

ATTITUDES OF STUDENTS TOWARDS OBJECTIVE QUESTIONS

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**By
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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This is to certify that Mr. Madan Krishna Devkota has prepared this thesis entitled Attitudes of Students Towards Objective Questions under my guidance and supervision.

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DEDICATION

To my parents and teachers

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ABSTRACT

The purpose of the present study was to find out students' attitudes towards objective questions. I selected 80 M. Ed. first year students from Faculty of Education, T.U. For the present study, I used a set of questionnaire consisting of closed-ended and open-ended questions in order to collect the required information which was expected to meet the objectives of the study. Most of the closed-ended questions were to be answered on a five point likert scale ranging from strongly agree to strongly disagree while open-ended questions required students' brief answers. The data collected from the informants were analyzed and interpreted to find out students' attitudes. The major findings is objective questions are necessary from I. Ed. to M. Ed. level. Most of the students at TU thought that more content needs to be studied to answer the objective questions than to answer the subjective questions. They consult mainly reference books listed at the end of the course of study and other authentic textbooks for the preparation of objective test.

This thesis consists of four chapters. The first chapter deals with general background defining attitude, types of attitudinal scale, objective test: a brief introduction, weightage of objective tests in the final examination of Faculty of Education, range of repetition of objective test items in the final examination, review of the related literature, objective of the study and significance of the study. The second chapter deals with the methodology adopted to carry out the research. This chapter consists of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter deals with analysis and interpretation of data. This chapter consists of two sub-sections. The first sub-section deals with the analysis of closed-ended questions. While analyzing the data, the total number of students for each response has been counted and the numbers have been changed into percentage. The second sub-section deals with the analysis

of open-ended questions. These questions have been discussed descriptively and analytically. It was found that the students of M. Ed. Level at T. U. were highly positive towards objective questions. The fourth chapter consists of findings and recommendations of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

B. Ed.	-	Bachelor's Degree in Education
CUP	-	Cambridge University Press
e.g.	-	For example (Latin <i>exempli gratia</i>)
et al.	-	and other people (Latin <i>et alii/alia</i>)
etc.	-	etcetera
i.e.	-	that is to say; in other words (Latin <i>id est</i>)
I. Ed.	-	Intermediate in Education
M. Ed.	-	Master's Degree in Education
n't	-	not
OUP	-	Oxford University Press
Prof.	-	Professor
Q.No.	-	Question Number
viz.	-	that is, namely (Latin <i>videlicet</i>)
ELT	-	English Language Teaching
PCL	-	Proficiency Certificate Level
TU	-	Tribhuvan University
UK	-	The United Kingdom
USA	-	The United States of America
Vol	-	Volume