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Dr. Manoj Kumar

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# FOREWORD

I am pleased to put into the hands of readers Volume-3; Issue-5: 2021 (September-October, 2021) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



**Dr. Manoj Kumar**

Editor-in-Chief

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# Dietary Habits of adolescents in higher secondary school in Bhutan: An In-Depth Analysis of Nationally Representative Data

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## Abstract

*Bhutan is a small landlocked country that lies between the two most populous countries in the world India and China, with a total area of 38,394 square kilometers. A peaceful mountainous kingdom in the Himalayas mandated free education to all children of school-going age up to the 12<sup>th</sup> standard. Recognizing that education is the fundamental link to national progress, the Royal Government of Bhutan has always and will continue to emphasize education as a priority sector. In doing so, through a dynamic professional health system in the country, Bhutan has made enormous strides in the field of education that promote healthy and happy school children. However, as Bhutan steadily proceeds along its development path, substantial challenges remain, including the dietary habits of an adolescent in higher secondary schools. Therefore, this paper intends to explore the dietary habits among adolescents in higher secondary school. And this will contribute empirical data evidence for the policy framers and implements of the nutrition department at higher authority and school level to improve the dietary habits of adolescents.*

*Keywords— Dietary Habits, Adolescents, Nutrition, Educations, and Bhutan*

## I. INTRODUCTION

Bhutan's education journey started with monastic education until 1955 when modern education was first introduced during the reign of His Majesty King Jigme Dorji Wangchuck (Schuelka 2012). Monastic education continues even today and now there is an extensive network of schools and institutes spread across the country. The constitution of Bhutan (RGoB, 2007) guarantees in Articles 9.16 that education as one of the fundamental rights to all individuals. It stated, "The State shall provide free education to all children of school-going age up to the tenth standard and ensure that technical and professional education shall be made generally available and that higher education shall be equally accessible to all based on merit". Therefore, school-based education in Bhutan offered all citizens 11 years of free basic education. However, the current ruling government, of Druk Nyamrup Tshogpa has extended the basic minimum education from class X to XII, which is 13 years (MoE, 2020).

Education remains a priority for Royal Government of Bhutan, which is committed to providing free and high quality basic education for all. However, among all the factors influencing the learning process of adolescents in higher secondary schools, the highest priority has been given to the dietary programs for the students. The World Food Programme ([WFP], 2019) supported the fact that School meals have a significant impact on the quality and access of children to education. School feeding and nutrition programs in Bhutan focus on enhancing the schools' ability to provide balanced, nutritious, safe, sufficient, and prepared in a clean and hygienic environment using fresh local foods from the school gardens and the communities.

For this reason, the Royal Government of Bhutan, in recognition of the utmost importance of the dietary habits of adolescents in school, has initiated and implemented various national policies and programs for their health and well-being. Some of these include the implementation of the National multi-sectoral youth policy; the

Comprehensive School and Adolescent Health Programs; and inclusion of adolescent health in various national policies and programs in different sectors.

## II. PROBLEM STATEMENT

The first national nutrition survey was conducted in 1986-88, which included only a few schools in the country. Henceforth, other studies were conducted consecutively in 1989 and 2008. In order to close the urgently needed data gap on health behaviors among adolescents in Bhutan, the RGoB successfully conducted its first Global School-based Student Health Survey (GSHS) in 2016, which aims to generate nationally representative data on various health risk behaviors, such as dietary habits, hygienic behavior, interpersonal violence, mental health, substance abuse (including tobacco, alcohol, and drug use), sexual practices and awareness of HIV/ AIDS, and also assessed protective factors among secondary school students of the age of 13–17 year. A total of 50 out of 522 schools, and 7990 out of 169,560 students were sampled for studies. There is a lack of yearly national data on health behaviors and protective factors in adolescents in order to effectively and strategically guide policymakers and stakeholders to further promote the health and wellbeing of adolescents in higher secondary schools in Bhutan. The previous studies focused on a few specific schools and yet there was no data to show the approach across the country. The previous data analysis also reveals the vague findings, which will make it difficult for readers to understand the links between the studies.

## III. LITERATURE REVIEW

### Adolescent in Bhutan

Adolescence is perhaps the most controversial phase of human development. Since the beginning of this century, dozens of theories have been proposed to explain this stage of growth, each claiming to be based on attentive observation and systematic investigation. Many theories described adolescence as a stage of life when physical, psychological, and emotional changes occur (Pam, 2018). This quick biological and psychological changes during these period offer ascent to new wellbeing needs and risks, subsequently making this age group particularly vulnerable all over the world. According to Dorji (2015) among many challenges, the sizable group of young people faces unique emotional and physical health challenges while they represent the important group of people to shoulder the future responsibilities. The committed government under the guidance of successive Kings has extended a remarkable range of health services in the country, resulting in significant improvements in living conditions.

Between 2005 and 2017, the crude death rate has seen a slight reduction from 7.1 to 6.7 and the life expectancy has more than doubled to 70.2 years in 2017, from 32.4 years in 1960 (Ministry of Health [MoH],2020). However, as Bhutan steadily proceeds along its development path, substantial challenges remain, including dietary habits in an adolescent at higher secondary schools. Therefore, this paper intends to explore the dietary habits among adolescents in higher secondary school. And this will contribute empirical data evidence for the policy framers and implementers of the nutrition department at higher authority and school level to improve the dietary habits of our adolescents.

Adolescents (10-18 years of age) are a basic progress period in a human being's life, for what it's worth during this time is that the establishments for health and prosperity are set up (World Health Organization [WHO], 2020). The Department of Youth and Sports ([DYS] 2011) considers an adolescent as a person in the age range of 13-24 years and the United Nations Population Fund ([UNFPA] 2019) defines an adolescent as a person in the age range 10-19 years. The health status of older age is generally a result of the health practices started at a young age. A few conduct risk factors, like unhealthy dietary practices, lack of physical fitness activities, poor hygiene, and substance abuse among our students require exceptional consideration. From those large numbers of risk factors, the dietary habits among adolescents in higher secondary schools catch the unavoidable intervention to be implemented. As unhealthy practices rooted from adolescent age will lead to non-communicable diseases in adulthood, finally, add to early death. The control of these risk factors later in life turns out to be incredibly troublesome because, after some time, they become a basic piece of an individual's way of life.

### Concern on the Adolescent and Dietary Habits in Bhutan

The World Health Organization (WHO) estimates that around 1.2 billion in the world today, making up 16% of the world's population, are adolescents (WHO, 2020). According to Dorji (2015) Adolescents constitute more than half of Bhutan's population, and the 10 –24 year old population comprises about 56% of the total population. School enrolment exceeds 98% – only 1.2% of primary-age children are estimated to be out of school (Dorji, 2015). WHO (2018) noted that non-communicable diseases, including diabetes and obesity, are a major challenge for health and development, particularly in developing countries, where 85% of premature deaths occur. Subsequently, the essential prevention of risk factors among adolescents in higher secondary school is of critical importance.



