CHAPTER ONE

GENERAL BACKGROUND

Language is the most widely used means of communication. According to Todd (1987), "A language is a set of signals by which we communicate" (p. 6). Human beings use elaborated communication system by means of language. It is a means by which we express our feelings, thoughts, ideas, experiences, desires, emotions, etc. Language, therefore, is at the centre of human life, and it is used for various purposes such as academic, official, personal, social and so on. Finocchiaro (1964) states: "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Similarly Wardhaugh (1972) defines language as ". . . a system of arbitrary vocal symbols used for human communication" (p. 3).

Language is the greatest means of human civilization that sets them apart from the rest of other living beings. It is such a means by which we perform communication, thinking, group solidarity, interlinguistic conflict, nation building, control and creation and no artistic academic and social activities can be thought of in the absence of the language.

There are many languages in the world. Among them English is the most widely used language today because it has gained the status of international language. The English language is also known as the global language. It is supported by the following quotation:

> More than 60 countries of the world use English as an official language.
>
> One third books of the world have been written in English language and
>
> more than 350 million people of the world speak English as their native

language. It has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature. Sthapit et al. (1994, p.1).

Therefore, English has become indispensable vehicle to the transmission of modern civilization into the nation. It is the passport through which anyone can visit the whole world and anyone who knows English can enjoy the advantages of the world citizens. Crystal (1990) says: "Over two thirds of the world's scientists write in English. Three quarters of the world mail is written in English. Thus, English language is the modern need in the global context" (p. 7). In Nepal, the English language is taken as a foreign and modern language. The beginning of English education in Nepal is closely connected with the rise of the Rana regime. The formal beginning of English language teaching was started when Jung Bahadur Rana established Darbar School in 1910 B.S. Since then the English Language was introduced in Nepal.

English is the most dominant language in almost all areas, such as, trade, mass media, education, international diplomacy, science and technology, politics, economics, medicine and so on. Since the sound knowledge of the English language is a must today, it is compulsorily taught up to the 12th grade and at campus level, it is taught and learnt as compulsory and optional subjects in Nepal. The teaching and learning of the English language takes place in a formal academic setting in Nepal.

The present research is an attempt to study students' attitudes towards the objective types of questions in English. Therefore, I will first try to define attitude.

1.1 Defining Attitude

Attitude is one of the important factors of individual differences. Generally, it refers to some aspects of an individual response to an object, a process and an activity. Defining attitude Ellis (1985) states:

> Learners possess sets of beliefs about such factors as the target language, culture, their own culture and, in the case of classroom learning, of their teacher and the learning tasks they are given. These beliefs are referred to as 'attitudes'. They influence language learning in a number of ways (p.118).

Similarly, Encyclopedia of Psychology (1980) defines attitude as ". . . a disposition to respond favourably or unfavourably to an object, person, institution, or event. People can hold attitudes of varying degrees of favourability towards themselves and towards any discriminable aspect of their environment" (Vol. 1, p. 215).

Thus, attitude refers to one's opinions for or against, favourable or unfavourable, approval or disapproval and like or dislike, for some specific or general stimulus. The affective features of attitudes are evident in the intensity of feeling and emotion which individuals show towards certain situation. Regarding this, Brown (1994) says :

> Attitude like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are "different" in any number of ways, and interacting affective factors in the human

experience. These attitudes form a part of one's perception of self, of

others, and of the culture in which one is living. (p. 168)

According to Pathak (2006),

Attitude is the single most important factor in second language learning.

So, a conception of attitude change which equally integrates belief and

behaviour and includes the value of conflict as a means of institutional

reform designed to realize universal human values has profound

educational implications (Source: a class note by Pathak, 2006).

Attitudinal scales measure attitude towards an issue. Their strength lies in their ability to combine attitude towards different aspects of an issue and to provide an indicator that is reflective of an overall attitude. There are problems in developing an attitudinal scale.

1.1.1 Types of Attitudinal Scale

There are three major types of attitudinal scale:

I)   the summated rating scale, also known as the Likert scale;

II)   the equal-appearing interval scale or differential scale, also known as the Thurstone scale;

III)   the cumulative scale, also known as the Guttman scale;

1.1.1.1 The Summated Rating or Likert Scale

The summated rating scale, more commonly known as the Likert Scale, is the easiest to construct. This scale is based upon the assumption that each item on the scale has equal 'attitudinal value', 'importance' or 'weight' in terms of

reflecting an attitude towards the issue in question. The main limitation of this scale is that the statements on a scale seldom have equal attitudinal value. In this scale multiple options for respondents' agreement are given and analysed data on the basis of mean. All the closed-ended questions except Q.No.2, 3 and 9 (see appendix II) are the examples of this scale.

1.1.1.2 The Equal-appearing Interval or Thurstone Scale

The Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondents express agreement is given an attitudinal score equivalent to the 'attitudinal value' of the statement. For example, Objective questions are necessary from I. Ed. to M. Ed. level.

(a) Yes ☐   (b) No ☐

Thus, the main advantages of this scale is that, as the importance of each statement is determined by judges, it reflects the 'absolute' rather than relative attitudes of respondents.

1.1.1.3 The Cumulative or Guttman Scale

The Guttman scale is one of the most difficult scales to construct and therefore is rarely used. For this, multiple choice options are given to respondents and the analysis is done by the cumulative set of scores. The closed-ended questions especially Q.No. 2, 3, and 9 given in appendix II are the examples of this scale. (Source : Kumar, 2005, p. 145-151)

1.1.2 Test: A Brief Introduction

Test is a means of evaluation, a measuring device to evaluate the students' achievement. It includes the judgement of total activities involved in teaching and learning. It is generally administered in formal situation to grade the students in language education. According to Brown (1994), "A test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area" (p. 252). The definition captures the essential components of a test.

A test is first a method. There are a set of techniques, procedures, test items, that constitute an instrument of some sorts. And that method generally requires some performance or activity on the part of either the testee or the tester or both. Brown further writes,

> The method may be quite intuitive and informal, as in the case of
>
> judging offhand some one's authenticity of pronunciation or it may be
>
> quite explicit and structured, as in a multiple choice item in which
>
> correct responses have already been specified by some objective means.
>
> (ibid, p.252)

Tests are classified under subjective and objective categories.

1.1.3 Objective Test

The subjective and objective tests are two contrasting procedures of testing. According to Heaton (1988), "Objective is a term used to refer to the scoring of a test that can be described as objective. This means that a testee will score the same mark no matter which examiner marks the test" (p. 25). Since objective tests usually have only one correct answer, they can be scored mechanically. The fact that objective test can be marked by computer is one important reason for their evident popularity among examining bodies responsible for testing large numbers of candidates. Heaton further writes, "In one or two well-known tests in the past, attempts have even been made to measure writing ability by a series of objective test items" (ibid, p.25). Defining objective test Khaniya (2005) states: "A test with objective marking is an objective test. The test items will have to be such that they will be marked following objective criteria" (p. 92). Similarly, according to the world wide web,

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Objective exams include true-false, fill-in-the-blank, matching, and multiple choice questions. The word 'objective' refers to the scoring and indicates there is only one correct answer. Objective tests rely heavily on your skill to read quickly and to reason out the answer. (Retrieved July 10, 2008, from the world wide web: http://www.calpoly.edu/ sas/asc/ael/tests objective.html)

The objective test is useful for coverage and reliability. The strength of the objective test is that a wide coverage of the course of study is possible within a short period of time. They are also useful in testing grammar and vocabulary. In objective questions, the examinee responds to each of a large number of questions. In most cases, the answers are provided along with the questions, and thus answering involves supplying a single word or sentence given. The answers are called 'responses' and the questions are called 'items' in technical terms.

On the whole, objective tests require far more careful preparation than subjective tests. In an objective test, the tester spends a great deal of time constructing each test item as carefully as possible, attempting to anticipate the various reactions of the testees at each stage.

1.1.4 Weightage of Objective Tests in the Final Examination of Faculty of Education

In the final examinations of Faculty of Education conducted by the Office of the Controller of Examinations, Tribhuvan University, objective questions are also asked. Although objective tests have many types: multiple choice items, fill in the blank items, true/false items, and matching items, mostly multiple choice items are asked in these examinations. From Certificate level to Master

level, certain percentage of the total weightage is allocated for objective test. In Certificate and Bachelor levels, the weightage allocated for objective test is 20 percent and in Master level it is 16 percent. In each level, one question carries one mark, therefore, one mark is given for one correct answer. In each level, 20 minutes time is given for 20 objective items and 10 minutes time is given for 10 objective items.

1.1.5 Range of Repetition of Objective Test Items in the Final Examination

Twenty percent of objective items of the total marks is asked in the final examination of Faculty of Education in Tribhuvan University except in M. Ed. level. Although, question setters' intention is not to repeat the same objective items in the final yearly examinations, some of them are repeated again and again. I briefly surveyed the range of repetition of objective test items in the final examinations and found some of them in some courses. I found it in 'Reading and writing' third paper, major English, for I. Ed. second year. In this paper one passage was given and asked the multiple choice items on it. First time, this passage was asked in 2052 then it was repeated in 2056. (See the passage in appendix I)

1.2 Review of the Related Literature

A number of research studies have been done on attitudes towards English in the Department of English Education. These researchers have focused on the attitudes towards the English language of different people and students, which are indirectly related to attitudes of the students towards objective questions. Some of them are as follows:

Awasthi (1979), Karki (1989), and Khanal (1999) carried out some researches to find out whether different groups of people have positive or negative attitudes towards learning the English language. The results showed

that people had positive attitudes towards the English language. It was also found that the people were in favour of learning English as a compulsory subject in the secondary schools. But the campus students were not satisfied with the existing curriculum, textbooks, teaching materials, methods of teaching, and evaluation system.

Giri (1995) carried out a research entitled "A Survey into People's Attitudes Towards the Existing SLC Examination in Nepal". It is slightly different them the previous ones. He found that people were positive towards SLC examination. They had suggested that SLC examination should not be privatized.

Bastola (2003) and Sapkota (2004) carried out some researches to find out the attitudes of teachers towards Grade IX and X teacher's guide and found out that all the teachers and the experts have positive attitudes towards the teacher's guide. It is also found that the guide is developed according to the principle of English language teaching.

Devkota (2004) carried out a research entitled "Learning Strategies: An Attitudinal Study" with the objectives of finding out the learning strategies employed by the students of B. Ed. in studying English texts. He found out that students consult dictionaries, glossaries and reference materials when they do not understand the meaning.

Pandit (2008) carried out a research entitled "Attitudes of Primary English Teachers Towards English Teachers' Training". He found that they had positive attitudes towards English teachers' training. It is also found that they suggested to continue the teachers' training in order to make it more effective.

Although a number of attempts have been made in order to find out the attitudes of the different people towards learning the English language, teacher's guide, learning strategies, English teachers' training, none of the

studies so far deals with the attitudes of the students towards objective questions. Therefore, the present researcher attempts to find out the attitudes of the students towards objective questions.

1.3 Objective of the Study

The objectives of the present study were as follows:

(a) To find out the attitudes of M. Ed. first year students towards objective questions.

(b) To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The findings of this study will be beneficial to examiners, subject experts, curriculum designers, text book writers, the students of other Faculties such as, Central Department of English, Central Department of Management, Tribhuvan University, and to all people who are keenly interested in objective questions. More specifically, the study will be significant to those teachers and students who are directly or indirectly involved in teaching learning activities.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. The primary sources were used for collecting data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data. The M. Ed. first year students were the primary sources of data. The data from the primary sources were collected by administering open-ended and closed-ended questions.

2.1.2 Secondary Sources of Data

The researcher consulted books, theses, articles, journals related to the present research to facilitate the present study. Some of them were as:
Brown (1994), Davies (1968), Heaton (1988), and Khaniya (2005).

2.2 Population of the Study

The students of M. Ed. first year studying in the Department of English Education in University Campus were population of the study.

2.3 Sampling Procedure

The sample population of this study were altogether 80 students of M. Ed. first year studying in Department of English Education, Tribhuvan University. The selection was done through accidental non-random sampling procedure. In an accidental non-random sampling procedure, the researcher simply reaches out and takes the cases that are at hand, continuing the process until the sample

reaches a designated size. The quota is predetermined. The researcher takes the population until his quota is fulfilled.

2.4 Tools for Data Collection

Questionnaire was used as the research tool for data collection. Both open-ended and closed-ended questions were developed to draw opinions. (See the questionnaire in appendix II).

2.5 Process of Data Collection

I collected the data from the primary sources by using both open-ended and closed-ended questions. For this purpose, I adopted the following steps:

(a)   At first, I went to the Department of English Education and talked to the authority (Head of Department) to get permission and explained the purpose and process of the research to him.

(b)   After getting permission from the Head of Department, I consulted the class teacher of M. Ed. first year and requested her to inform and convince the sample i.e. accidental non-random sampling procedure for taking part in the research.

(c)   After that, I requested the students to take the questionnaire in the classroom within 1:30 hrs. And the process was the same as other examinations.

(d)   Then, I distributed the questionnaire to collect data, and for data collection, I took the help of the students in the classroom. The questionnaire was both open-ended and closed-ended. While taking a test, I checked and moved around the class and helped them where necessary.

2.6 Limitations of the Study

The proposed study had the following limitations:

(a)   The study was limited to the Department of English Education in Tribhuvan University.

(b)   Only the M. Ed. first year students of the University Campus were included as the sample of this study.

(c)   The study was limited to only 80 students.

(d)   Questionnaire was only the tool for data collection.

(e)   The study was focused on attitudes of the students towards objective questions.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The data collected from the informants were analyzed and interpreted to find out the attitudes of students towards objective questions. It has been already mentioned that a set of questionnaire consisting of both open-ended and closed-ended questions were developed as a research tool. The attitudes of the M. Ed. first year students towards objective types of questions in English have been presented and described in this chapter. Most of the closed-ended questions were to be answered on a 5- point likert scale, i.e. strongly agree, agree, uncertain, disagree and strongly disagree. And only three closed-ended questions were multiple choice types. The percentage is the main basis for the data analysis. While analysing the data, the total number of students for each response has been counted and tabulated then the total number of responses has been changed into percentage. The options 'strongly agree' and 'agree' have combined together as agreement responses or positive attitudes. Likewise the option 'strongly disagree' and 'disagree' have combined together as disagreement responses or negative attitudes. Cases of indifferences are very low.

