBREVIATIONS AND ACRONYMS

e.g.	:	Exempligratia (for example)
EFL	:	English as a ForeignLanguage
ESL	:	English as a Second Language
etc.	:	Etcetera
FoE	:	Faculty of Education
M. Ed.	:	Master of Education
N	:	Number
p.	:	Page
T.U.	:	Tribhuvan University