Recognizing the utmost importance of this group of the population, the Ministry of Education (MoE), Ministry of Health (MoH), and Ministry of Agriculture and Forestry (MoAF) has initiated and has been implementing various national policies and programs for the good dietary habits practices. Some of these include the implementation of the National multi-sectoral youth policy; the Comprehensive School and Adolescent Health Programs and developed School Feeding Strategy for inclusion adolescents. To effectively and strategically guide policymakers and stakeholders to further promote the health and wellbeing of adolescents in higher secondary school students, the comprehensive national studies on dietary habits have to be on a continuous track. Therefore, to address the much-needed data gap on health behaviors among adolescents in Bhutan, The Royal Government of Bhutan (RGoB) had conducted the National Nutrition Survey in different consecutive years.

#### IV. METHODOLOGY

We used theoretical descriptive analysis to compare statistical records of the health of adolescents' health in the Bhutanese education system. For this analysis, we used the 2016 National Nutrition Survey (NNS) report as the primary data source for this study. In addition, we used NNS 1986–1988 (first; Directorate of Health Services, 1989), NNS 1999 (second; Namgyal & Yoezer, 1999), NNS 2008 (third), and the Multiple Indicator Cluster Survey (MICS) 2010 to provide comparative information on the time trends of child malnutrition in the country.

#### V. RESULTS

According to the first national nutrition survey of 1986-88, the nutritional status of children (0-6 years) had grave concern, as both the prevalence of underweight (34.0%) and the prevalence of stunting (60.9%) are considered to be serious public health problems according to the World Health Organization (Directorate of Health Services, 1989). The results of a survey in 1996 in one Central and two Eastern districts present the nutritional status of children under 5 years similar to the 1986-88 results (MoE, 1999; Aguayo, et.al., 2014). According to Wangmo et.al. (2012) and MoE (2008), the occurrence of stunting for preschool children fell from 60.9% in 1986-88 to 34.9% in 2008, and underweight declined from 34.0% to 10.4% during the same period. Aguayo, et.al. (2018) reported an average decline in stunting in preschool-aged children was 1.3% per year between 1986/1988 to 2008. The above national nutrition survey was conducted only in some regions in the country for certain age groups and the lack of data in Bhutan makes a comprehensive overview of the

dietary habits in adolescents difficult. The Only nationwide nutrition survey on the dietary habits among higher secondary students was conducted by the Global School-Based Student Health Survey (GSHS) in 2016 with a sample of 50 schools and 7990 students. GSHS (2016) reported that the prevalence of under nutrition from the 2015 National Nutrition Survey is at 21 percent for stunting, 4 percent for wasting, and 9 percent for underweight. The report primarily focused on the dietary habits among students (10-18 years of age) and found out that about 40% of the students reported drinking carbonated soft drinks one or more times a day. In addition, only 32.1% reported that eating fruits two or more times a day and 42% of eating vegetables three or more times a day. About 32.2% of the students reported eating fast food for 4 or more days during the 7 days preceding the survey. This data shows that the healthy dietary trait among the adolescent in higher secondary is still in a long way for the improvement.

#### VI. DISCUSSION AND RECOMMENDATIONS

WHO (2020) emphasized that consuming a healthy diet throughout the life course helps to prevent malnutrition as well as a range of non-communicable diseases (NCDs). However, increased production of processed foods, rapid urbanization, and changing lifestyles have led to a shift in dietary patterns. World Food Programme ([WFP] 2019) reported that the traditional Bhutanese diet is high in consumption of carbohydrates and animal fats, with low level of consumption of fruits and vegetables, as 67% do not consume adequate fruits or vegetables. Salt consumption is also high at 9 grams a day, almost double the WHO recommended level of 5g/day. Therefore, to address the much-needed guidance on healthy dietary habits among adolescents in higher secondary school, the Ministry of Education incorporated with others ministries had come up with strategies to improve the dietary habits through nutritious school meals.

School Feeding Program (SFP) was started in 1974 jointly between the Royal Government of Bhutan and the World Food Programme (WFP) after the arrival of the latter's assistance in the country (Nutrition Activities in Bhutan 2019-2023, 2019). According to MoE (2019), during the academic year 2018, there were total of 166, 989 students, of which 88, 320 from 263 school students, were covered under the school feeding program. Of which 40, 664 were in boarding schools with 3 meals served, while 33, 531 students were provided 2 meals under WFP support, and 14, 413 students received one meal in a day school program. The first intervention to improve dietary habit was the increased in the Stipend. According to MoAF (2019), for boarding school students who receive 3 meals a



day is was increased to Nu. 1500 per child per month, 1,000 for students receiving two meals, and Nu.500 for day scholars receiving a midday meal. In the second strategy, MoAF (2019) encouraged the districts to implement a program to link farm and schools.WFP supported the renewal of the annual contracts for the supply of fresh local vegetables to the schools. This has been suggested to reduce Pesticide/chemical residues in imported poor quality fruits and vegetables, to prevent the major cause of morbidity, mortality, and poor classroom performance. WFP supported the Ministry of Education in this transition by developing cost-optimized nutritious school menus based on local and seasonal foods using an online menu optimizer platform. WFP also provided Fortified rice, which helps in meets multiple micronutrient requirements of school children (WFP, 2019; WFP 2021). Finally, the School's health and nutrition division under the Ministry of Health reviewed the school's food menu and incorporated the changes. The students were served fruits, dairy products, meats, eggs, and chickpea weekly to meet the balanced diet. Another visible changes in school meals was serving of vegetable soup instead of morning tea with fried rice.

Still, in the school system, the intake of meals was dominated by the source of carbohydrates where health sectors warned, taking too many carbohydrates can contribute to health problems, from the short-term discomfort to long-term chronic disease. 99% in boarding schools were served fried rice every morning. WHO (2020) warned that overconsumption of fried rice may cause heart-related disease in the long term. Although school observed every Thursday as a junk food-free day, Education Monitory Division (2018) reported that there was no sign of declination in the consumption of junk foods among high schools students. Education and health are interconnected, poor health will affect learning and poor educational outcomes will affect health, therefore the essential prevention of risk factors among adolescents in higher secondary school is of critical importance.

## VII. CONCLUSION

Education remains a priority of the Royal Government of Bhutan, which advocates free, quality education for all and expanding the School Feeding and Nutrition Programme (NSFNP) to support the most vulnerable groups of students. However, Bhutanese school-going adolescents still require focused interventions to reduce risk factors for non-communicable diseases (NCDs). This literature is designed to convey the upstream policymakers and the downstream programmatic level to closely monitor and implement the holistic policies adopted to intervene early,

since these behaviors may extend into adult life, fuelling the NCD epidemic in the country. In the future, this paper will help mess Coordinators and principals in school on improving the diet through the integration of knowledge and skills of health, agriculture, nutrition and WASH in liaison with other agencies like Bhutan Agriculture Food and Regulatory Authority (BAFRA), Ministry of Health, Food Corporation of Bhutan Limited (FCBL) and other relevant agencies.

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# A Study on Motivational Levels of Teachers in Lhuentse District, Bhutan

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## Abstract

Many stakeholders in the country describe poor performance of learners is attributed to motivational level of teachers. Principal plays an important role in motivating teacher. This study focuses on factors that impact teachers' motivation in Lhuentse District of Bhutan and on the role of Principal in enhancing teachers' motivation.

Many initiatives have been taken at the Ministry, Department, District and School levels to improve the learning outcomes of students. Tremendous work has been done to achieve a holistic development of the children by infusing the four pillars of Gross National Happiness (GNH), the eight dimensions and seventy-two indicators into the school curriculum. Enormous amount of money and time has been invested for the professional Development programs for the teachers. Principal in school are now seen to take a major role than just a mere administrator. Therefore, qualitative research has further conducted to find out some of the challenges that demoralize teachers professionally and to identify factors that contribute on motivation of teachers in the schools of the District.