I have analyzed 27 closed-ended and 18 open-ended questions of the attitudes collected from 80 M. Ed. first year students studying in the Central Department of English Education by using both statistical as well as descriptive tools. The statement, tabulation and interpretation of each question are given one by one as follows:

Statement No. 1

Objective questions are necessary from I. Ed. level to M. Ed. level.

     a. SA   b. A   c. U   d. D   e. SD

Table No. 1

Students' Attitudes Towards the Need of Objective Questions from I. Ed. Level to M. Ed. Levels

Responses	No. of Students	Percentage
Strongly agree	38	47.5
Agree	26	32.5
Uncertain	1	1.25
Disagree	7	8.75
Strongly disagree	8	10

       The first item, was about the need of the objective questions from I. Ed. to M. Ed. levels. All the respondents responded the item. The table shows that the maximum number of students, i.e. 64 students (80%) out of 80 had positive attitudes towards the statement. Whereas, 15 students (18.75%) had negative atttiudes towards the statement. But only one student (1.25%) was indifferent towards it. That student does not know whether the objective questions are needed from I. Ed. to M. Ed. level or not. This is shown in the following bar diagram:

Diagram No. 1

Need of objective questions from I. Ed. to M. Ed. Level
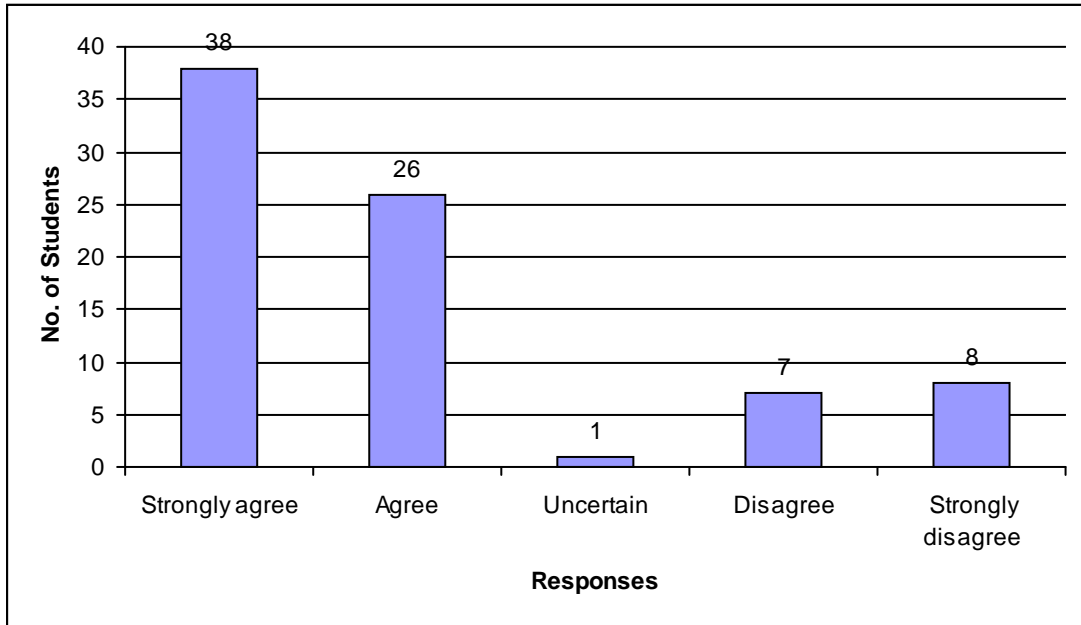
Question No. 2

Which of the following types of objective items do you prefer in the examination?

a. Fill in the blank items

b. Multiple-choice items

c. True/False items

d. Matching items

Table No. 2

Students' Interest to Different Types of Objective Items in the Examination

Items	No. of Students	Percentage
Fill in the blank items	12	15
Multiple-choice items	54	67.5
True/False items	7	8.75
Matching items	7	8.75

The second question, which was about the potential interest of the students towards the different types of objective items in the examination. The above table shows that the 12 students (15%) out of 80 were interested in fill in the blank items. Whereas, the 54 students (67.5%) out of 80 were in favour of multiple-choice items. But the 7 students (8.75%) out of 80 were in favour of true/false items and so was the interest for matching items.

The following pie chart shows the students' interest of different types of objective items in the examination:

Diagram No. 2

Students' Interest to Different Types of Objective Items in the Examination

8.75   8.75   15

67.5

▨ Fill in the blank items ▨ Multiple-choice items ▨ True/False items ▨ Matching items

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Question No. 3

What test item do you feel difficult from the point of view of examination?

a. Fill in the blank items

b. Multiple-choice items

c. True/False items

d. Matching items

Table No. 3

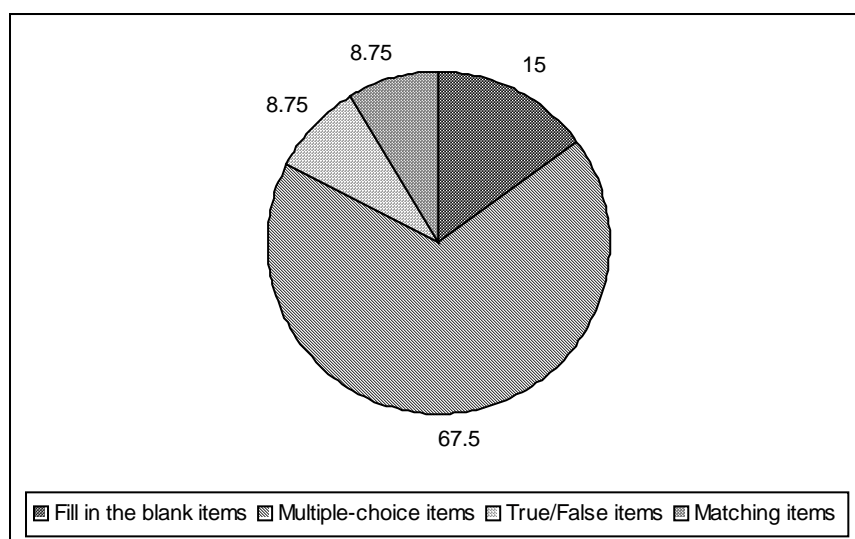**Students' Response Towards Perceived Difficulty in Test Item from the Point of View of Examination**

Items	No. of Students	Percentage
Fill in the blank items	61	76.25
Multiple-choice items	7	8.75
True/False items	9	11.25
Matching items	3	3.75

The third question, which was about the difficult test item for the students from the point of view of examination. The above table shows that maximum number of students i.e. 61 students (76.25%) responded the fill in the blank items. Whereas, 7 students (8.75%) responded the multiple-choice items. Similarly, 9 students (11.25%) 0 responded the true/false items. But the least number of students i.e. only 3 students (3.75%) responded the matching items. Although, 8.75% students were interested in matching items, 3.75% students felt difficult from the point of view of examination.

The following pie chart shows the difficult test item for the students from the point of view of examination.

Diagram No. 3

Students' Response Towards Perceived Difficulty in Test Item from the Point of View of Examination
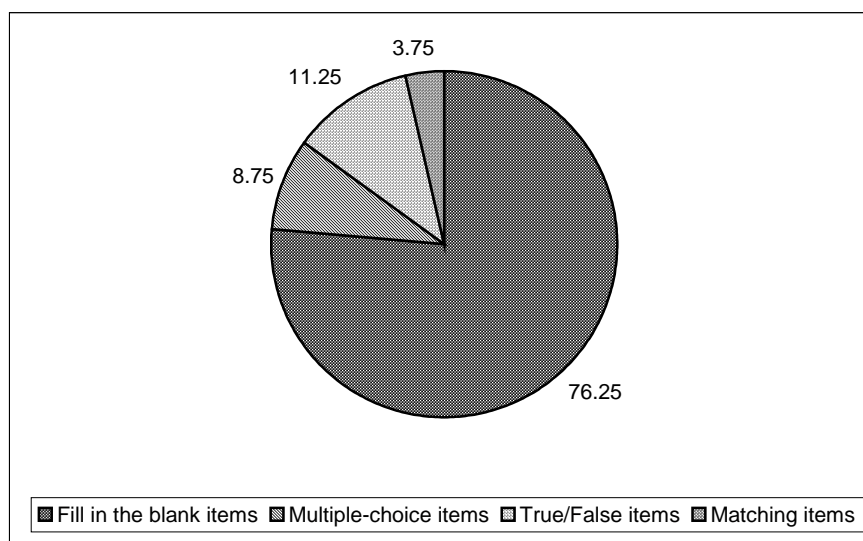
Statement No. 4

Objective questions are difficult to answer than subjective questions.

      a. SA   b. A   c. U   d. D   e. SD

Table No. 4

Students Attitudes Towards Difficulty in Objective Questions in Comparison to Subjective Questions

Responses	No. of students	Percentage
Strongly Agree	20	25
Agree	25	31.25
Uncertain	4	5
Disagree	16	20
Strongly Disagree	15	18.75

The above table shows that 45 students (56.25%) had positive attitudes towards difficulty of objective questions than subjective questions. Whereas, 31 students (38.75%) had negative attitudes towards difficulty of objective questions than subjective questions. But only 4 students (5%) were indifferent towards it. They do not know whether the objective questions are difficult to answer than subjective questions or not. This is shown in the following bar diagram:

Diagram No. 4

Students' Attitudes Towards Difficulty in Objective Questions in Comparison to Subjective Questions
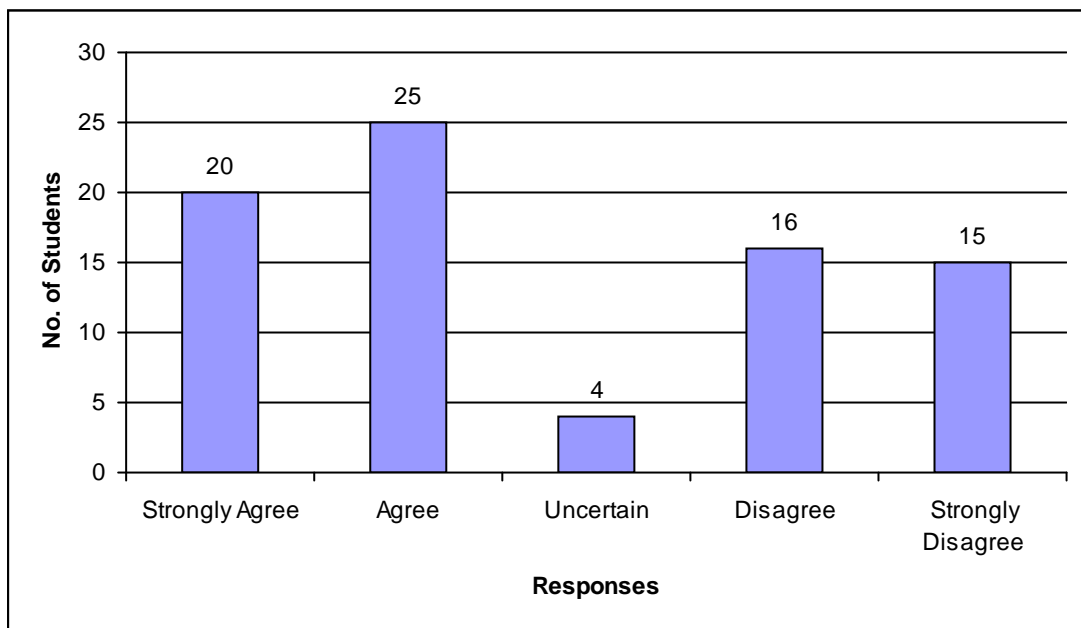
Statement No. 5

Marking division, that is one mark for one item in all types and in all levels of objective test is appropriate.

    a. SA   b. A   c. U   d. D   e. SD

Table No. 5

Students' Attitudes Towards Appropriateness of Marking Division for Objective Items

Responses	No. of Students	Percentage
Strongly Agree	21	26.25
Agree	30	37.5
Uncertain	6	7.5
Disagree	14	17.5
Strongly Disagree	9	11.25

The above table shows that most of the students agreed about the marking division, that is one mark for one item in all types and in all levels of objective test. The maximum number of students i.e. 51 students (63.75%) had positive attitudes towards the statement. Whereas, 23 students (28.75%) had negative attitudes towards the statement. But 6 students (7.5%) was indifferent towards the statement. They were unknown whether the statement is appropriate or not. This is shown in the following bar diagram:

Diagram No. 5

Students' Attitudes Towards Appropriateness of Marking Division for Objective Items
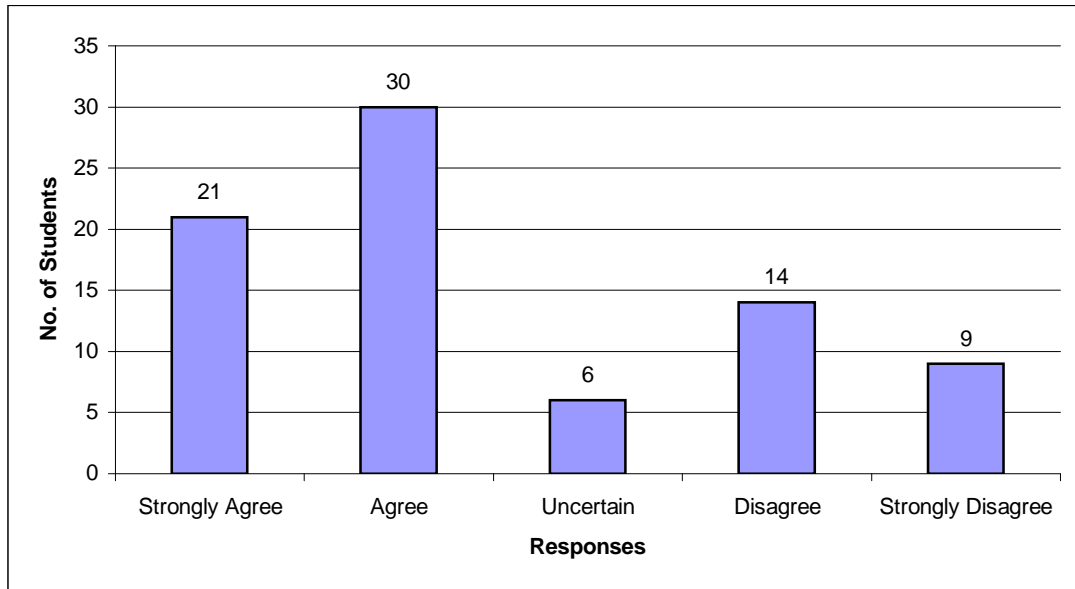
Statement No. 6

More content should be studied to answer the objective questions.

a. SA   b. A   c. U   d. D   e. SD

Table No. 6

Students' Attitudes Towards Studying more Content to Answer the Objective Questions

Responses	No. of Students	Percentage
Strongly Agree	56	70
Agree	15	18.75
Uncertain	0	0
Disagree	6	7.5
Strongly Disagree	3	3.75

The above table shows that most of the students thought more content need to be studied to answer the objective questions than to answer the subjective questions. The maximum number of students i.e. 71 students (88.75%) had positive attitudes towards the statement. Whereas, only 9 students (11.25%) had negative attitudes towards the statement. This is shown in the following diagram:

Diagram No. 6

Students' Attitudes Towards Studying More Content to Answer the Objective Questions than Subjective Questions
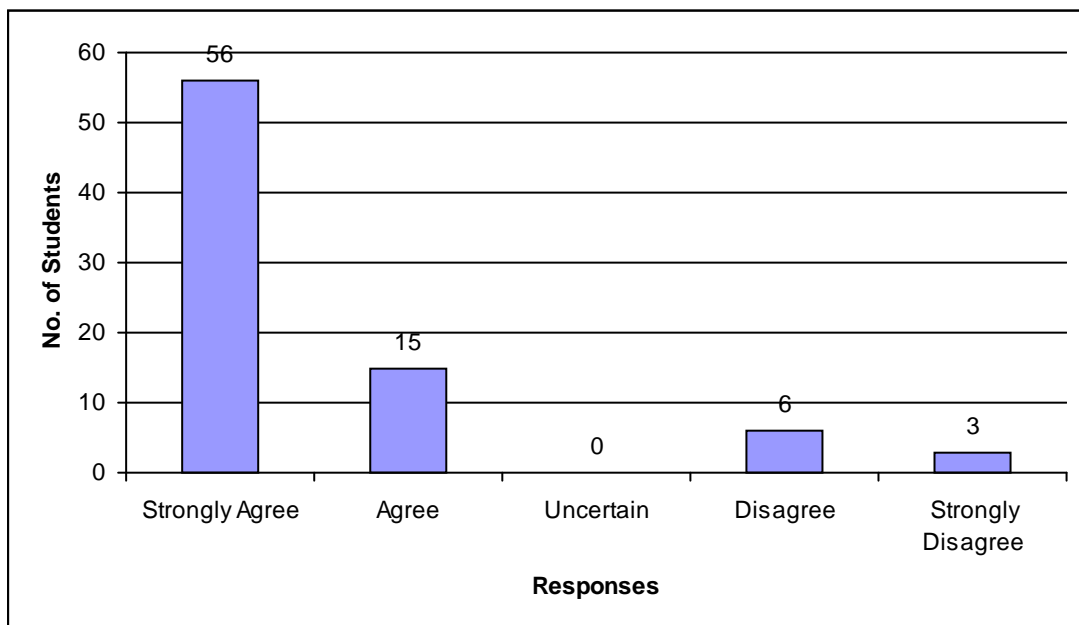
Statement No. 7

Most of the students pass the final examination in Education stream because of the objective questions.

a. SA   b. A   c. U   d. D   e. SD

Table No. 7

Students' Attitudes Towards Passing the Students in Final Examination Because of the Objective Questions

Responses	No. of Students	Percentage
Strongly Agree	11	13.75
Agree	18	22.5
Uncertain	9	11.25
Disagree	19	23.75
Strongly Disagree	23	28.75

This item was about the students' attitudes towards objective questions which can help the students to pass the final examination in Education stream. The above table shows that 29 students (36.25%) were positive towards the statement. Whereas most of the students thought that objective questions can not help the students to pass the final examination. So, 42 students (52.5%) were negative towards the statement. But 9 students (11.25%) were indifferent towards the statement. This is clearly shown in the following bar diagram.

