

**SECONDARY LEVEL STUDENTS' READING  
HABIT OF THE PRESCRIBED TEXTBOOK**

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

**Submitted by**

**Puskal Dev Ban**

**Faculty of Education**

**Tribhuvan University**

**Surkhet Campus (Education)**

**Birendranagar, Surkhet, Nepal**

**2011**

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## 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.

Date: 2068/08 /18

  
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## RECOMMENDATION FOR ACCEPTANCE



This is to certify that **Mr. Puskal Das Ban** has prepared this thesis entitled  
"Secondary Level Students' Reading Habit of the Prescribed Textbook"  
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# **DEDICATION**

**Dedicated to**  
**my parents, teachers and all who directly and indirectly**  
**supported in my study.**

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Date: 2068/08/18

Puskal Dev Ban



## **ABSTRACT**

The present study entitled “ Secondary Level Students’ Reading Habit of the Prescribed Textbook” was intended to check whether the secondary level students of Surkhet study the prescribed textbook of compulsory English or not, and to find out the purposes for reading other materials if they did not read the textbook. To accomplish the objectives of the study, the researcher collected data from 90 students of the randomly selected 15 different schools of Surkhet, 15 secondary level English teachers teaching at those schools and 30 guardians. To obtain the data, the researcher prepared structured interview schedule and some questionnaires. Teachers were asked open-ended questions. Students and guardians were asked to tick the best alternative to the structured interview schedule, and they were asked to drop their opinion in the open-ended questions. The major findings of this research are that 71.11 percent students, 93.33 percent guardians and all the teachers accepted that the students did not read the textbook to prepare for the SLC exam. According to them, the main cause of not reading the textbook was that the textbook did not cover all the questions in the SLC exam. This shows that the evaluation process of secondary level directly affects the students’ reading habit of the prescribed textbook. Most of the students ( i.e., 71.11percent) read practice books and other materials available in the market as they cover most of the marks in the SLC exam.

The study consists of four chapters and other sub-topics. The first chapter deals with the general background, language education, English language education in Nepal, review of the related literature, hypothesis, objectives of the study and significance of the study. The second chapter describes the methodology used to carry out the research work. The third chapter presents the analysis and interpretation of the data. The fourth chapter deals with the findings and recommendations of the study on the basis of the analysis and the interpretation of the data.

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## LIST OF ABBREVIATIONS AND SYMBOLS

%	: Percentage
$\Sigma$	: Sum of
BC	: Before Christ
B.S.	: Bikram Sambat
C	: Number of columns
CV	: Curriculum Vitae
d.f.	: Degree of freedom
eg.	: For example
et al.	: and others
etc	: etcetera
F	: Frequency
$H_0$	: Null Hypothesis
$H_a$	: Alternative Hypothesis
i. e.	: That is to say
r	: Number of rows
RSVP	: Rapid Serial Visual Presentation
S.N.	: Serial Number
SLC	: School Leaving Certificate
SPE	: Structure - Proposition - Evaluation
SQ3R	: Survey -Question-Read -Recite - Review

T.U. : Tribhuwan University

Vol. : Volume

Vs : Versus

$\chi^2$  : Chi-square