*Keywords— Educational policies, Interventions, Motivation, Professional Development and Teachers' workload.*

## I. INTRODUCTION

Teachers form the backbone of an education system, which is very pivotal for the all-round development of a country. The quality of education in a country hinges on the effort and motivation of teachers and it also contributes in a very significant way for successful learning outcomes of the students. Therefore, success of the schooling system attributes to teachers and their level of motivation which, further has an impact on the classroom transaction and learning outcomes of students.

Motivation is the willingness to do something that should satisfy the needs of the individual. The need that makes certain outcomes appears attractive. From all these perspectives then, there needs to be clear understanding of the relationship between factors affecting teacher morale, motivation and performance.

In schools, teachers are at the forefront in molding the students with knowledge and right values. Therefore, teachers need to be highly motivated to deliver high quality educational services throughout the country. As such, the concern for the declining quality of education in Bhutan can be widely attributed to 'the low motivation of teachers', but

it may also be the consequence other factors too. To readdress this situation, government and different stake holders need to come up with certain measures to enhance the motivational level of the teachers. Teachers' interaction with learners is the axis on which educational quality depends, to get the high performing learners with complete vales needs interaction with motivated teachers.

His Majesty the King of Bhutan in his address to the teacher graduates at the 4<sup>th</sup> Convocation of the Royal University of Bhutan in Paro, January 7, 2012, said

*"It is not possible to share what you don't possess so, as teachers, you must yourself be open to new ideas and to learning throughout your lives. Teachers must earn the respect of their students, and inspire them to fulfill their hopes and talents. Look at them as individuals, each with their own talents and unique character. Nurture them to fulfill their potential.*

*Guide the children to learn to be responsible, even as they experience life*

*in all its shades. Keep them on the right path from the start. By high expectations, I mean that teachers must encourage children to aim high and excel. Our children must excel”.*

The development of a nation in the long run depends on the quality of leaders coming in our education system. Enormous importance has been accorded by the highest authority of the country, to the role of teachers being central for the development and success of children. Therefore having, highlighted the important role that teacher’s play to fulfill the aspiration and expectation of children and parents particularly at the school, the principal also plays an equally important role in motivating teachers.

### 1.1 Teacher Development Policy.

In Bhutan, teachers’ quality is widely acknowledged to be the key factor influencing the quality of education. Towards the enhancement of teacher morale and motivation, both of which are expected to lead to improved teacher satisfaction and thereby quality, some of the most significant steps taken during 10<sup>th</sup> Five year plan towards teacher motivation by the Ministry of Education (MoE)<sup>1</sup> includes the following:

#### 1.1.1. Human Resource Policies

Towards enhancing teacher morale and motivation, and as a follow up of Teachers Human Resource Policy, five policy areas: Teacher Career Tracks; Teacher Recruitment; Teacher Performance Management; Teacher Professional Development; and Teacher Deployment, were further developed and endorsed by the 15th Annual Education Conference in December 2011.

#### 1.1.2. Teacher Incentives

In order to motivate and incentivize the teaching cadre, the Ministry submitted to the Government a detailed proposal for enhancement of teacher’s salary and allowances, including incentives for difficult and remote posting, and teachers required to take up additional responsibilities etc. Therefore, despite of the resource constraints faced by the country, teachers package either in terms of salary revision, house rent allowance and remote posting allowance is to be taken place by the new government in July 2014.

#### 1.1.3. In-service Education of Teachers (INSET) Master Plan and Delivery Strategies

Towards the enhancement and effective delivery of relevant and quality professional development programmes, the In-service Education of Teachers (INSET) Master Plan and Delivery Strategies has been completed, following a Needs Assessment Study, intensive stakeholders’ workshops, and the development of training modules, handbooks and manuals for training teachers and principals. As part of the development and trial of INSET modules, a total of 1000 teachers and 150 principals covering six Districts were trained.

### 1.2 Statement of the Research Problem

The motivation level amongst teachers can be considered relatively low considering the present trend of teachers leaving the teaching profession. Teacher retention in the system is seen to be a prominent concern in Bhutan. Although the government has made great efforts still the Ministry of Education, is facing a problem of teachers leaving their jobs every year. The number of teachers leaving the teaching job has escalated in Bhutan. Total of 1334 teachers have left the teaching profession from 2008 to 2013 in the last six years either for voluntary retirement, contract expiration, unfortunate events such as death, superannuation and compulsory retirement which translates into 4% of the total teachers in the country leaving the profession for various reasons (Annual Education Statistics 2013). As such, teachers leaving the teaching force have become an issue of concern. Therefore, if strategic retention plan and policy is not developed timely, shortage of teachers may aggravate which may have an impact on the quality education delivery.

Since a decade, the quality of education has been a burning issue in the country, which was also a topic of discussion amongst the general public and even at the highest decision making bodies of the country, parliament. Overall the falling quality of the standard of education has become a subject of concern to the parents, entire society and the government at large. Various reasons and assumptions were made for the declining standard of education such as poor teaching methodology, low teacher morale and motivation, poor infrastructural facilities, general poor socio- economical background of individual students and lack of qualified teachers.

Annual Status of Student Learning (ASSL) was conducted by Royal Educational Council to test the students of class IV, VI and VIII in English, Mathematics and

<sup>1</sup> Fourth Annual Report of Hon’ble Prime Minister the 9<sup>th</sup> Session of 1<sup>st</sup> Parliament, the state of the Nation: Education, 2012

Science in 2011. The report presentation of the ASSL during the 16<sup>th</sup> Annual Education Conference held in Phuntsholing Higher Secondary School by Department of Curriculum and Research Division (DCRD), Paro shows the low performance of the students comparatively in Lhuentse District in all the three subjects irrespective of classes.

There was concern from the highest government official, the Secretary of the Education pertaining to low student performances in the school that requires the attention for all the policy makers and schools in Lhuentse District. Therefore, since the learning outcomes of the students, the role of the principal and the teacher's motivation are related, the study on the motivation level among the school teachers in Lhuentse District of Bhutan, will help in understanding the factors associated with the low performance. The study will also help in identifying some measures that will help motivate teachers which will impact the performance levels of the students and help not only the District but also the Nation as a whole. This is also done for the partial fulfillment of my International Diploma on Planning Education and Administration.

### 1.3 Research Objectives

The study was conducted keeping in view the following objectives:

1. Identify the main reasons as to why students' performance is poor in Lhuentse District.
2. Examine the teacher motivation levels in Lhuentse District.
3. Identify the main determining factors that motivate teachers in relation to social, economic, cultural and geographic aspects in Lhuentse District.
4. Identify the role of the institution (principal, teacher/staff and students) in motivating teachers.

### 1.4 Research Questions

The research study tried to answer some of the below listed questions:

1. What are the main factors for poor performance of students in Schools in Lhuentse District?
2. Are all teachers satisfied and happy with their teaching profession?
3. What according to the teachers are the Institutional levels factors that can motivate them in their profession?
4. What are the some of the factors that can enhance teacher motivation levels?