Diagram No. 7

Students' Attitudes Towards Passing the Students in Final Examination Because of the Objective Questions
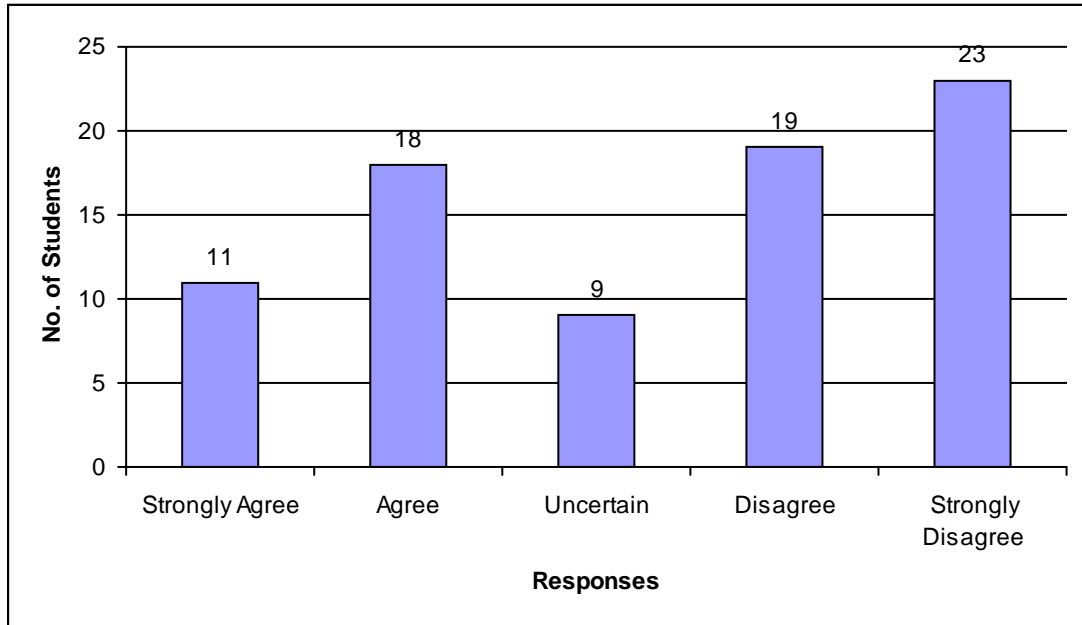
Statement 8

There may be less reliability in marking system of objective test.

a. SA   b. A   c. U   d. D   e. SD

Table No. 8

Students' Attitudes Towards Less Reliability in Marking System of Objective Test

Responses	No. of Students	Percentage
Strongly Agree	9	11.25
Agree	12	15
Uncertain	3	3.75
Disagree	15	18.75
Strongly Disagree	41	51.25

The above table shows that 21 students (26.25%) had positive attitudes towards the statement. They thought that there is less reliability in marking system of objective test. Whereas, 56 students (70%) had negative attitudes towards the statement. It means, they did not think that there is less reliability in marking system of objective test. But 3 students (3.75%) were uncertain whether there is less reliability in marking system of objective test or not. This is clearly shown in the following bar diagram.

Diagram No. 8

Students' Attitudes Towards Less Reliability in Marking System of Objective Test
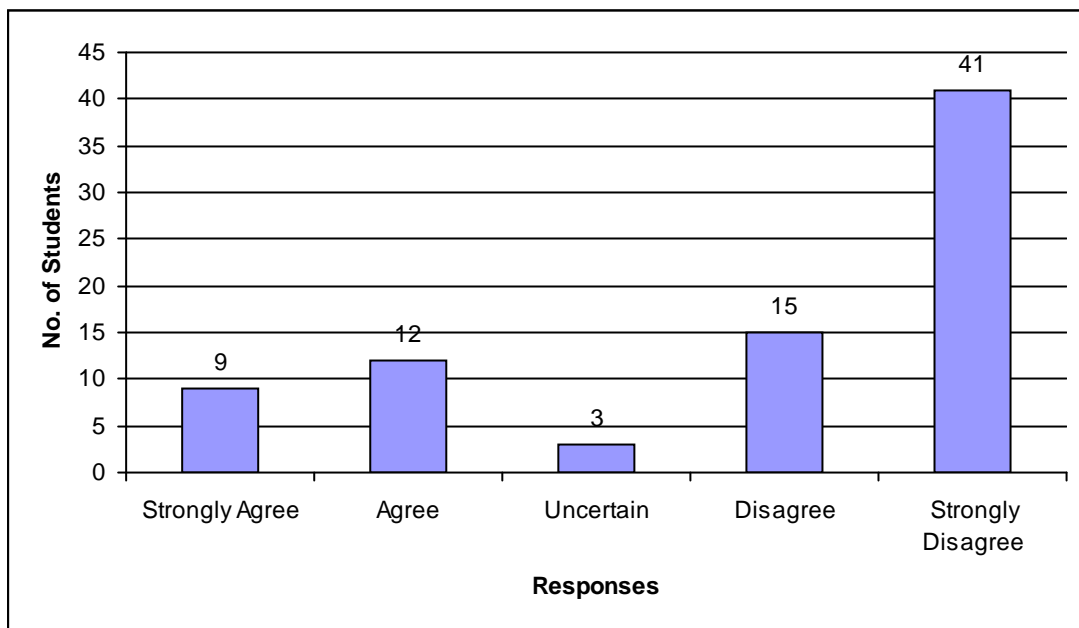
Statement No. 9

The main disadvantage of objective test is:

a. It can not develop writing skill,

b. It encourages habit of guessing,

c. It encourages habit of cheating,

d. It can not develop creativity,

Table No. 9

Students' Responses About the Disadvantage of Objective Test

Responses	No. of Students	Percentage
It can't develop writing skill	29	36.25
It encourages habit of guessing	13	16.25
It encourages habit of cheating	6	7.5
It can't develop creativity	32	40

The above table shows that the main disadvantages of objective test are:

– It can not develop writing skill,

– It can not develop creativity.

Altogether, 29 students (36.25%) agreed that the main disadvantage of objective test is, 'it can't develop writing skill'. Whereas 13 students (16.25%) agreed that the main disadvantage of objective test is, 'it encourages habit of guessing'. Similarly, the least number of students i.e. only 6 students (7.5%) agreed that the main disadvantages of objective test is. 'it encourages habit of cheating'. But the maximum number of them i.e. 32 students (40%) agreed that. 'it can not develop creativity' is the main disadvantage of objective test. This is clearly shown in the following pie chart.

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Diagram No. 9

Students' Responses About the Disadvantage of Objective Test
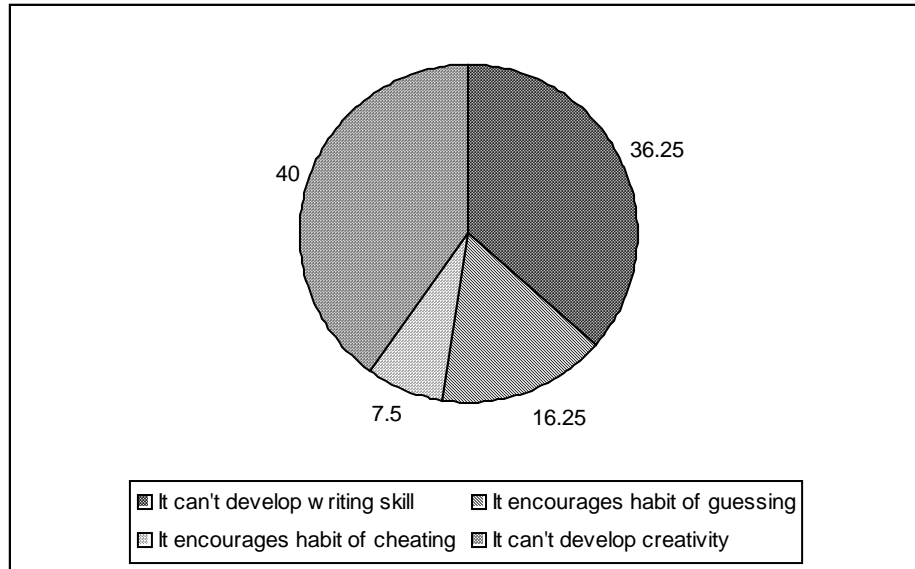
Statement 10

The objectives set in curriculum can be fulfilled by giving the objective questions in the final examination.

a. SA   b. A   c. U   d. D   e. SD

Table No. 10

Covering the Objectives Set in Curriculum by Asking the Objective Questions in the Final Examination

Responses	No. of Students	Percentage
Strongly Agree	14	17.5
Agree	26	32.5
Uncertain	8	10
Disagree	21	26.25
Strongly Disagree	11	13.75

The above table shows that 40 students (50%) had positive attitudes towards covering the objectives set in curriculum by asking the objective questions in the final examination. Where as, 32 students (40%) had negative attitudes towards the above statement. But 8 students (10%) were indifferent towards the statement. They do not know whether the objectives set in curriculum can be fulfilled by giving the objective questions in the final examination or not. This is clearly shown in the following bar diagram.

Diagram No. 10

Covering the Objectives Set in Curriculum by Asking the Objective Questions in the Final Examination.
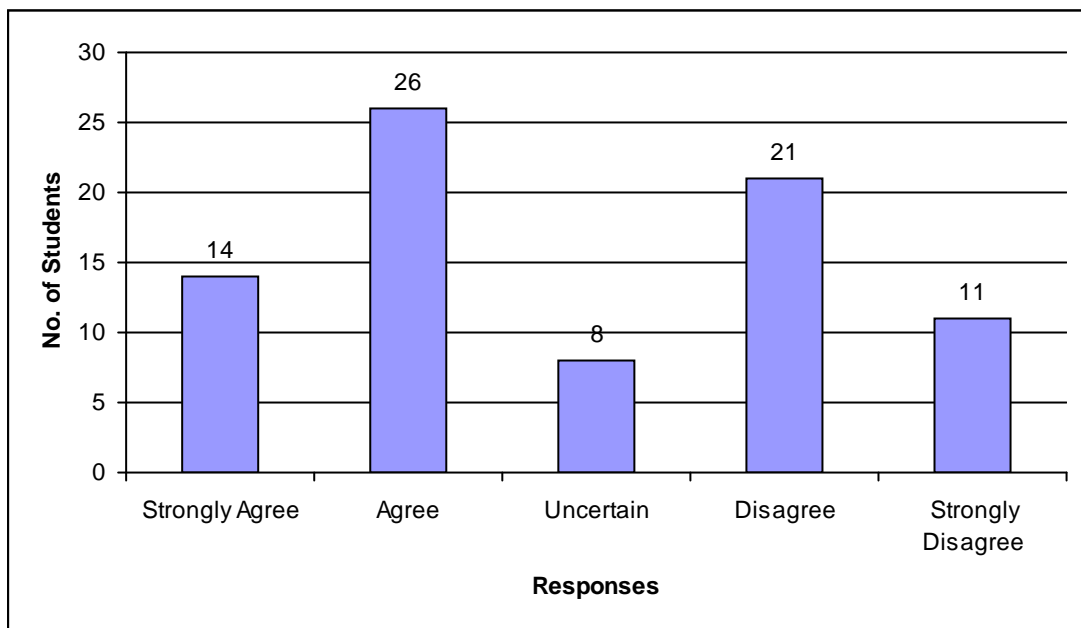
Statement No. 11

Those students who answer the objective questions can easily answer the subjective questions.

a. SA   b. A   c. U   d. D   e. SD

Table No. 11

Students' Attitudes Towards Answering Objective Questions Encourage the Students to Answer Subjective Questions

Responses	No. of Students	Percentage
Strongly Agree	17	21.25
Agree	19	23.75
Uncertain	15	18.75
Disagree	12	15
Strongly Disagree	17	21.25

The above table shows that 36 students (45%) had positive attitudes towards answering objective question encourage the students to answer subjective questions. Whereas, 29 students (36.25%) had negative attitudes towards the above statement. But 15 students (18.75%) were indifferent towards the above statement. This is clearly shown in the following bar diagram:

Diagram No. 11
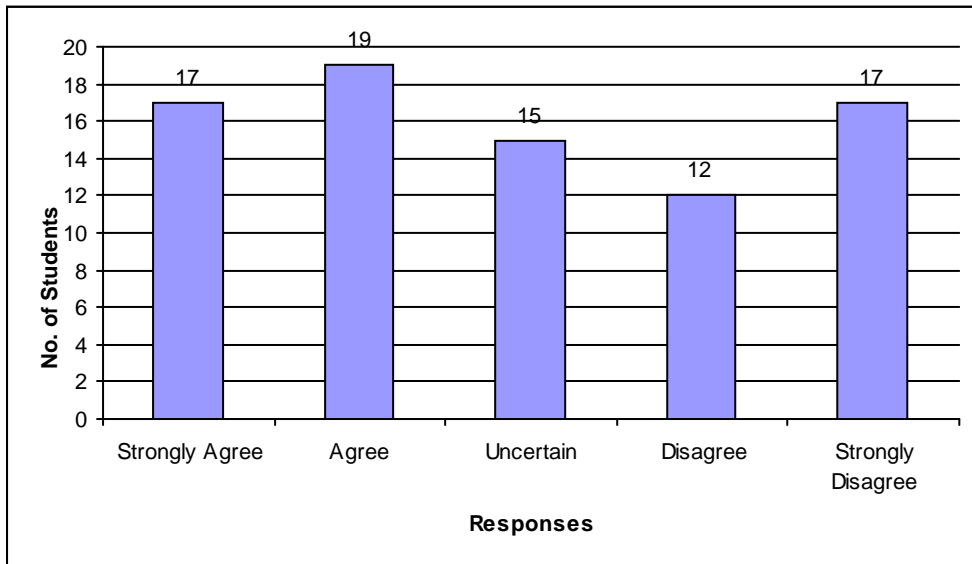
Statement No. 12

The teaching methods used by your teachers are appropriate to answer the objective questions.

a. SA   b. A   c. U   d. D   e. SD

Table No. 12

Students' Attitudes Towards the Appropriate Teaching Methods Used by Their Teachers

Responses	No. of Students	Percentage
Strongly Agree	9	11.25
Agree	23	28.75
Uncertain	13	16.25
Disagree	27	33.75
Strongly Disagree	8	10

The above table shows that 32 students (40%) had positive attitudes towards the teaching methods used by their teachers are appropriate to answer the objective questions. Whereas, 35 students (43.75%) had negative attitudes towards the above statement. It means most of the students are not satisfied with the above statement. But 13 students (16.25%) were indifferent towards the above statement. They do not know whether the teaching methods used by their teachers are appropriate to answer the objective questions or not. This is clearly shown in the following bar diagram:

Diagram No. 12

Students' Attitudes Towards the Appropriate Teaching Methods Used by Their Teachers
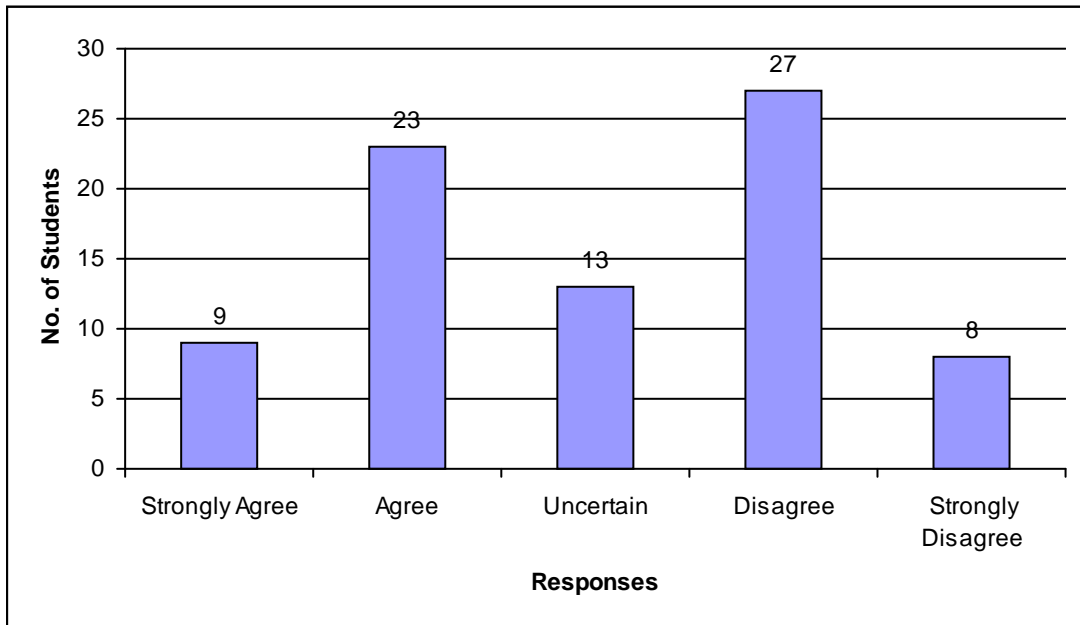
Statement No. 13

Objective questions are not sufficient to test language skills.

a. SA   b. A   c. U   d. D   e. SD

Table No. 13

Objective Questions Can't Measure the Language Skills

Responses	No. of Students	Percentage
Strongly Agree	30	37.5
Agree	33	41.25
Uncertain	2	2.5
Disagree	9	11.25
Strongly Disagree	6	7.5

The above table shows that the most of the students i.e. 63 students (78.75%) had positive attitudes towards the objective questions are not sufficient to test language skills. Whereas, only 15 students (18.75%) had negative attitudes towards the above statement. It means they think that objective questions can measure the language skills. But 2 students (2.5%) were uncertain whether the objective questions can measure the language skills or not. This is clearly shown in the following bar diagram.

Diagram No. 13

Objective Questions Can't Measure the Language Skills
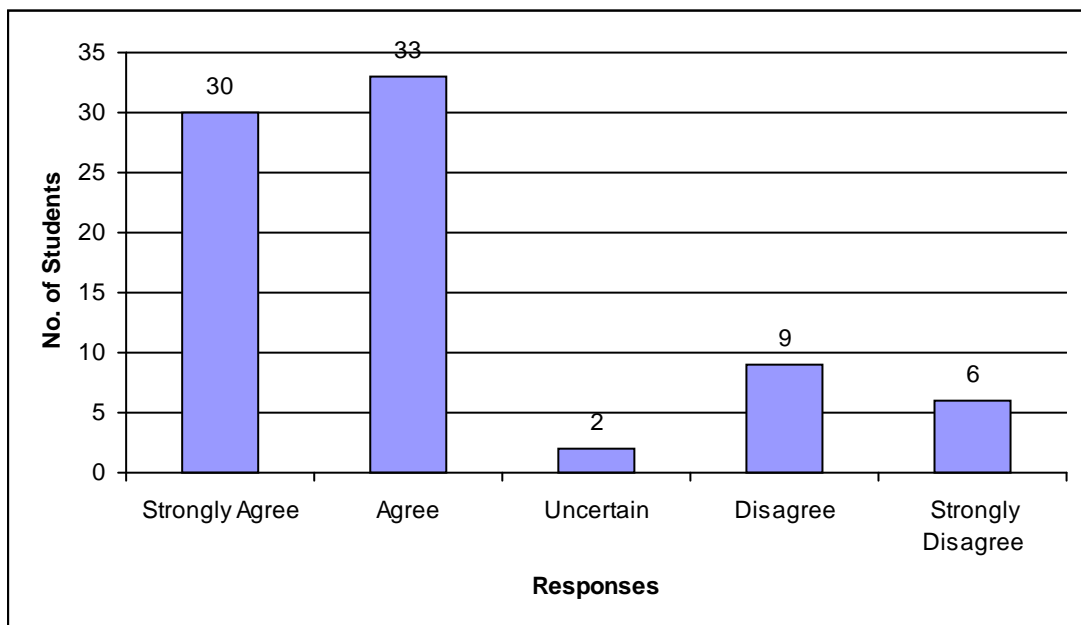
Statement No. 14

Constructing the objective test is more challenging than the subjective test.

a. SA   b. A   c. U   d. D   e. SD

Table No. 14

Students' Attitudes Towards Difficulty in Constructing the Objective Test than the Subjective Test

Responses	No. of Students	Percentage
Strongly Agree	41	51.25
Agree	25	31.25
Uncertain	1	1.25
Disagree	8	10
Strongly Disagree	5	6.25

The above table shows that the most of the students i.e. 66 students (82.5%) had positive attitudes towards constructing the objective test is more challenging than the subjective test. They thought that preparing the objective questions is very difficult than subjective questions. Whereas only 13 students (16.25%) had negative attitudes towards the above statement. But only one students was uncertain whether constructing the objective test is more challenging than the subjective test or not. This is clearly shown in the following bar diagram.

Diagram No. 14

Students' Attitudes Towards Difficulty in Constructing the Objective Test than the Subjective Test
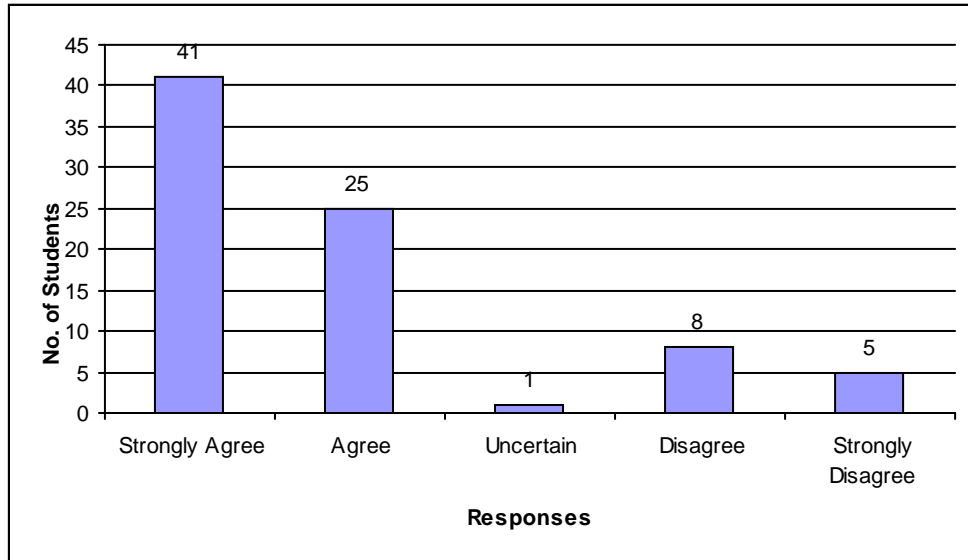
Statement No. 15

Objective items should be proportionately asked from each unit of the curriculum.

a. SA   b. A   c. U   d. D   e. SD

Table No. 15

Students' Attitudes Towards Equally Asking the Objective Items from Each Chapter

Responses	No. of Students	Percentage
Strongly Agree	33	41.25
Agree	30	37.5
Uncertain	3	3.75
Disagree	9	11.25
Strongly Disagree	5	6.25

The above table shows that the most of the students i.e. 63 students (78.75%) had positive attitudes towards the objective items should be proportionately asked from each unit of curriculum. Whereas, 14 students (17.5%) had negative attitudes towards the above statement. But 3 students were indifferent towards the above statement. This is clearly shown in the following bar diagram.

Diagram No. 15

Students' Attitudes Towards Equally Asking the Objective Items from Each Chapter
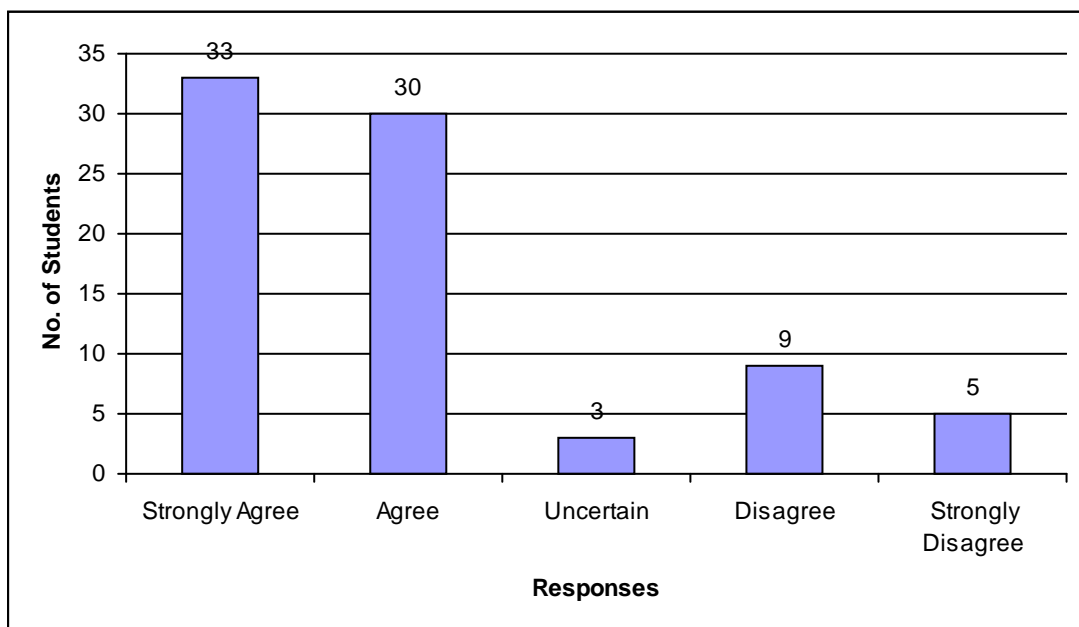
Statement No. 16

They are proportionately asked in the examinations conducted by Tribhuvan University.

a. SA   b. A   c. U   d. D   e. SD

Table No. 16

Students' Attitudes Towards Objective Questions Which Are Proportionately Asked in the Examinations

Responses	No. of Students	Percentage
Strongly Agree	15	18.75
Agree	27	33.75
Uncertain	13	16.25
Disagree	16	20
Strongly Disagree	9	11.25

The above table shows that forty two students (52.5%) had positive attitudes towards the objective questions that are proportionately asked in the examinations conducted by Tribhuvan University. Whereas twenty five students (31.25%) had negative attitudes towards the above statement. But 13 students were uncertain whether they are proportionately asked in the examinations or not. This is clearly shown in the following bar diagram.

Diagram No. 16

Students' Attitudes Towards Objective Questions Which Are Proportionately Asked in the Examinations
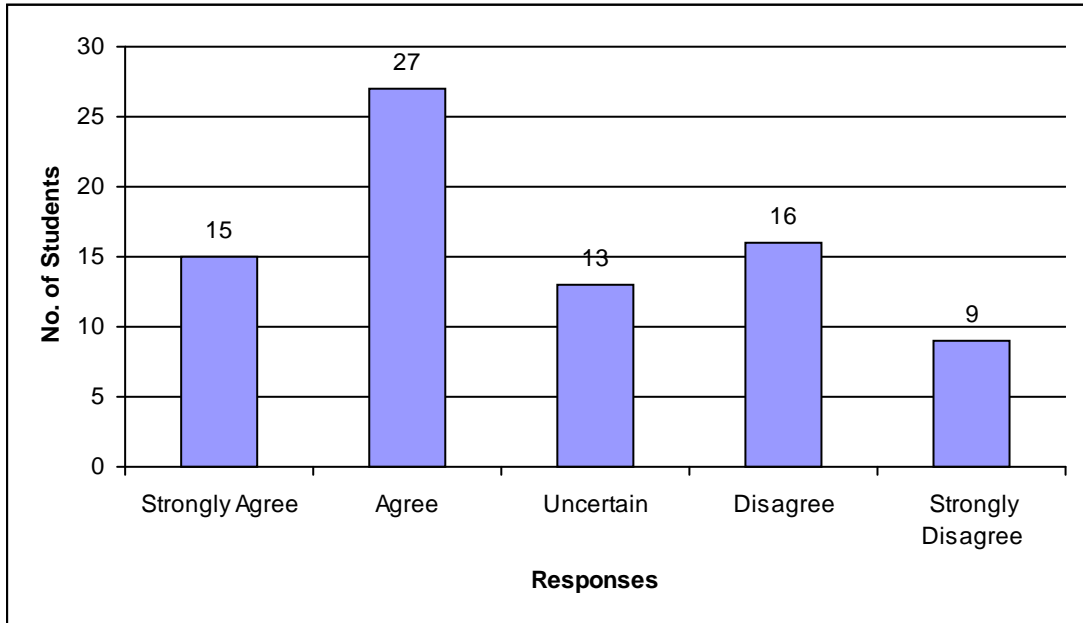
Statement No. 17

Twenty minutes time is sufficient for twenty objective items.

a. SA   b. A   c. U   d. D   e. SD

Table No. 17

Students' Attitudes Towards Twenty Minutes Time for Twenty Objective Items

Responses	No. of Students	Percentage
Strongly Agree	17	21.25
Agree	32	40
Uncertain	6	7.5
Disagree	18	22.5
Strongly Disagree	7	8.75

The above table shows that the most of the students i.e. 49 students (61.25%) had positive attitudes towards twenty minutes time for twenty objective items. Whereas twenty five students (31.25%) had negative attitudes towards the above statement. But 6 students (7.5%) were uncertain whether twenty minutes time is sufficient for twenty objective items or not. This is clearly shown in the following bar diagram:

Diagram No. 17

Student's Attitudes Towards Twenty Minutes Time for Twenty Objective Items
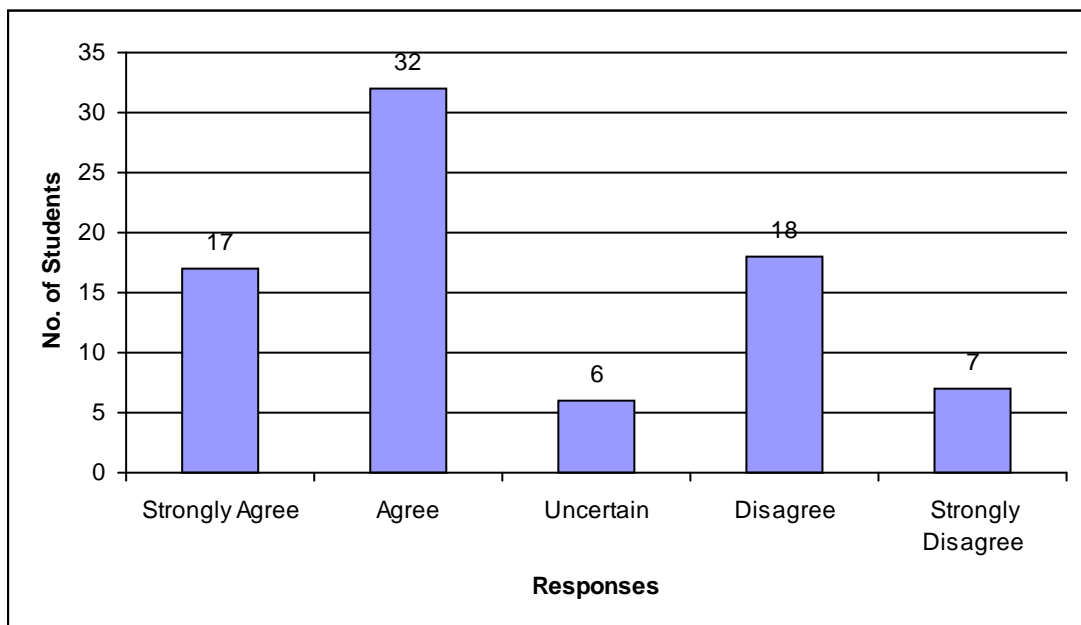
Statement No. 18

Objective items are mostly repeated from the old questions

a. SA   b. A   c. U   d. D   e. SD

Table No. 18

Students' Attitudes Towards Repetition of Objective Items From the Old Questions

Responses	No. of Students	Percentage
Strongly Agree	13	16.25
Agree	23	28.75
Uncertain	5	6.25
Disagree	27	33.75
Strongly Disagree	12	15

The above table shows that 36 students (45%) had positive attitudes towards the repetition of objective items from the old questions. They thought that most of the objective items were repeating from the old questions. Whereas thirty nine students (48.75%) had negative attitudes towards the above statement. But 5 students were uncertain whether the objective items are mostly repeated from the old questions or not. This is clearly shown in the following bar diagram:

Diagram No. 18

Students' Attitudes Towards Repetition of Objective Items From the Old Questions
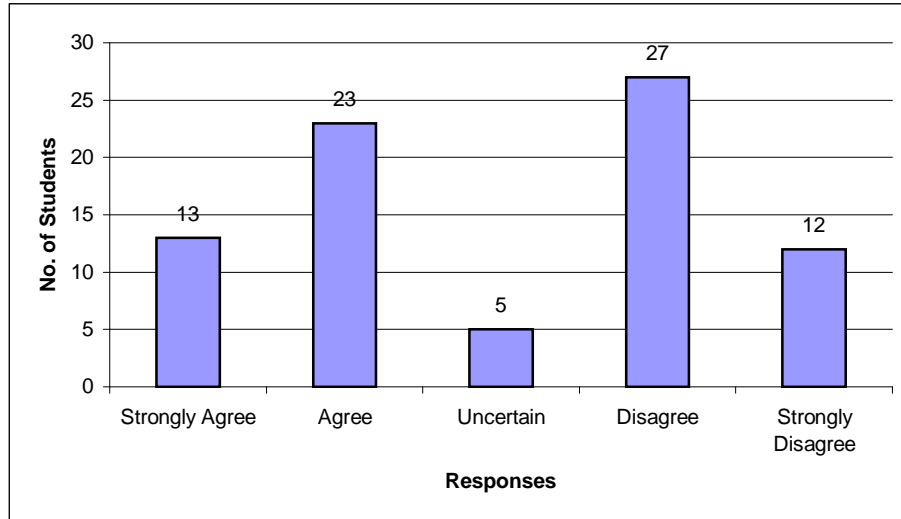
Statement No. 19

Objective test is easy because most of the questions are repetition of the previous examinations.

a. SA   b. A.   c. U   d. D   e. SD

Table No. 19

Objective Test Is Easy Because of the Repetition of the Previous Examination

Responses	No. of Students	Percentage
Strongly Agree	10	12.5
Agree	19	23.75
Uncertain	7	8.75
Disagree	27	33.75
Strongly Disagree	17	21.25

The above table shows that twenty nine students (36.25%) had positive attitudes towards the objective test is easy because of the repetition of the previous examinations. Whereas the most of the students did not think that objective test is easy because most of the questions are repetition of the previous examinations. So forty four students (55%) had negative attitudes towards the statement. According to them objective questions are not repeated from the previous examinations. But seven students were uncertain whether the objective questions are repeated or not. This is clearly shown in the following bar diagram:

Diagram No. 19

Objective Test Is Easy Because of the Repetition of the Previous Examination
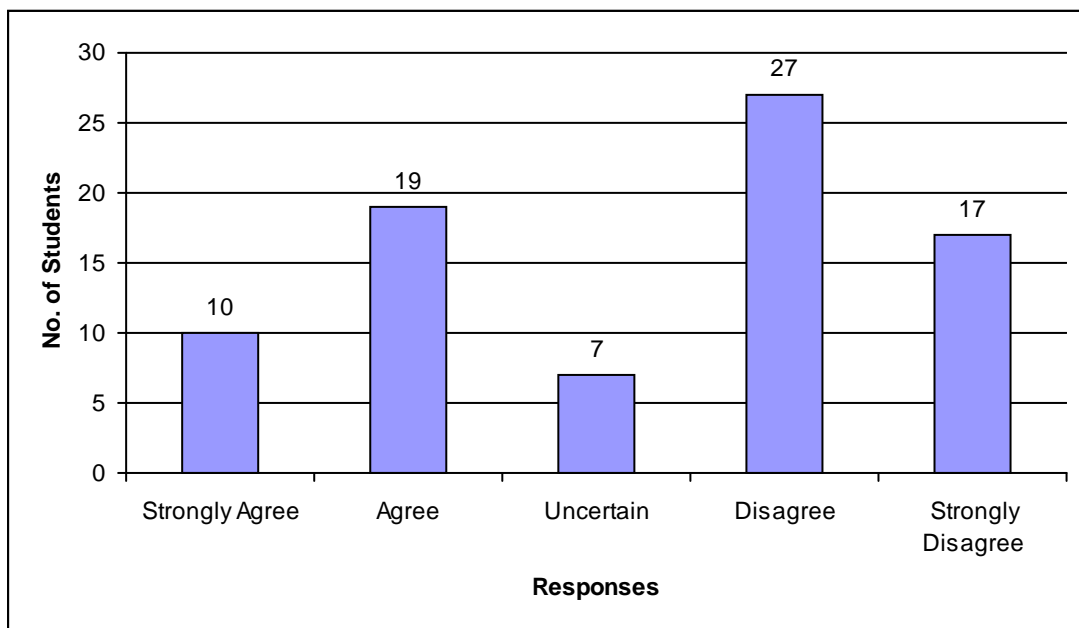
Statement No. 20

Everyone can give the correct answer if the items are repeated frequently

a. SA   b. A   c. U   d. D   e. SD

Table No. 20

Students' Attitudes Towards Everyone Can Give the Correct Answer If the Items Are Repeated Frequently

Responses	No. of Students	Percentage
Strongly Agree	16	20
Agree	26	32.5
Uncertain	12	15
Disagree	18	22.5
Strongly Disagree	8	10

The above table shows that forty two students (52.5%) had positive attitudes towards everyone can give the correct answer if the items are repeated frequently. Whereas twenty six students (32.5%) had negative attitude towards the above statement. But twelve students (15%) were indifferent towards the statement. This is clearly shown in the following bar diagram:
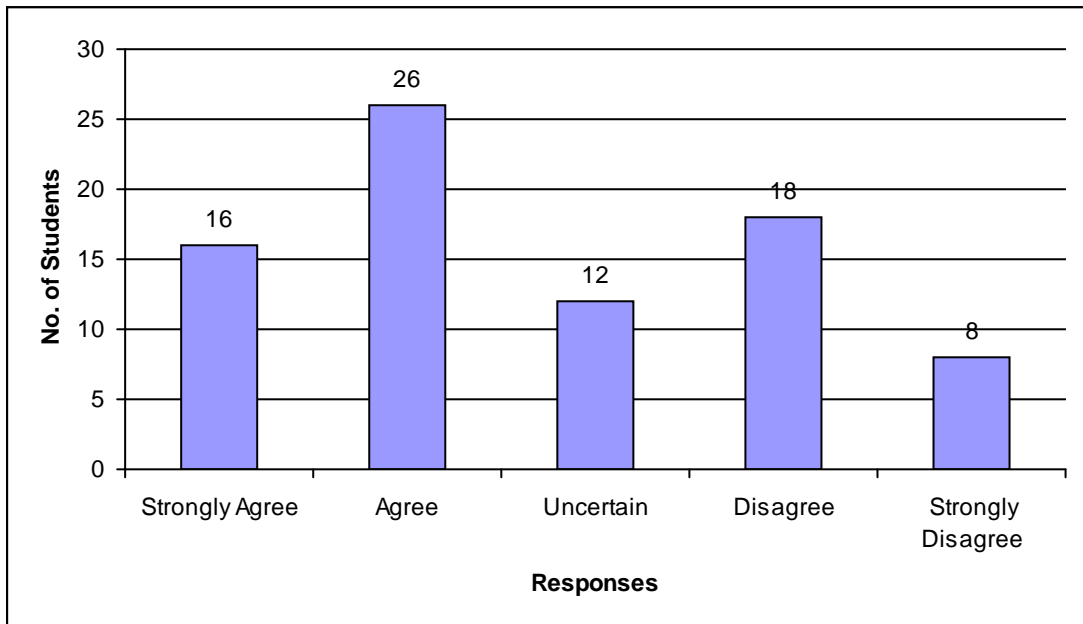
Statement No. 21

People who are good at English language are good in answering objective questions.

a. SA   b. A   c. U   d. D   e. SD

Table No. 21

Students' Attitudes Towards Those Who Are Good at English Language Are Good in Answering Objective Questions

Responses	No. of Students	Percentage
Strongly Agree	12	15
Agree	14	17.5
Uncertain	4	5
Disagree	26	32.5
Strongly Disagree	24	30

The above table shows that twenty six students (32.5%) had positive attitudes towards those who are good at English language are good in answering objective questions. Whereas the most of the students did not think that people who are good at English language are good in answering objective questions. So fifty students (62.5%) had negative attitudes towards the above statement. But four students were indifferent towards the statement. This is clearly shown in the following diagram:

Diagram No. 21

Students' Attitudes Towards Those Who Are Good at English Language Are Good in Answering Objective Questions
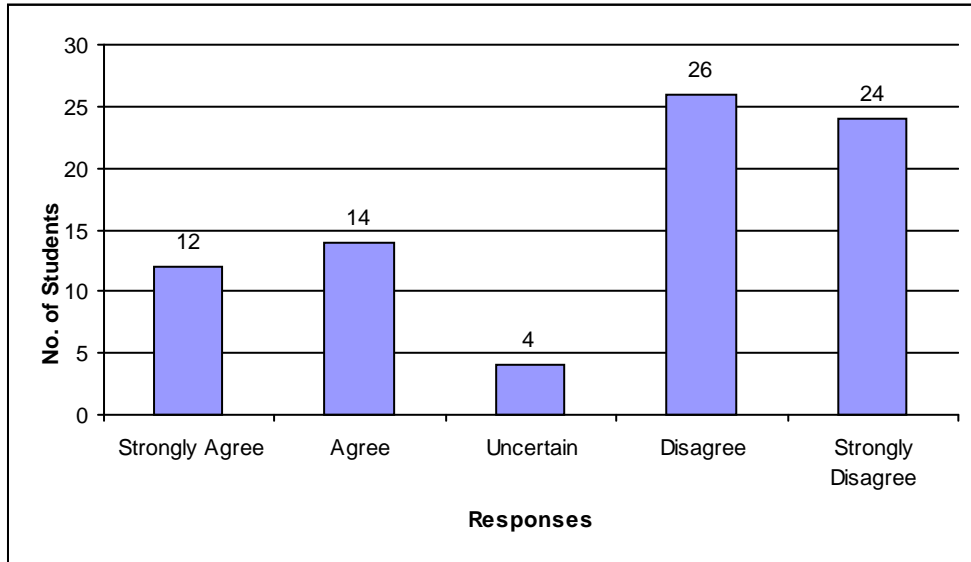
Statement No. 22

I have a special ability for objective test rather than for subjective test.

a. SA   b. A   c. U   d. D   e. SD

Table No. 22

Students' Attitudes Towards Their Special Ability for Objective Test Rather Than for Subjective Test

Responses	No. of Students	Percentage
Strongly Agree	18	22.5
Agree	26	32.5
Uncertain	1	1.25
Disagree	21	26.25
Strongly Disagree	14	17.5

The above table shows that forty four students (55%) had positive attitudes towards their special ability for objective test rather than for subjective test. Whereas thirty five students (43.75%) had negative attitudes towards the above statement. It means they can give the correct answer for subjective test than for objective test. But only one student was uncertain whether he has special ability for objective test or for subjective test. This is clearly shown in the following bar diagram:

Diagram No. 22

Students' Attitudes Towards Their Special Ability for Objective Test Rather Than for Subjective Test
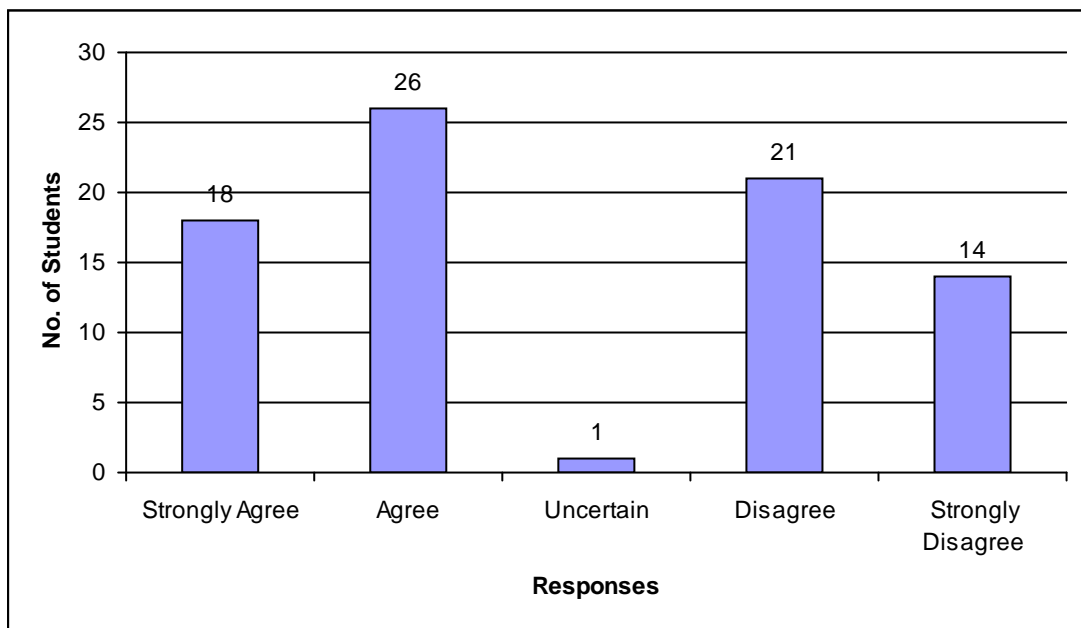
Statement No. 23

I practised a lot of old objective questions hoping that they will be repeated for me as well.

a. SA   b. A   c. U   d. D   e. SD

Table No. 23

I Practised Old Questions Because They Are Repeated

Responses	No. of Students	Percentage
Strongly Agree	10	12.5
Agree	31	38.75
Uncertain	7	8.75
Disagree	18	22.5
Strongly Disagree	14	17.5

The above table shows that fortyone students (51.25%) had positive attitudes towards practising old objective questions because they will be repeated frequently. Whereas thirty two students (40%) had negative attitudes towards the above statement. But seven students (8.75%) were indifferent towards the statement. This is clearly shown in the following bar diagram:

Diagram No. 23

I Practised Old Questions Because They Are Repeated
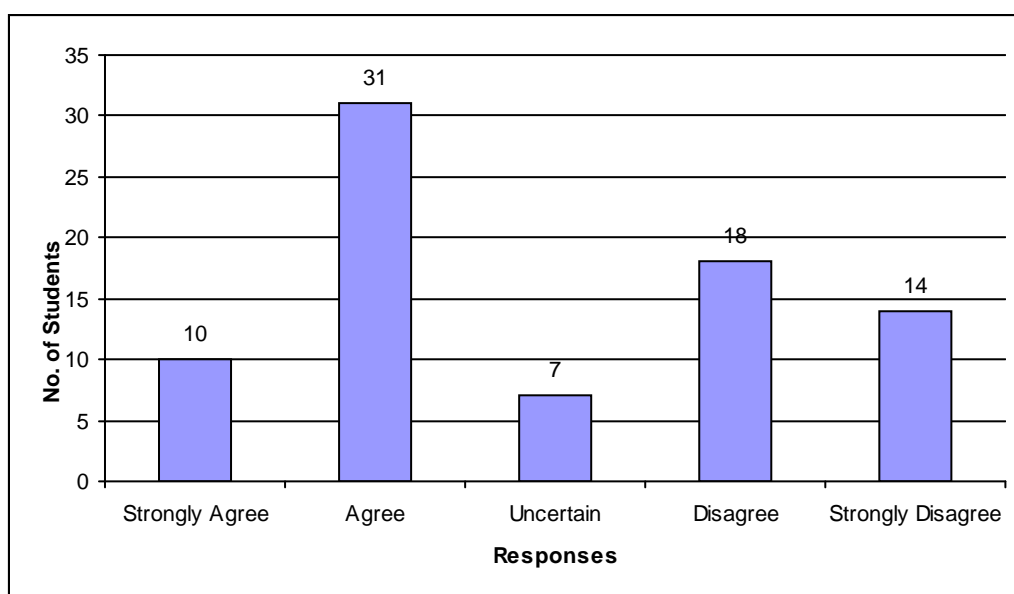
Statement No. 24

The practice of old questions is sufficient as the preparation to solve objective questions in the examination.

a. SA   b. A   c. U   d. D   e. SD

Table No. 24

The Practice of Old Questions Is Sufficient to Solve Objective Questions in the Examination

Responses	No. of Students	Percentage
Strongly Agree	9	11.25
Agree	15	18.75
Uncertain	7	8.75
Disagree	28	35
Strongly Disagree	21	26.25

The above table shows that twenty four students (30%) had positive attitudes towards the practice of old questions is sufficient to solve objective questions in the examination. Whereas forty nine students (61.25%) had negative attitudes towards the above statement. So they thought that only the practice of old questions is not sufficient to solve objective questions in the examination. But seven students (8.75%) were uncertain whether the practice of old questions is sufficient to solve objective questions in the examination or not. This is clearly shown in the following bar diagram:

Diagram No. 24

The Practice of Old Questions Is Sufficient to Solve Objective Questions in the Examination
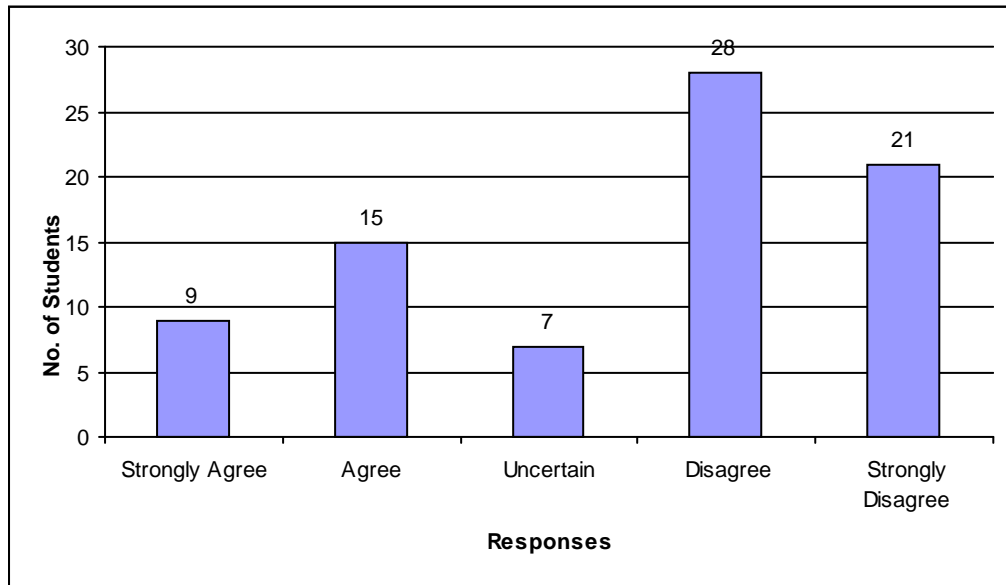
Statement No. 25

The main purpose of giving objective test is to increase students' score

a. SA   b. A   c. U   d. D   e. SA

Table No. 25

Students' Attitudes Towards Including Objective Test in an Examination Is to Increase Students' Score

Responses	No. of Students	Percentage
Strongly Agree	13	16.25
Agree	17	21.25
Uncertain	8	10
Disagree	21	26.25
Strongly Disagree	21	26.25

The above table shows that thirty students (37.5%) had positive attitudes towards giving objective test is to increase students' score. Whereas forty two students (52.5%) had negative attitudes towards the above statement. So, they did not think that the main purpose of giving objective test is to increase students' score. But eight students (10%)

were uncertain whether giving objective test is to increase students' score or not. This is clearly shown in the following bar diagram:

Diagram No. 25

Students Attitudes Towards Including Objective Test in an Examination Is to Increase Students' Score
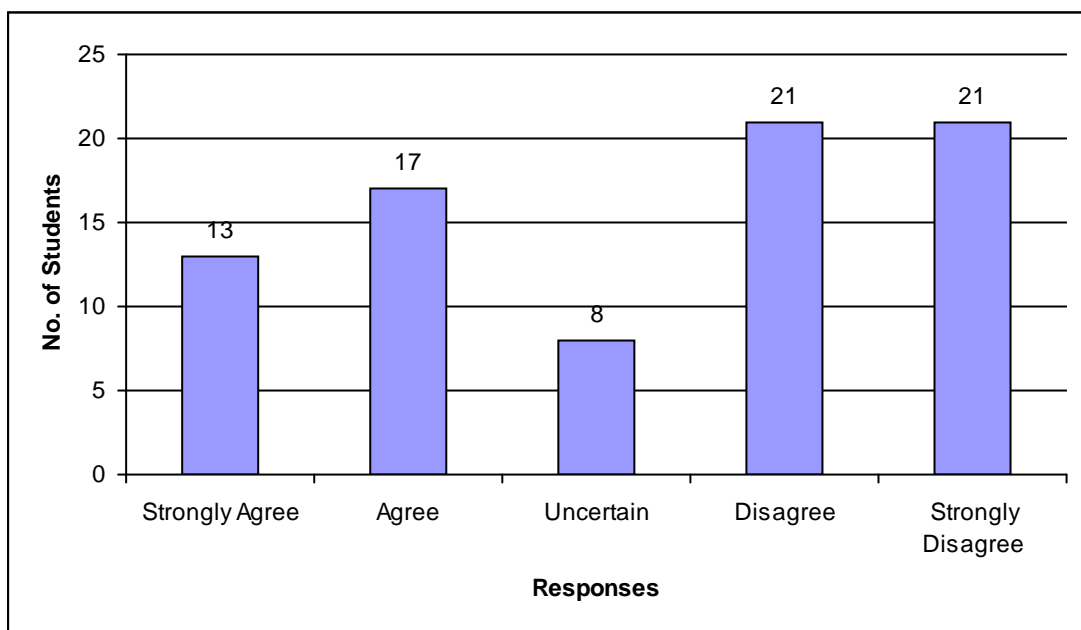
Statement No. 26

The main purpose of giving objective test is to measure students' achievement level.

a. SA   b. A   c. U   d. D   e. SD

Table No. 26

Students' Attitudes Towards Including Objective Test in an Examination Is to Measure Student's Achievement Level

Responses	No. of Students	Percentage
Strongly Agree	18	22.5
Agree	40	50
Uncertain	7	8.75
Disagree	9	11.25
Strongly Disagree	6	7.5

The above table shows that the most of the students i.e. fifty eighty students (72.5%) had positive attitudes towards the giving objective test is to measure students' achievement level. Whereas only fifteen students (18.75%) had negative attitudes towards the above statement. They did not think that the main purpose of giving objective test is to measure students' achievement level. But seven students (8.75%) were indifferent towards the statement. This is clearly shown in the following bar diagram:

Diagram No. 26

Students' Attitudes Towards Including Objective Test in an Examination Is to Measure Student's Achievement Level.
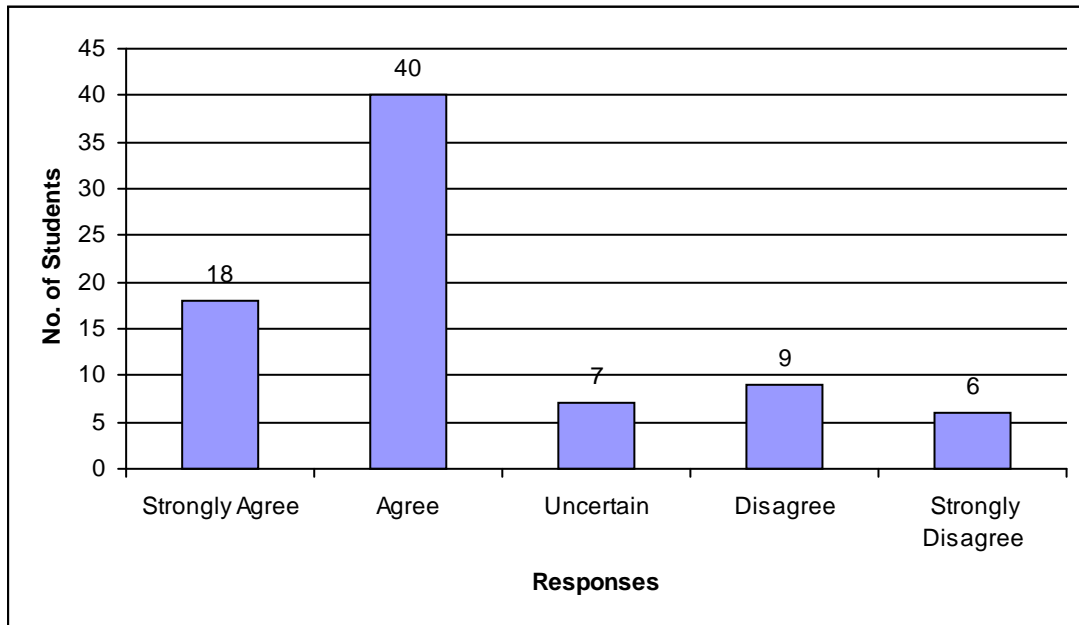
Statement No. 27

Objective test has no halo effect in marketing.

a. SA   b. A   c. U   d. D   e. SD

Table No. 27

Students Attitudes Towards the Quality of Objective Test Being Free from Halo Effect in Marking

Responses	No. of Students	Percentage
Strongly Agree	43	53.75
Agree	25	31.25
Uncertain	3	3.75
Disagree	5	6.25

Strongly Disagree	4	5

The above table shows that the most of the students i.e. sixty eight students (85%) had positive attitudes towards the objective test has no halo effect in marking. Whereas, only nine students (11.25%) had negative attitudes towards the above statement. They thought that objective test has halo effect in marking. But three students (3.75%) were indifferent towards the statement. They don't know whether the objective test has halo effect in marking or not. This is clearly shown in the following bar diagram:

Diagram No. 27

Students' Attitudes Towards the Quality of Objective Test Being Free from Halo Effect in Marking
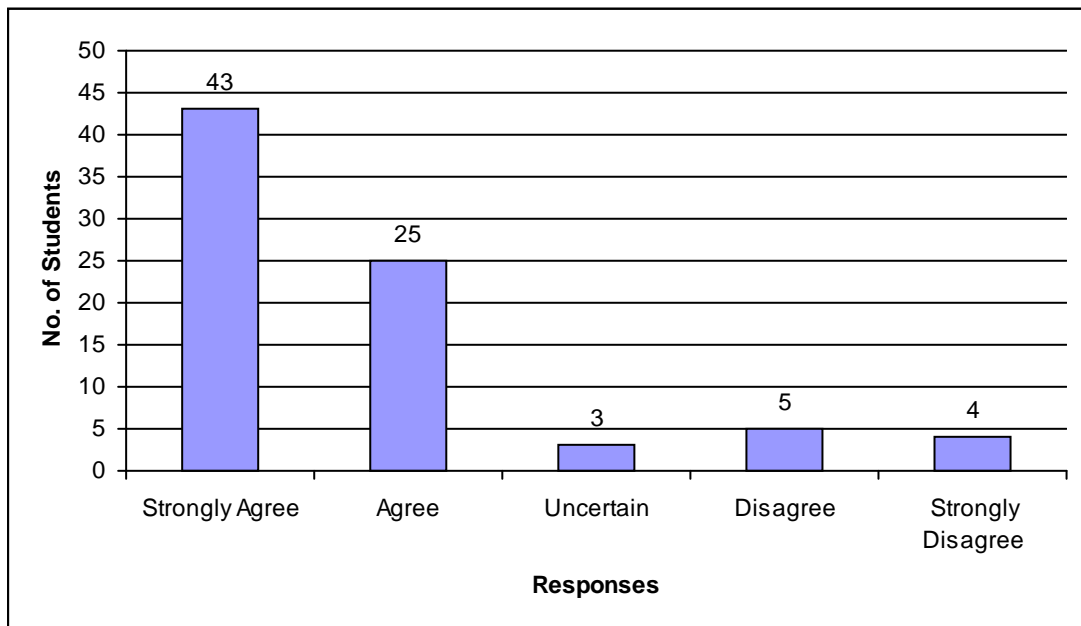
3.1 Analysis of Open-ended Questions

I developed 18 open-ended questions with some blank spaces to supply brief answers in their own words (appendix-II). As mentioned in the objectives, these questions generally attempted to elicit students' attitudes towards objective questions. The students' responses were mostly found in words, phrases, and some of them in sentences. Sometimes many students expressed the same opinion using different words and phrases, such opinions are not presented separately.

The data thus, collected has been presented analytically and descriptively as below:

Q.No.1 Why should objective items be asked in the Faculty of Education?

This question attempted to elicit students' responses regarding why objective items are necessary for the students of Faculty of Education. Out of 80 students, 76 students (95%) responded to it.

The majority of the students ie. Fifty six students (73.68) responded that objective items are asked because they test the factual information with wide coverage which might be less feasible through subjective items. Some of their answers were: 'to measure students' achievement level', 'to identify the students' specific knowledge on subject matter', 'to measure students' specific knowledge on subject matter', 'to measure students' actual proficiency level', 'to test the core knowledge over the subject matter'.

Twenty eighty students (36.84%) responded that objective items are asked because they develop the habit of intensive reading. Some of their responses were: 'to generalize the content in depth', 'to cover the whole course in examination', 'to measure students' knowledge on subject matter objectively', 'to know how they are capable in learning'.

Sixteen students (21.05%) expressed that objective items should be asked because they measure the language skills that can not be measured by subjective items. Some of their responses were: 'to measure both reading and speaking skills', 'to evaluate the learners' skills in a particular subject in detail', 'to evaluate the students' intellectual power'.

Seven students (9.21%) expressed that objective items should be asked because they have high reliability in marking system. Some of their response was: 'to measure the reliability and validity of the examination.