## II. METHODOLOGY

The study dealt with both Qualitative and Quantitative research methods, where information was collected from both Secondary and Primary Data

### 2.1 Nature of Data

The primary source of data includes questionnaire, oral and personal observation. This involves gathering data from sample respondents using instrument like survey questionnaire, interview and personal observation.

### 2.2 Sampling Method

Random sampling methods were used for the study. The following steps were undertaken to calculate the sample for the study.

Step 1. All the 14 schools in the Lhuentse District which include Primary, Lower Secondary, Middle Secondary and Higher Secondary Schools were taken for the study as sample schools

Step 2. A list comprising of names of all the teachers from these sample schools were collected which comprises of total 154 teachers.

Step 3. Using the formula given by Taro the sample size for the study was calculated. Out of the total teachers, 111 sample teachers and principals (respondents) were randomly selected using the table of random numbers

Step 4. All the principals of all sample school except one of the middle secondary school were selected as respondents. One of the middle secondary principal of the District were included as the researcher himself happened to be the principal of that school.

### 2.3 Data Collection Tools

Two sets of self-administered questionnaires separately for teachers and principal were used to collect the data for both the teachers and the school. The questionnaire comprised of both closed and open ended questions formulated by the researcher. Research questionnaire for teachers described respondents' background information like gender, age, status education level and length in service, and was describe about the motivational factors based on the Herzberg theory.

Similarly, sample descriptive survey questionnaire was prepared for the school principal too. It described the general information of the school and students' performance. The questionnaire prepared for the school was responded by the Principal. Each set of questionnaire had approximately 20 questions. Teachers were asked to rank some possible job related source of motivational from strongly agree 5,4,3,2 and strongly disagree 1 which will be constructed along a five point Likert type scale. For the



school, open ended questions are asked to principals. The information collected from both the teachers and principal was later used for qualitative analysis. The respondents were asked to indicate the extent to which they agree the motivational statements provided as a indicator using the scale strongly agree, agree, undecided, disagree, strongly disagree as given below.

Agreement level on Motivational statement	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The researcher used the Survey questionnaire to minimize the cost and the time for the researcher as the time given for the researcher was very limited to complete the project. Semi Structured Interview was conducted with school Principals of few schools of different levels. However, after interviewing for five Principals, the interviewer limited to five principals as the response was found to be similar.

## 2.4 Population and sample size

### 2.4.1 Population

In the District, there are 13 Community primary schools (CPS), 8 primary schools (PS), 2 Lower Secondary Schools (LSS), 3 Middle Secondary School (MSS) and 1 Higher Secondary Schools (HSS). Total of 3994 students are enrolled in various level of schools. Out of 188 teachers in the District, 140 teachers are teaching in PS, LSS, MSS and HSS (Annual Education Statistics, 2010). The researcher will focus only to the PS, LSS, MSS and HSS. Therefore, total of 140 teachers and 14 principals were the targeted respondent out of which 111 respondents were selected for the research.

### 2.4.2 Sample size of respondents

The Taro Yamane's formula (1967) was used to calculate the sample size. The formula is commonly used in quantitative research in random sampling. Therefore, the sample size is calculated using the formula as given below:

$$\text{Formula } n = N / [1 + N (e)^2]$$

Where  $n$  = sample size  
 $N$  = population size (the universe)

$e$  = sampling error  
(usually 0.1, 0.05, 0.01 acceptable error)

$\wedge$  = raised to the power of

$$n = 154 / [1 + 154(0.05)^2]$$

$$= 141 / 1.385$$

$$= 111.19$$

$$= 111$$

## 2.5 Ethical Issues

In my research, all the formalities were followed before the start of actual data collection. Approval for the collection of the data was obtained from the District commissioner and the District Dy. Education officer. Permission from the concerned principals to conduct research in his/her school was sought. In the study, I requested the principal of each school to distribute and collect back the questionnaire. A written consent was taken from the participants in which letter was sent to each school stating the objectives of my project. It is clearly mentioned in the letter that individual identity will not be revealed. This was done so that to enable the participant to feel comfortable to write their honest opinions. Letter written to the principal is attached as the end as annexure 1.

### 2.5.1 Validity

Walliman & Bucler (2008) defined validity as "the accuracy of result, whether the collected data representative and illustrate the phenomenon and levels the trueness". To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, it was pre tested with ten participants among the teachers from targeted sample schools. This helped to identify ambiguous questions in the instruments which were rephrased and contextually calibrated in achieving the objectives.

### 2.5.2 Reliability

Reliability is the consistency of data (Walliman & Bucler, 2008). Reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Amin, 2005). To maintain the quality of the questionnaire, the questionnaire was reviewed through the research advisor and the improvement was made based on the objectives of the research topic. The



study administered one type of questionnaire to teachers by using Cronbach reliability test; Alpha values of 0.753 were attained implying that the tool is suitable for assessing the effect of motivation on teaching performance.

## 2.6 Methods

During data analysis, descriptive statistics were used in presenting the data collected from the study in order to describe the characteristics of the information of sample by using frequency, percentage, mean and standard deviation. Among the different scales used to measure the data, interval scale was used to measure the data. The interval scale is preferred as Likert scales is used the study and found to be appropriate.

## 2.7 Limitations of the Study

The time allocated to complete the study for the researcher was 3 months, because of the very short time frame of the study period, intensive coverage on taking views of different stakeholders like students and parents could not be collected which otherwise is paramount in such type of research. It would have added more values and insight with their participation. The researcher had to make movement from one school to another. As such, the researchers face some financial constrain as every expenditure incurred for travel and other miscellaneous had to be met from personal expenses.

## III. LITERATURE REVIEW

### Defining for Motivation

Motivation can be defined as the driving force that causes the flux from desire to will in life. For example, hunger is a motivation that elicits a desire to eat. Motivation is essentially about commitment to doing something. In the context of a business, motivation can be said to be about the 'will to work'. Motivation can come from the enjoyment of the work itself and/or from the desire to achieve certain goals. It can also come from the sense of satisfaction that we gain from completing something, or achieving a successful outcome after a difficult project or problem solved.

Why does motivation matter in teaching? In short, people's behaviour is determined by what motivates them. The performance of employees is a product of both their abilities (e.g. skills & experience) and motivation. A talented teacher who feels de-motivated is unlikely to perform well at work, whereas a motivated employee can often deliver far more than is expected from them. Similarly some studies pertaining to motivation have been reviewed in the following sections to get a better understanding of motivation and also trying to link these to the present study.

Terrel. H stated that there are three things to be remembered in education. "The first one is motivation. The second one is motivation. The third one is motivation". Here he also argued that teachers' motivation cannot be used as a synonymous with achievement of students. Therefore, immediate achievement and test performance are determined by variety of other factors. Considering the fact that quality of education has direct relationship with the morale and motivation of teachers, numerous researches has been done in the world (Carole, 1990).

Similarly, various studies have been taken on related issues in Bhutan. The study that was done on morale and motivation of Bhutanese school teachers has fifty-one teachers, with teaching experience between three to thirty-five years. While doing interview, only three participant shown being happy and positive of the profession. The rest expressed their frustration, dissatisfaction and low morale and motivation (Dorji, 2006). A government agency –centre for education and Research (CERD, 2007), and an autonomous organization- Royal Education council (REC, 2008, 2009 & 2013) also have taken researches on related issues in Bhutan. Harmer defined motivation as "some kind of internal drive which pushes someone to do things in order to achieve something" (Dorji ,2008).

Similarly, Ryan and Deci (2000) stated that to be motivated means to be moved to do something. Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. Teaching job requires dealing with human mind and intellectuals. It requires patience and commitment. As such, readiness of teaching comes with motivation of individual.

Everad at al (2004) stated that 'if people do not feel committed towards a given result or activity, the only motivation at our disposal are those of carrot and stick'. The statement support to his definition of motivation as getting result through people, therefore, unmotivated teachers can do more harm than good to students learning.

Allan, John (1998) defined motivation as 'the force that drives people to do things once the task has been done, the motivation may disappear' however he defend to his definition that in good management the essential for good management is to make it last and it needs to last through the time at work. In the same vein, motivation of the people in an organization like schools should have long lasting motivation. One time motivation may not have immense benefit to the organization. He also stated that motivation of people depends on the type of leadership leader demonstrate. It is mentioned that people gets motivated when leadership style and style most matches to any situation will depend on situational context.

### 3.1 Teacher Motivation

Teacher motivation has become an important issue in most of the developing countries given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992). Motivated teachers can arouse student's interest in studies. Many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. However, as a teacher we need to understand that as long as a student chooses goals and expends a certain amount of effort to achieve them they are considered to be motivated. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation should come from within oneself. In the following chapter discusses the various motivation theories written in different literature.

It is often believed that people in an organization are its most important asset. Therefore, successful leader must make the best use of this asset. Therefore, Leadership is defined as an 'influence process over a group of individual, workers or employees aimed at gaining their commitment to shared values and goals and subsequent goal achievement' Dimmock (2012). He also stated that 'Leadership is a social influence process guided by a moral purpose with the aim of building capacity by optimizing available resources towards the achievement of the shared goals'.

Mukhopadhyay (1994) in her study on motivation in education management pointed that any educational institution, for its survival and progress, motivation of the individual employee and the group, is considered to be the core factor. Other factors, such as individual competencies, attitude towards work, appropriate performance goals, structure of the job, institutional climate, incentive system, career opportunities etc are also responsible for institutional renewal development. Any effort by educational administrators and managers to motivate their employees must take care of all the factors together.

### 3.2 Theories of Motivation

Motivation as a complex concept, numerous theories has been developed to provide the detail overview and understanding of motivation. Mukhopadhyay (1994) has categorized the theories of motivation into the following approaches:

#### 3.2.1 Dynamic approaches

This approach is designed based on "unconscious impulse" called as psychoanalysis. In this approach, behavior is determined by multidimensional conflicts such

as Id, ego and super-ego which forms the strong force of human psyche. It is stated that people's character is determined by his/her behavior and thus reveals the identity of childhood experiences. As such, unconscious and unnoticed conflict comes in the process of motivation.

#### 3.2.2 Behavioral Approach.

In this approach, motivation is viewed as a way of behavior. In this regard Skinner, Bandura & Mischel stated that behaviorism is determined by reinforcement and modeling which is in turns demined by the intensity and reinforcement of the situational variables. In the same way, Skinner assorted that reinforcement will strengthens behavior of individual of his/her performance of desired behavior. Therefore, to motivate means to reward on doing desired behavior and viz a viz (Mukhopadhyay, 1994).

#### 3.2.3 Cognitive Approach

In Cognitive Approach, Vroom and Lawler have come up with Expectancy Theory. It is based on the proportion that motivation is dependent upon a set of goals. Individual set a specific goals and he/she acts with expectation that specific behavior will result in its achievement. Later Porter and Lawler supported the expectancy theory by concluding the relationship that reward for the performance and perceiving nature determines satisfaction in individual. (Mukhopadhyay, 1994)

#### 3.2.4 Content Approach

Maslow stated that in content approach, "motivation is process of need drive satisfaction". Therefore, needs arises tension and because of the tension, individual gets motivated to achieve the goal (Mukhopadhyay, 1994).The diagrammatic representation of Maslow motivation process is as follows.

#### 3.2.5 Attribution Approach

This approach is based on the attribution that is put forward by the individual for the set of task. Motivation of the individual is determined by how he or she perceives the task. Furthermore, Maslow developed motivational theory based on the humanistic psychology and clinical experiences. He argued that individual motivational requirement could be ordered as a hierarchy and once the given level of need is satisfied it no longer motivate and next higher level of needs to be activated in order to motivate and satisfy individual (Adair, J .1990).

Equity theory unfolds that unfair treatment for the effort made on their work and achievements makes individuals displeased. The theory states that individuals compare the outcomes they receive within and outside the organization. Such comparisons are made based on the outcome-input ratio. If one person gets higher outcome-

input ratio than another person, there is inequity amongst the two individuals. Therefore, first person experiences “positive inequity” and the other feels “negative inequity.” Hence, individuals resort to take variety of action to regain and restore the sense of equity.

Davies (2007) asserted that “teachers’ treatment of students is often influenced by how administrators treat teachers. Being the object of respectful behavior inclines the recipient to treat others in a similarly respectful manner” in this regard, the way principals treat teachers has reciprocal effect to students. When teachers are treated with respect and dignity by the principal, teachers will feel motivated and can have positive impact in students. Besides curriculum the recruitment of competent teachers, and sustaining their morale and motivation are key elements in ensuring quality of education.

#### 2.4. International Studies on Teachers’ Motivation.

Weis and Pasley stated that (Whitehead 2013). Motivated teachers require less supervision and are willing to accomplish teaching and learning goals. They accept teaching goals as personal goals. They have a sense of confidence, enjoy teaching, are loyal, and are more committed to education as a whole. In contrast, unmotivated teachers are less apt to achieve their curricular goals, have more student discipline problems, and are less interested in change. With strict evaluation strategies, prodding, clear instructions, and close supervision, they often do a satisfactory job at best.

In support of Whitehead and friends, it is a general trend in all the working places. Similar trend is also prevailing in schools in Bhutan. Generally, we see teachers who are professionally committed are motivated in their job. The delivery of lesson is seen to be efficient. Learning outcome of students is comparatively good. On the other hand, unmotivated teacher requires constant supervision and guidance. They are not efficient and often fail to do the task on time.

Tin, G and et.al (1996) conducted a study in Singapore on what motivates teacher. In their study, 27 highly motivated primary and secondary school teachers in Singapore were subjected to an in-depth interview. Out of the total teachers interviewed, 5 were male and rest 22 was female. The report reveals that female teachers are more motivated than male teachers because female teachers found that teaching matches and accommodates them than other job. One of the factors that motivate for the teachers was also students’ performance. The study asserts the existence of positive link exists between teachers’ motivation and students’ academic performance. Therefore, they found out that many teachers in Singapore took up teaching because they love to work with children.

Alam and Farid (2011) did their study to find the factors affecting motivational level of teachers at secondary school level in Rawalpindi city. They found out that one of the motivations is socio economic status of teacher. The study indicates that only 10 percent teachers could meet the necessities of life whereas 90 percent teachers think that the economic status of life needs to be improved. They think that they received less salary as compared to their work. Therefore, majority of the teachers are in favor of the statement that their teaching is affected due to less salary, which needs to be revised.