Some other significant responses are mentioned below:

❏ Because only the subjective questions are not sufficient to fulfill the objectives set in curriculum.

❏ Because of being a good teacher in future.

❏ Because it is easy to answer within short time.

❏ Because it is a trend in Faculty of Education.

❏ Because they are interesting.

❏ Because it can be correct answer by guessing.

❏ Because it increases the students' marks.

But one student responded that he did not know why they were asked. And one student thought that it should not be asked in the examinations.

Q.No. 2 What types of resources do you consult for the objective test?

This question addressed the particular resources students consulted while preparing for the objective test. Out of 80 students, 78 students (97.5%) responded to this question.

The majority of the students i.e. 62 students (79.48%) out of 78 responded that they consulted reference books cited at the end of course of study for the

objective test in the final examination. Some of their responses were: 'the text books of different writers', 'reference materials', 'authentic books', 'prescribed books'.

Forty six students (58.97%) responded that they consult old questions bank for the objective test. Some of their responses were: 'collection of questions answers', 'multiple choice items', 'fill in the blank items', 'objective questions and answers given in different guides and guess papers'.

Thirty one students (39.74%) responded that they consult the following resources:

- some related articles

- class notes

- main points

- course of study

Twelve students (15.38%) responded all of the above mentioned resources which were 'prescribed text books of different writers', 'reference books', 'collection of old questions', 'course of study', 'class notes', 'main points', guides', 'guess papers', 'articles'. One interesting thing to which 4 students (5.12%) out of 78 responded that they have not consulted any type of resources.

Q.No.3 Between objective and subjective tests, which one do you prefer? Give reason.

This question attempted to elicit students' responses regarding their preferences of objective test or subjective test. All students responded to this question.

The majority of the students i.e. forty two students (52.5%) out of 80 preferred objective test. Whereas twenty eight students (35%) preferred subjective test. But ten students (12.5%) preferred both objective and subjective tests equally

because they thought, they supplement each other and without any one, all language skills can not be fulfilled. They also thought that it can not be measured students' fact knowledge and achievement level on the absence of any one test.

The forty two students (52.5%) who preferred objective test, they reasoned that twenty eight students (66.66%) responded as the reason that it develops the habit of intensive reading. Some of their responses were: 'because of the depth study', 'it encourages the students to study more contents', 'it develops the students' ability', 'it can measure the core content', 'it gives factual knowledge' 'it can check our IQ'.

Sixteen students (38.09%) preferred objective test because it covers the whole course. Ten students (23.80%) reasoned that it has no halo effect in marking system. Some of their reasons were: 'it provides accurate and exact marks', 'it gives the confidence about the marks' 'it gives equal marks', some other significant reasons are mentioned below:

❐   Because it is easy to answer.

❐   It takes short time.

❐   It increases the marks.

❐   It is a practical exam.

Twenty eight students (35%) preferred subjective test. Among the twenty eighty students twenty two students (85.71%) reasoned that it develops creativity. Some of their reasons were: 'it measures our creativity', 'it measures students' achievement level', 'It develops logic', 'it develops writing power, expression views, logical thinking, examples creation', 'we express our own language and ideas', 'it measures originality', 'we can express the answer intended by the questions', 'it develops vocabularies and language skills'.

Twelve students (42.85%) reasoned that subjective test is easy to answer than objective test. Some of their reasons were: 'it needs extensive reading', 'objective test makes the students lazy for writing', 'it is important to evaluate the students' achievements and skills'. One student reasoned that the person who is not able to answer the objective questions can easily answer the subjective questions.

Q.No.4 How do you prepare for the objective item that is asked in the final examination?

This question attempted to elicit students' responses regarding how they prepare for the objective item that is asked in the final examination. students, seventy eighty students (97.5%) responded to this question.

The majority of the students i.e. forty six students (58.97%) responded that they prepare by studying the whole course in detail. Some of their responses were: 'by reading all the contents related to syllabus in depth', 'by studying the course prescribed by syllabus', 'by consulting some reference books', 'by studying line by line of the authentic books', 'by studying intensively'.

Thirty six students (46.15%) responded that they prepare by noting down the possible questions and answers. Some of their responses were: 'by selecting important dates, circumstances, events, preparing answer keys of these questions', 'by selecting important questions', 'by collecting old questions bank and solved all the questions'.

Twenty eight students (35.89%) responded that they prepare by consulting with their teachers of respective subjects. Fifteen students (19.23%) responded that they prepare by discussing with their friends. Twelve students (15.38%) responded that they prepare by memorizing the important sentences, words, main points, and practising old objective questions.

The same number of students i.e. twelve students (15.38%) responded that they prepare by sharing different ideas from the previous questions, similarly they prepare by studying syllabus and model questions.

But two students (2.56%) responded that they only prepare for subjective items that helps them for objective items automatically.

Q.No.5 Which one of the four types of the objective tests do you prefer? Give reason.

This question attempted to elicit students' responses regarding which one of the four types of the objective test they want to answer in the final examination. Altogether eighty students responded to this question.

The majority of the students i.e. fifty two students (65%) out of 80 preferred multiple choice items in order to answer them in the final examination. Eighteen students (22.5%) preferred true/false items in order to answer in the final examination. Similarly ten students (12.5%) preferred matching items in order to answer in the final examination. But no one preferred fill in the blank items in order to answer in the final examination. They have also given some reasons why they preferred different items.

For multiple choice items fifty two students (65%) reasoned that they thought it covers whole course.

Some of their reasons were:

❑   It has no halo effect.

❑   It has high reliability and less possibility in guessing than true/false.

❑   It encourages the students to study more contents.

❑   The alternatives given in multiple choice items are so similar and the students' ability can be tested.

❑   It is easy than other items.

- ☐ I prefer more options.

- ☐ It is easy to check.

- ☐ It is more scientific.

- ☐ Weak students can give correct answer.

- ☐ Four alternatives help me to memorize what I have digested in my study.

For true/false items eighteen students (22.5%) reasoned that they thought it is easy than other items because it has only two options either yes or no. Some of their significant reasons were:

- ☐ It has only two alternatives.

- ☐ It can be correct by guessing also.

- ☐ It has already given 50% correct answers.

- ☐ Anyone can write yes or no.

- ☐ It helps to answer for the subjective test also.

For matching items ten students (12.5%) reasoned that they thought, it develops the habit of intensive reading.

Some of their significant reasons were:

- ☐ It doesn't interfere us.

- ☐ It has more than one possible answers.

- ☐ It discourages the students to guessing and cheating.

- ☐ It measures student's ability more than other items.

Q.No.6 Which item of the objective test is the most difficult for the students?

This question attempted to elicit the students' responses regarding which one of the four types of objective test they feel the most difficult in the final examination. All the 80 students responded to this question.

The majority of the students i.e. sixty one students (76.25%) felt more difficult for fill in the blank items. nine students (11.25%) felt more difficult for the matching items. Similarly multiple choice items are also more difficult for seven students (8.75%). And even the true/false items are difficult for three students (3.75%).

Q.No.7 Why do you think so?

This question concerned with question no. 6. The question mainly attempted to elicit the students' most difficult objective item among the four items with their some reasons. Out of 80, 75 students responded to this question. In this question they gave some reasons why they felt difficult.

The majority of the students i.e. sixty one61 students (81.33%) responded that they feel the most difficult for the fill in the blank items because:

❑   There is no choice among alternatives, i.e. we have to put answer from our memory.

❑   It requires many technical terms, which should be memorized.

❑   It needs very depth study.

❑   It has no alternatives, which creates problems.

❑   It is difficult to memorize all topics and spellings.

❑   It may have more than one exact answers.

❑   Sometimes, we may forget the subject matter or exact point to fill the blank space.

❑   It is difficult to remind whole sentences, phrases, and words but there are options in other items.

❑   Without memorizing, no one can give the correct answer.

❑   We should know each and every word of a course.

- ❐ It makes the students confusion.

- ❐ It takes long time to think.

- ❐ It is asked randomly from the course.

- ❐ We have to record our response instead of selecting from the list.

- ❐ It can't be correct by guessing.

Seven students (9.33%) responded that they feel the most difficult for the matching items because:

- ❐ It is asked from only one chapter sometimes, that chapter may not be prepared

- ❐ It needs depth study.

- ❐ If we chose one wrong answer automatically it will be wrong next one.

- ❐ It creates confusion to the examinee.

Five Students (6.66%) responded that they feel the most difficult for the multiple choice items because:

- ❐ All options are similar

- ❐ It makes more confusion.

- ❐ It needs intensive reading.

- ❐ It may be asked from all chapters so we should study those.

But only three students (4%) responded that they feel the most difficult for the true/false items because:

- ❐ We should study each sentence in order to conform yes or no.

- ❐ Yes or no creates problems.

- ❐ Without memorizing we can't give correct answer.

Q.No. 8 How effective did you find studying old questions for answering objectives questions?

This question attempted to elicit the students' benefits while they only study old objective questions for answering objective questions in the examination. All eighty students responded to this question.

The majority of the students i.e. forty four students (55%) responded that they found less effective by studying old questions for answering objective questions. Whereas twenty four students (30%) responded that they found more effective. But twelve students (15%) responded to some extent.

Forty four students (55%) gave some reasons how they found less effective by studying old questions for answering objective questions. Their responses were:

❒   It develops the habit of guessing.

❒   Less effective, it doesn't help to solve each objective questions of examination.

❒   It doesn't help to all the circumstances but more or less.

❒   They may not be repeated.

❒   They are not sufficient to answer.

❒   It is not good.

❒   It discourages the students to study in detail.

❒   It helps something but not enough.

❒   It is just model questions not more than that.

Twenty four students (30%) gave some reasons how they found more effective by studying old questions for answering objective questions. Their responses were:

- There is more chance of repeating the old questions.

- It is very much effective.

- It provides more experiences from the past examination.

- Something is effective.

- It may be repeated just fifty percent in any papers.

- It encourages the intensive study.

- It provides more practice in order to get good marks.

- It is satisfactory.

- It gives the information about the process of preparing for examination.

- It provides some guidelines.

- Mostly objective questions are asked from the old questions and nearly same type.

Twelve students (15%) responded that they just wrote to some extent.

Q.No.9. Do you think objective items help to increase the marks?

This question attempted to elicit the students' responses regarding whether the objective items help to increase the marks or not. All eighty students responded to this question.

The majority of the students i.e. fifty three students (66.25%) thought that objective items help to increase the marks. But twenty seven students (33.75%) thought that objective items don't help to increase the marks.

Q.No.10 Why do you think so?

This question concerned with question no. 9. The question mainly attempted to elicit the students' reasons how objective items help to increase the marks and

how they do not help to increase the marks. Out of 80, seventy four students (92.5%) responded to this question.

The majority of the students i.e. forty nine students (66.21%) gave reasons how they think that objective items help to increase the marks. Their reasons were:

❒ One mark for one item.

❒ Talented students may get full marks.

❒ Because of halo effect of subjective questions.

❒ Even a poor writing skill students also can get good marks by guessing.

❒ Most of the objective items are repeated from the previous question.

❒ In some papers we can get 20 marks out of 20 full marks in objective questions but which is not the case of subjective questions.

❒ It shows high reliability and validity.

❒ We can get exact marks than subjective questions.

❒ Answer is also given among the alternatives.

❒ Objective questions are like mathematical type.

❒ We can get more marks within short time.

Twenty four students (32.43%) gave reasons how they think that objective items do not help to increase the marks. Their reasons were:

❒ Creative students can not answer the objective questions.

❒ It is more difficult to answer all items correctly.

❒ It may not be correct by guessing.

❒ Depth study is necessary for objective test.

❒ Sometimes, objective answer copy may be lost.

- ❑ If the answer is wrong, we will get zero mark.

- ❑ It makes the students puzzle.

- ❑ Objective questions create confusion.

- ❑ Students are not free to give their own view.

But one student (1.35%) responded that objective test is not the tool for increasing or decreasing marks instead it's an effective means of evaluation.

Q.No.11 Did you apply different strategies in studying for answering objective test and subjective test? If you did, what were they?

This question concerned with different strategies in studying. The question attempted to elicit the students' strategies which they used while preparing for the objective and subjective test. Out of eighty, seventy two students (90%) responded to this question.

The majority of the students i.e. fifty five students (76.38%) responded that they use different strategies in studying for answering objective test and subjective test. But seventeen students (23.61%) responded that they do not use such. They wrote just 'no'.

Thirty six students (65.45%) responded that they apply learning by heart strategy while preparing both subjective and objective test. Some of their responses were:

- ❑ By answering on the basis of memory.

- ❑ Line by line study.

- ❑ By selecting main points, underlined in a bold words.

- ❑ By studying previous questions.

- ❑ By making key from the first letter of each print which help to memorize.

❐ Note down the main points to memorize.

❐ Not any specific but just memorizing.

Twenty five students (45.45%) responded that they focus on practice. Some of their responses were: 'practice for writing', 'I practice collection of several questions from different books', 'for both test, I solved all old questions'.

Eighteen students (32.72%) responded that they focus on discussion, interaction. Some of their responses were: 'discuss with my friends', consult with my subject teacher'. Twelve students (21.81%) responded that they consult different authentic books prescribed by their teachers. Some of the other significant responses are mentioned below:

❐ Focused on repeated questions,

❐ Focused on old questions models,

❐ By developing concept,

❐ Skimming through books,

❐ On the basis of examination of different papers, by underlying the words, phrases, sentences, which looks like more important,

❐ Intellectual guessing,

❐ Randomly study,

❐ Study deeply on any subject matter.

But one student (1.81%) wrote that actually I have no idea about the different strategies.

Q.No.12 Do you think the objective test is equally helpful and challenging for all the students?

This question attempted to elicit the students' responses whether they thought the objective test is equally helpful and challenging for all the students or not. All eighty students responded to this question.

The majority of the students i.e. sixty seven students (83.75%) thought that the objective test is equally helpful and challenging for all the students. But thirteen students (16.25%) thought that the objective test is not equally helpful and challenging for all the students.

Q.No. 13 How can the objective test be helpful and challenging at the same time? Discuss.

This question attempted to elicit the students' responses regarding helpfulness and challenges of the objective test., sixty seven students (83.75) responded to this question.

They thought that objective test is helpful. Their significant responses are mentioned below:

❐   For getting full marks,

❐   No halo effect in marking,

❐   If we labour then it will be helpful.

❐   It develops the students' memory power.

❐   It develops IQ power,

❐   It measures the students' achievement level and reading skill.

❐   If we are well prepared consulting appropriate materials.

❐   If we answer all the questions correctly within short time.

❐   If it can be correct by guessing.

❑   It develops the habit of intensive reading then it increases the marks.

❑   It is easy to check the objective questions than subjective questions.

They thought that objective test is challenging. Their significant responses are mentioned below:

❑   When we take the exam without deep knowledge.

❑   If there is no reliability and validity in examination.

❑   Sometimes, full marks and sometimes, zero marks.

❑   We have to cover the whole book.

❑   While answering, it is complex than subjective questions.

❑   When it creates confusion.

❑   Constructing the objective questions is very challenging.

❑   When the structure of objective questions doesn't depend upon the subject matter.

❑   Objective questions are usefulness.

❑   Fill in the blank items are very challenging.

❑   If we are not well prepared consulting appropriate materials.

Q.No.14 What are the main difficulties that you have been facing while taking objective test?

This question attempted to elicit the students' problems as to what they have been facing while taking objective test. Out of eighty , seventy five students (93.75%) responded to this question.

Thirty five students (46.66%) responded that 'poor relationship between the subject teacher and question setter' is the main problem while taking objective

test. Some of their responses were: 'question setters use complex words instead of simple words', 'they use technical terms in questions'.