A study in India state of Jaipur by Ramachandran (2005) reported that the primary school teacher is doing more difficult work than the middle or secondary level schoolteacher. The primary teacher has to deal with small students, whereas the secondary teacher gets ready student. Teachers also felt unfortunate that they are paid less. Beside the over work load and less remuneration, they are also classified as grade III teachers. The status by the term grade III looks derogatory for the teachers which create dissatisfaction and de-motivation. They also pointed in their report that, principals’ role as maintaining disciplines (regular attendance of teachers, functioning and teaching). He admitted that all-pervasive bureaucratic indifference or inability had rubbed off on the school system too, which had little power to do anything about a teacher who refused to teach. The ability of the principal is to provide leadership was constrained by the larger system in which she/he had to function.

In contrast, Sergiovanni (1987) has argued that direct principal leadership is only part of the answer to establishing successful schools or institutions of excellence. The principal plays a key role in building and maintaining leadership density. This enabling leadership is revealed and validated by the principals’ intents, attributes and behavior that enable teachers, students and parents to function better on behalf of the school and its purposes, to engage more effectively in the work and play of the schools and to promote and elevate the school’s achievement

Farber (2010), in his study stated that to attract greater number of quality people and keep quality professionals, we need to pay quality people to join and stay in this profession. In contrast, some of the country makes the choice to underfund public education. They pour money into national security and in other developmental projects. The country which gives Education a less priority fails to retain the competent teachers which can lead to poor quality education system of the country. In Bhutan, although education is given a high priority in terms of resource allocation, yet we see teachers leaving the job every year. To improve the quality of education, eligibility criteria for

recruitment of fresh teachers need to be streamlined. Academically high performing candidates join in other profession like doctors and engineer merely looking for the benefit packages. Therefore, the government needs to be recruited those academically competent candidates for teaching with attractive pay packages and other incentives.

We all are very much aware that every day teachers face the challenge of introducing new curricular, assessing students work and managing classrooms. In many situations they also face with challenging student populations that do not actually respond to instructional practices. As mentioned in the above mediated effect model, one of the contributing factor for the students learning outcome is people. Literally in this context, people are referred to teachers. School principal has mammoth task to overcome and faced with how to support teachers to meet these challenges of teachers. No matter whatever the challenges, one of the strategies that the principal may take is to motivate the teachers.

Adair J (1990) stated that “leadership and motivation are like brother and sister. It is difficult to talk of leader who does not motivate others”. For a teacher, unlike other job, teaching profession requires lot of patience and understanding. This is all because they need to deal with the human beings. It all happens when he/she is motivated in profession. Motivation may mean those conditions of services that will make them happy with their job and not necessarily having a good salary, promotion and recognition are the only contributing factors that can be played by principal to boost teacher’s motivation.

### 2.5 Studies on Teachers’ Motivation in Bhutan.

Namgay and Yuden (2013) conducted a study on teachers’ job satisfaction at the national level to find out the status of job satisfaction in Bhutan. There were total teachers of 7932 from 652 schools who participated in the studies. The school ranges from early childhood care center to higher secondary level. The study reveals that asymp.sig. (2-sided)P value to be 0.05 (0.00) indicating a strong positive relationship between teacher job satisfaction and teachers morale. They also found out that morale of teachers in their job is high who have attended 51 years and above than compared to the younger generation teachers. Level of high job satisfaction for senior teachers than junior teachers could have attributed because of higher salary and respect from the society and fellow teacher mate. However, in contrast, teachers with PGCE, PGDE and Bed the higher level of professional qualification are found to be fewer jobs satisfied than PTC and ZTC.

Similar studies was conducted in Thimphu District (Drukpa, 2010) and in Paro college of Education (Dorji, 2010).In both the studies, teachers consider the monthly

salary package to be low and do not commensurate their workload. Among all, they are not satisfied with some of the other factor like lack of professional opportunities, over workload, professional status and frequent changes in education policy.

According to the research report about 28.5% of the respondents are willing to join other professions given a chance. Some of the reasons were less opportunity for training, heavy work load, unfavorable working condition (common office), no perks, dry salary, monotonous job and strict code of conduct. He also concluded that, there was a very strong desire of teachers for professional development, qualification up gradation to boost their motivation (Dorji, 2008).

Farber (2010), in his study stated that to attract greater number of quality people and keep quality professionals, we need to pay quality people to join and stay in this professional. In contrast, some of the country makes the choice to underfund public education. They pour money into national security and in other developmental projects. The country which gives Education a less priority fails to retain the competent teachers which can lead to poor quality education system of the country. In Bhutan, although education is given a high priority in terms of resource allocation, yet we see teachers leaving the job every year. To improve the quality of education, eligibility criteria for recruitment of fresh teachers need to be streamlined. Academically high performing candidates join in other profession like doctors and engineer merely looking for the benefit packages. Therefore, the government needs to be recruited those academically competent candidates for teaching with attractive pay packages and other incentives.

Drukpa (2010) conducted a study on job satisfaction of secondary school teachers in Thimphu District of Bhutan. He concluded that Teachers are the main stake holders in imparting quality education. Therefore, when the government revised the salaries for civil servants in Bhutan in 2009, teachers were given additional allowances depending on the number of years they have served. All the civil servants serving in the kingdom were given a pay rise of 35% flat rate and for teachers, additional 10% of the basic pay as allowance for beginning teachers and 20% of the basic pay as allowance serving more than 15 years. The allowance is to be paid over and above the salary with the intention to promote higher performance, improved efficiency and meritocracy in the system so that the teachers will be motivated and satisfied.



**IV. MAIN FINDINGS AND ANALYSIS OF THE STUDY**

**Introduction**

This chapter presents the main findings, analysis and interpretation of the data that has been collected through survey questionnaires, interview and field notes for the study area which was Lhuentse District of Bhutan.

**4.1 Demographic Profile**

Total of 99 teachers and 12 principals responded for the study from 14 schools. School level ranges from Primary, lower Secondary, Middle Secondary and Higher

Secondary Schools. Out of 99 teacher participants, 77% were male and 23% were female. Although most of the schools have contract and NIIT instructors, to get authentic and reliable information only the regular teachers were selected as participants of the research. Out of the 12 Principals who participated in the research, 5 of them were involved in filling up the survey questionnaire and also interviewed using the semi structure interview questionnaire. The semi structure interview questionnaire covered other aspect of the question which was not actually covered in the survey questionnaire

**4.1 Percent of participants by gender**

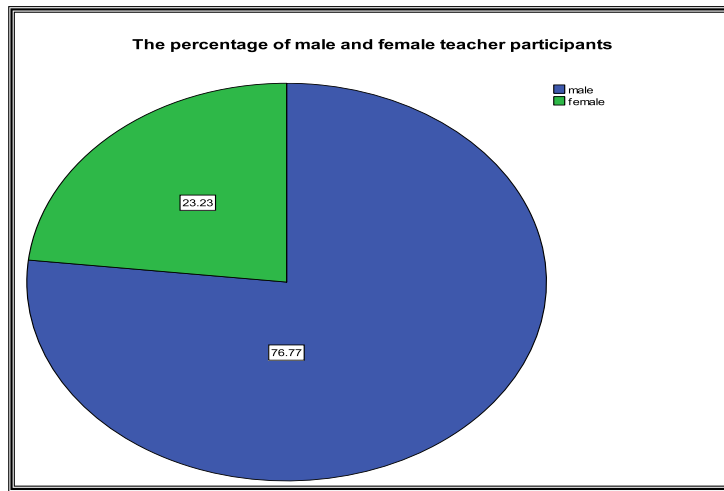


Fig:1. Percent of participants

Out of 111 participants of 14 schools, 45 participants were from Primary, 14 from Lower Secondary, 28 from Middle Secondary and 24 from Higher Secondary. Maximum number of teachers participated from Primary

School as comparatively more number of schools was from primary school level.

**4.2 Geographical Locations of Schools**

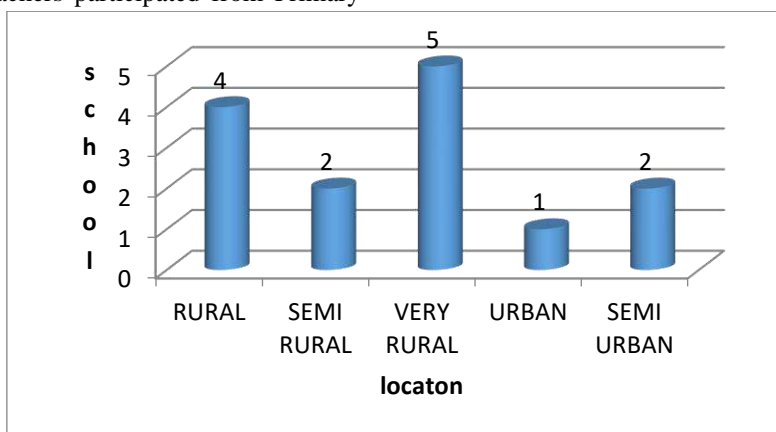


Fig: 2. The figure shows the location of the schools

Out of 14 schools, majority of the responded were from very rural schools. Only one of the schools was located in an urban area.

#### 4.3 Count of schools having adequate teachers.

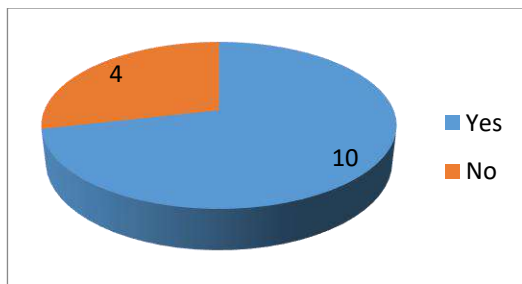


Fig:3. Chart shows that school has adequate teachers as per the requirement

The figure shows the adequacy of teachers in the schools. It is found that majority of the schools have adequate teachers as per the teacher deployment policy of the Ministry. However, few of the schools still have challenges of teacher shortage.

Out of 99 teachers participated for the study, 63% of the participants has a qualification of Bachelor in Education (BED), 25% had the qualification of Post Graduate Degree in Education (PGDE) and 6% each of primary teaching certificate and Master in Education. The figure on qualification of teachers' indicate high number of PGDE and BED as the course is offered primarily in the country for teachers who wish to take teaching profession. Primary Teacher Certificate is found to be minimal as the course has stopped in the country. None of the teacher participants have attended doctorate qualification.

#### 4.2 Interview with Principals

I had visited five schools and interviewed the Principals of all the five schools. I spent about 8-10 minutes with each participant for interview. All the principals that I have interviewed happened to be male participants. The participants working experience as principal are presented below. Principal of each school are indicated as P1, P2, P3, P4 & P5 respectively.

#### 4.3 Principals opinion on teachers' motivational level:

Majority of the principals had a view that 50% of the teachers in the schools are motivated. They said that around half of the total teachers in the school are motivated. However, only one principal pointed out that all the teachers are motivated to work.

#### 4.4 Principal's view on challenges faced by the teachers.

Principals were asked about the hardship that the teachers faced and to specifically point out the most challenging hardship faced by the teachers. The maximum answers that were provided by most of the participants were the teachers work load and poor remuneration. Most of the participants felt that teachers have to do maximum number

of work and receive very minimal salary. They found out the mismatch between the work and benefit they receive. Therefore, some of the findings that was made by Dorji (2006) for decline of teacher morale like heavy workload, poor remuneration showed the strong correlation in this study also.

#### 4.5 Factors that contribute to improve teachers' motivation.

Principal were asked to suggest some of the ways to boost teachers' motivation. Majority of the principals felt the requirement of continuous professional development (PD). They also reported that although the professional development programs takes at the school level (SBIP) as per the government policy only less number of teachers get motivated with such program happened in the school level. Therefore as pointed out by Namgay (2013) "the rush is because of the knowledge and skills they gain from such PD programs while at the same time there are financial incentives through travel allowance claim".

#### 4.6 Recommendations made by the Principals to District Education Sector in their effort to motivate teachers.

It is impressive to note that all the principal participants reported Professional Development (PD) program a high priority to motivate teachers. They strongly felt that teacher will get motivated if more and frequent PD organized. Similarly, majority opted for basic facilities like house, computer, and recognition as the second priority to improve teachers' motivation.

#### 4.7 Factors attributed to low test rating of students in Annual Status of Students learning in 2008 and 2011 (ASSL)

The Annual Status of Student Learning (ASSL) conducted by Royal Education Council (REC) in 2008 and 2011 in three subjects like Mathematics, Science and English indicated low student test score in Lhuentse District. The above mentioned factors were responded by the Principal participant in this research paper. Most of the participants felt that poor English language competency could be the major factors which impede students test score. Similarly lack of teacher competency in teaching mathematics and parental support and care are another factor that contributes in low test score in ASSL. Interestingly, none of the participants pointed out that low performance of students is because of low motivation and commitment of teachers.

#### 4.8 Teacher's view on profession

Teachers' were asked to rate on how they view their profession. Majority of the teachers felt that the teaching profession to be much challenging and



competitive. Both male and female significantly appears to view their profession as competitive and challenging.

Teachers were asked to rate their view on level of job satisfaction. They were asked to rate how teaching gives them job satisfaction. From the figure below it appears that job satisfaction level of 2% is “strongly high” 6% of teachers are undecided, 5 % of teachers are satisfied while 96 % of teachers have rated low job satisfaction.

**Figure 4.4 Teachers’ job satisfaction**

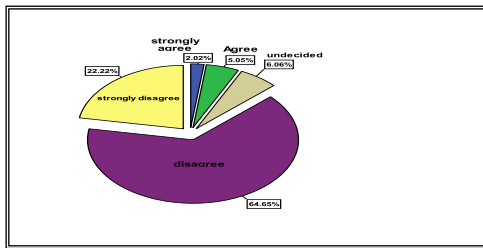


Fig:4. Figure shows the job satisfaction level

The figure below also indicates the job satisfaction level of teachers by number of years in service. In the figure it is evident that teachers who are new and have only served for 2 to 5 years have shown very low level of job satisfaction. This finding also supplement the finding of Namgay (2013), that younger teachers being only moderately satisfied. There also appear a significantly less number of beginner teachers who have served less than 1 year showing low level of job satisfaction.