Twenty eight students (37.33%) responded that 'printing mistakes' is another problem while taking objective test. The same number of the students (37.33%) faced that 'vague questions' is also another problem while taking objective test. Some of their problems are 'lack of scrutinizing', 'asking from out of course', 'some questions are not based on the subject matter', 'double negative questions create problems', 'some items may give double meanings'.

Twenty two students (29.33%) responded that alternatives are very much similar that creates the problems. Some other significant responses are mentioned below:

❐   Those I prepared which are not asked.

❐   Once it is written and rubed will not be valid.

❐   While forgetting the main points.

❐   Sometimes, the given alternatives are not suitable.

❐   Specially in fill in the blank items because I had not memorized in that items.

❐   Time problem while giving the fill in the blank items.

❐   I prepared from my own techniques but questions are asked from other part.

❐   It makes us puzzle while selecting the options.

❐   Lack of time.

❐   Date problems.

But one interesting thing is that one student (1.33%) responded that I have never been facing the difficult while taking objective test.

Q.No.15 What, in your opinion, should be focused on while constructing objective test?

This question attempted to elicit the students' responses while constructing objective test. Out of eighty, seventy seven students (96.25%) responded to this question.

The majority of the students i.e. forty three students (55.84%) responded that they focus on 'balance in terms of coverage'. Some of their responses were: 'coverage of all contents', 'it should proportionately asked from each unit of the curriculum', 'on the basis of course of study while constructing', 'content validity'.

Thirty three students (42.85%) focused on 'difficulty level'. Some of their responses were: 'sometimes all the questions are found easy and sometimes difficult', 'it should be focused on students' level', 'simplicity'.

Twenty four students (31.16%) focused on 'proper editing'. Some of their responses were: 'it should be focused on clarity of questions', 'one word should reflect just one meaning', 'objectivity and validity', 'constructers should be aware of the book which are referred for every levels and check scrutinizing before administering'.

Sixteen students (20.77%) focused on multiple choice items. Some of their responses were: 'only multiple choice items should be asked', 'fill in the blank items should not be asked more than ten percent of the total objective marks'.

Some other significant responses are mentioned below:

❑	Objectives of curriculum should be focused.

❑	Certain books should be followed.

❑	All alternatives should be similar.

❑	Sometimes, the previous questions should be repeated.

❒   It should be directly related to specific subject matter.

❒   Duration of time.

❒   Reliability and validity.

❒   Accuracy and Appropriacy.

Q.N.16 What type of preparation most of the students do for answering the objective questions?

This question attempted to elicit the students' responses regarding what type of preparation most of their friends do for answering the objective questions. Out of 80, 76 students (95%) responded to this question.

The majority of the students i.e. 39 students (51.31%) out of 76 responded that their friends consult reference materials while preparing for the answer of the objective questions. Some of their responses were: 'they study the whole text book', 'study different reference books cited at the end of course of study,' 'they prepare most of the objective questions themselves from different authentic and text books'.

Thirty four students (44.73%) responded that their friends prepare the objective questions by giving through old questions. Some of their responses were: 'preparing old questions', 'practice the different objective questions given by different books, guess papers, guides'. The same number of the students (44.73%) responded that their friends prepare the objective questions by discussing with the friends. Some of their responses were: 'consulting with their teachers', 'group discussion'.

Eighteen students (23.68%) responded that their friends prepare the objective questions by memorizing. Some of their responses were: 'by memorizing different main points, date, time etc', 'memorize all the old questions'.

Eight students (10.52%) responded that their friends go through notes dictated by the teachers in the classroom or tuition class for preparing the objective questions. The same number of the students (10.52%) responded that their friends apply intensive reading while preparing for the objective questions.

Some other significant responses are mentioned below.

❏ They depends on their friends those who sit together.

❏ They prepare like subjective questions.

❏ They prepare by comparing the questions between previous examinations.

❏ By writing the answer and check them.

❏ Just guess in the examination.

Q.No.17 What do you think about objective items that are asked in the examinations. Are they appropriate for the level of the students?

This question attempted to elicit the students' responses regarding the appropriacy of the objective items that are asked in the final examinations on the basis of the level of the students. All eighty students responded to this question. But only sixty six students (82.5%) gave some reasons why they are appropriate and as to why they are not appropriate for the level of the students.

The majority of the students i.e. forty eight students (60%) thought that objective items that are asked in the examinations are appropriate for the level of the students. But thirty one 1 students (38.75%) thought that they are not appropriate for the level of the students.

Among them sixty six students (82.5%) gave some reasons how they think appropriate and inappropriate forty students (60.6%) think appropriate because:

❏ They measure potential capacity of the students.

- They help to know the main theme of the unit.

- It follows appropriacy and accuracy.

- It makes more confident to answer for the subjective questions.

- They make obliged to study intensively.

- It develops the habit of labourious.

- According to the marks allocation.

- They are appropriate to test the factual information of the students.

- Only for Bachelor levels.

Twenty six students (39.39%) think that they are not appropriate because:

- They can't help to be creative.

- They hamper for writing skills.

- They are not related to the subject matter.

- They are asked from out of course.

- Sometimes, more than one answers may be correct.

- They haven't been scrutinized properly.

- They are really difficult because they are given in English but some students are poor in English specially having major Nepali subjects.

But only one student (1.25%) expressed different response. According to him there are varieties, some of them are well constructed and some of them are not.

Q.No.18 What is your advice for the objective question setteers?

This last question attempted to elicit the students' suggestions for the objective question setters., seventy eight students (97.5%) responded to this question.

The Most of the students i.e. thirty eight students (48.71%) suggested to them 'don't rely on single source'. Some of their suggestions were: 'ask on the basis of the course of study', 'set only from the prescribed books or syllabus but not out of course', 'if you are book compiler, never ask all questions from your book'.

Tirty students (38.46%) suggested that they should think about the balance in terms of difficulty level and coverage. Some of their responses were: 'ask equally from each unit', 'questions should be managed from simple to complex', 'most of the questions are complex for the level of the students so set the questions in simple way', 'never use difficult and technical terms', 'focus on content validity', 'use simple words', 'follow the difficulty level of the students', 'questions should be prepared so that all status of the students can solve them'.

Twenty eight students (35.89%) suggested to them 'don't forget editing', some of their suggestions were: 'be sincere', 'use clear word', 'never ask vague questions which have more than one answers', 'never ask the double negative questions', 'in most of the papers, there is wrong so scrutinize very carefully before administering'.

Twelve students (15.38%) suggested to them 'not to be repeated from the old questions'. The same number of the students suggested to them 'give more priority for multiple choice items'.

Some other significant suggestions are mentioned below:

- Follow some rules like, measurability, simplicity, appropriacy, and accuracy.

- Never ask the same objective question in subjective question in the same year.

- Questions should be asked in such a way that they can be measured the knowledge of the students properly and effectively.

- ❒   Be careful about time duration.

- ❒   Discourage the habit of cheating.

- ❒   Focus on skills rather than content.

- ❒   Focus on specific.

But one student (1.28%) suggested that it would be better if you don't ask the objective questions in the final examination.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications, which are made on the basis of analysis and interpretation of the data.

4.1 Findings of the Study

On completion of the analysis and interpretation of the data, the major findings of this study are summarized as follows:

The students of M. Ed. level have positive attitudes towards objective questions. They are positive about the inclusion of objective items in the annual examination of T.U. from I. Ed. to M. Ed. level in all subjects. The findings are presented in the points below:

a. It was found that objective questions are necessary from I. Ed. to M. Ed. level because they can test factual information with wide coverage, although they are difficult to answer than subjective questions. It was found that multiple choice items and fill in the blank items are the easiest and the most difficult ones respectively. Because choices are given in multiple choice items which is not the case of the fill in the blank items i.e. they have to put answer from their memory.

b. Most of the students at T. U. are satisfied with the marking and time division of objective questions i.e. 20 marks for 20 items within 20 minutes.

c. It was found that more and more contents should be studied to answer the objective questions, so it is difficult to increase the marks as well as to pass for the most of the students in the final examination.

d. According to the students of M. Ed. level, objective tests have high reliability and no halo effect in marking system, although it can not develop their creativity as well as writing skill.

e. It was found that objective test measures students' achievement level but it can not test all language skills.

f. It was found that objective questions fulfill the objectives of curriculum if they are proportionately asked from each unit of the curriculum in the final examinations.

g. Most of the students at T. U. are not satisfied with the teaching methods used by some of their teachers.

h. According to the students of M. Ed. Level at T. U., constructing the objective questions is more challenging than the subjective test.

i. It was found that objective items are not mostly repeated from the old questions even though they practise the old objective questions. And they know objective questions are not only sufficient material to solve all objective questions in the examination.

j. It was found that most of the students can give the correct answer if the items are repeated frequently but they are not satisfied with the statement that one who is good at the English language is good at answering objective questions.

k. Most of the students believe they have a special ability for objective test rather than for subjective test.

l. Most of the students at T. U. consult mainly reference books, and authentic text books cited at the end of course of study for the preparation of objective test.

m.   Most of the students at T. U. prefer objective test rather than subjective test. Because they think that objective test develops the habit of intensive study.

n.   It was found that they give the answer of objective questions on the basis of memory and intellectual guessing.

o.   It was found that objective test can be helpful if we are well prepared consulting appropriate materials.

p.   According to them poor relationship between the subject teachers and question setters, printing mistakes, vague questions, and use of technical terms are the main difficulties they have been facing while taking objective test.

q.   Most of the students at T. U. prefer multiple choice items with essential focus on balance in terms of coverage and clarity of questions.

r.   It was found that objective items that are asked respectively in the examinations are appropriate for the level of the students.

s.   It was also found that they want to suggest the objective question setters should be sincere, not rely on single source, ask equally from each unit, never ask vague questions which have more than one answers, and not forget edit properly.

4.2 Recommendations

On the basis of findings obtained from the analyses and interpretation of the collected data, the salient pedagogical implications with some recommendations have been suggested as follows:

a.   It will be better to continue the objective test from I. Ed. to M. Ed. level because objective test encourages the students to develop the habit of

intensive study. But fill in the blank items are difficult than other items so it should be focused on multiple choice items.

b.   Fill in the blank items should be reduced to minimal so as to make a test moderately difficult.

c.   Objective questions should be constructed with the coordination between subject teachers and question setters.

d.   Printing mistakes and vague questions are the main problems for the examinees so it should be scrutinized carefully before administrative.

e.   It is necessary to apply different teaching techniques while teaching for the objective questions answers such as, discussion, pair work, group work, project work, etc. And there should be provided some useful materials for objective questions to the students.

f.   It would be better if the question setters use as simple words as possible instead of technical terms in questions papers.

g.   Objective question setters should consult more than two books while constructing the objective questions.

h.   Objective questions should be modified, which can measure the students' creativity and they should be proportionately asked from each unit of the curriculum.

i.   It would be better if the present marking system (i.e. 20 marks for 20 items within 20 minutes) will continue.

j.   Question setters and subject teachers should encourage the examinees that how they can give as more correct answers as possible.

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Questionnaire
(Closed-ended questions)

The questionnaire has been prepared to draw data for the research work entitled "Attitudes of Students Towards Objective Questions." I hope that you will give authentic and reliable data and that will be your invaluable contribution to accomplish this research work.

Please go through the statement carefully and tick (√) any of the alternatives which matches with your attitude.

Note: SA = Strongly agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly disagree

Name of the students:

Gender:

Group 'A'

1.   Objective questions are necessary from I. Ed. to M. Ed. level.
a. SA   b. A   c. U   d. D   e. SD

2.   Which of the following types of objective items do you prefer in the examination?
a. Fill in the blank items
b. Multiple-choice items
c. True/False items
d. Matching items

3.   What test item do you feel difficult from the point of view of examination?
a. Fill in the blank items
b. Multiple-choice items
c. True/False items
d. Matching items

4.   Objective questions are difficult to answer than subjective questions.
a. SA   b. A   c. U   d. D   e. SD

5.   Marking division, that is one mark for one item in all types and in all levels of objective test is appropriate.
a. SA   b. A   c. U   d. D   e. SD

6.   More content should be studied to answer the objective questions.
a. SA   b. A   c. U   d. D   e. SD

7.   Most of the students pass the final examination in Education stream because of the objective questions.
a. SA   b. A   c. U   d. D   e. SD

8.   There may be less reliability in marking system of objective test.
a. SA   b. A   c. U   d. D   e. SD

9.   The main disadvantage of objective test is:
        a. It can't develop writing skill,
        b. It encourages habit of guessing,
        c. It encourages habit of cheating,
        d. It can't develop creativity.

10. The objectives set in curriculum can be fulfilled by giving the objective questions in the final examination.

    a. SA   b. A   c. U   d. D   e. SD

11. Those students who answer the objective questions can easily answer the subjective questions.

    a. SA   b. A   c. U   d. D   e. SD

12. The teaching methods used by your teachers are appropriate to answer the objective questions.

    a. SA   b. A   c. U   d. D   e. SD

13. Objective questions are not sufficient to test language skills.

    a. SA   b. A   c. U   d. D   e. SD

14. Constructing the objective test is more challenging than the subjective test.

    a. SA   b. A   c. U   d. D   e. SD

15. Objective items should be proportionately asked from each unit of the curriculum.

    a. SA   b. A   c. U   d. D   e. SD

16. They are proportionately asked in the examinations conducted by Tribhuvan University.

    a. SA   b. A   c. U   d. D   e. SD

17. Twenty minutes time is sufficient for twenty objective items.

    a. SA   b. A   c. U   d. D   e. SD

18. Objective items are mostly repeated from the old questions.

    a. SA   b. A   c. U   d. D   e. SD

19. Objective test is easy because most of the questions are repeatition of the previous examinations.

    a. SA   b. A   c. U   d. D   e. SD

20. Everyone can give the correct answer if the items are repeated frequently.

    a. SA   b. A   c. U   d. D   e. SD

21. People who are good at English language are good in answering objective questions.

    a. SA   b. A   c. U   d. D   e. SD

22. I have a special ability for objective test rather than for subjective test.

    a. SA   b. A   c. U   d. D   e. SD

23. I practised a lot of old objective questions hoping that they will be repeated for me as well.

    a. SA   b. A   c. U   d. D   e. SD

24. The practice of old questions is sufficient as the preparation to solve objective questions in the examination.

a. SA b. A c. U d. D e. SD

25. The main purpose of giving objective test is to increase students' score.

a. SA b. A c. U d. D e. SD

26. The main purpose of giving objective test is to measure students' achievement level.

a. SA b. A c. U d. D e. SD

27. Objective test has no halo effect in marking.

a. SA b. A c. U d. D e. SD

Group 'B' (Open-ended questions)

Please answer the following questions briefly.

1. Why should objective items be asked in the Faculty of Education?

    ....
    ....
    ....
    ....
    ....
    ....

2. What type of resources do you consult for the objective test?

    ....
    ....
    ....
    ....
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3. Between objective and subjective tests, which one do you prefer? Give reason.

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4. How do you prepare for the objective item that is asked in the final examination?

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5. Which one of the four types of the objective test do you prefer? Give reason.

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6. Which item of the objective test is the most difficult for the students?

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7. Why do you think so?

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8. How effective did you find studying old questions for answering objective questions?

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9. Do you think objective items help to increase the marks?

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10. Why do you think so?

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11. Did you apply different strategies in studying for answering objective test and subjective test?
If you did, what were they?

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12. Do you think the objective test is equally helpful and challenging for all the students?

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13. How can the objective test be helpful and challenging at the same time? Discuss.

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14. What are the main difficulties that you have been facing while taking objective test?

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15. What, in your opinion, should be focused on while constructing objective test?

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16. What type of preparation most of the students do for answering the objective questions?

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17. What do you think about objective items that are asked in the examinations, Are they appropriate for the level of the students?

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18. What is your advice for the objective question setters?

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Please make sure that all items have been attempted. Thank you very much for your kind cooperation.