**4.5 Teacher job satisfaction by number of years in service**

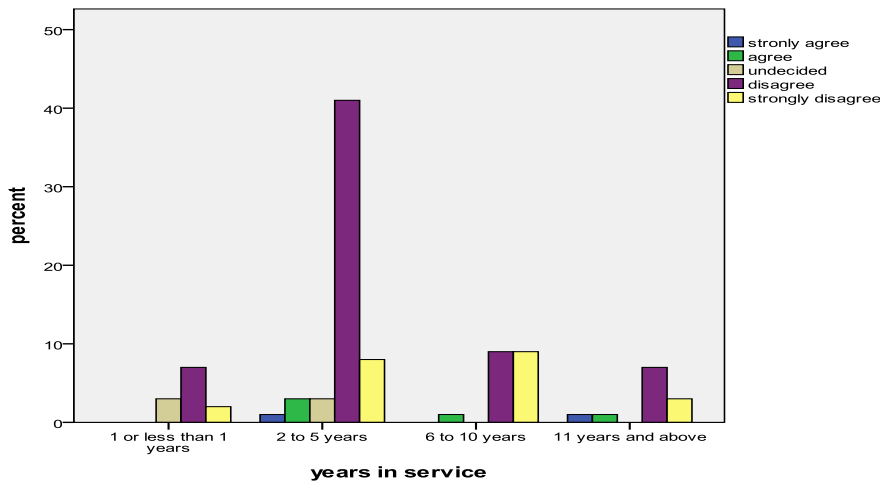


Fig:5. Teacher job satisfaction by years in service

As seen in the figure 5, teachers who have the work experience of 2 to 5 years foresee high prospects for career development in the teaching profession. However, in contrast the beginner teacher and the teachers who have served more than 10 years in teaching services showed significantly low rating on career development in teaching profession.

Teachers were asked to rate on how satisfied they with the kind of support and cooperation provided by the fellow colleagues. In contrast to low level of job satisfaction indicated before, 88% percent of teachers are motivated to their profession as they find their colleagues to be supportive and helpful. It shows that only 12% of the teachers have no impact on motivation by fellow colleagues. It can be concluded here that supportive friend is imperative in motivating teachers.

**4.7. Satisfaction level working with fellow mates**

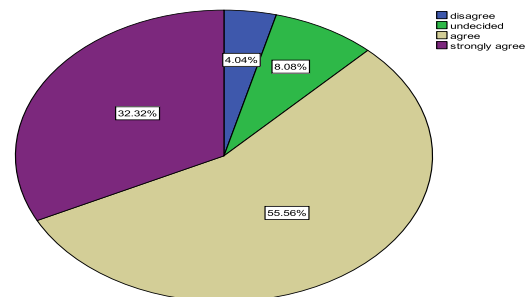


Fig:7. Impact of colleagues support on job satisfaction.

More than 90% of the teachers found that Principal in their schools is very supportive. As such support that they receive from the principal boost their motivation in their profession. The figure below shows less than 10% of

teachers are not motivated because of the lack of the support and professionalism shown by the Principals.

#### 4.8. Support form Principal

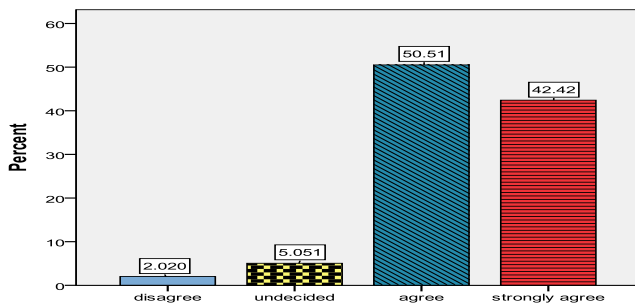


Fig:8. Impact of Principal on teachers' motivation

Teachers were asked if it is enough to cater the basic needs with the monthly salary that they draw every month. The figure given below represent that the salary that teachers receive is not adequate to meet the basic needs for both the male and female teachers. They rated that it is not enough to cater the basic need. As such McKinsey's (2007) study on "How the world's best-performing school system comes on the top" is hereby reconfirmed that good salary package is one of the important motivating factors for the teachers.

#### 4.9. Monitory satisfaction of teachers

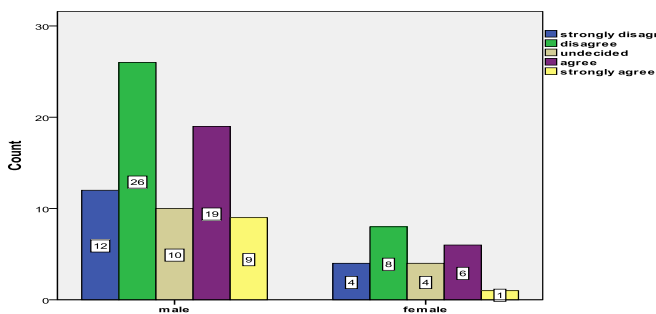


Fig: 9. Teachers' satisfaction level of their salary by gender.

Opinions of the teachers were taken regarding how satisfied they are with the existing transfer policy implemented by the ministry. Happiness level of 4% of teachers is strong, 28 % average, 23 % not happy and 12 % strongly not happy. This all makes up 50% of teachers happy and 50 % of the teachers seem to be unhappy. Therefore, transfer policy of the ministry could not be used in this paper for deciding the motivational level of the teachers in the District.

## V. CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary of main findings

Some of the specific recommendations of this research study have been summarized as follows:

1. Teachers in the District felt and belief that the teaching profession in general to be competitive and challenging.
2. Majority of the teachers who have served for more than 10 years in service foresee themselves of having very less opportunity in career development in teaching profession. This is in contrast to the assumption that was made in research work of Namgay & Yuden (2013).
3. Significant impact of friends and colleagues has been found in the study on teachers' motivation. About 88% of the teachers were found to be motivated in their profession as they find their friends to be supportive and helpful.
4. Majority of the new teacher were found to have low satisfaction level of profession. The novice teachers who have been in the system for less than 1 year and those teachers who have served for 2 to 5years showed low job satisfaction.
5. Principal in school plays a crucial role in teachers' motivation. More than 90 percent of the teacher in the District participated in the study feel satisfied and motivated as they receive support and feel their principals to be professional.
6. Many educational researches conducted in the past has recommended the need for salary rise of teachers considering the work load and the time teacher spent in the school. The recent salary revision in general has not made much difference on teachers' salary package as the rise of salary was made uniformly across the ten Ministries. Therefore, considering the nature of work, it is now high time to contemplate and rethink for the policy makers and the politicians and to review the salary package of the teachers.
7. Secondary school teacher seems to be satisfied with the workload of teaching and additional responsibilities that they take in the schools. However, teacher teaching in primary school indicate dissatisfaction of profession because of overloaded teaching periods and additional responsibility that they take in the school. Over workload and dissatisfaction lead to lack of zeal and enthusiasm in teaching. Therefore, some of the professional duty like store in-charge, librarian and office assistant could be relieved for teachers and may be taken up by separate personals. Otherwise, sufficient teacher need to be deployed in primary schools to ease heavy work load of teachers.

## 5.2 Roles of School and School leadership

Although recognition and award system to the teachers has been initiated from the highest authority of the country the King, it is important to institute the similar award system at the District level and the school level to motivate teachers.

Principal has an important role to encourage and support teachers when ever teachers come up with initiative and new ideas. Principal as a role model equally motivates teacher in the work place. It is equally important for the Principals to be judicious while assigning role and responsibilities. Similarly, schools need to be fair and just in nominating teachers for any kind of in-service and ex-service training. Schools need to explore and have sufficient teachers so that the workload would be shared. At the school level, schools have to create a strong culture of team work to retain and motivate teachers. It is encouraging to provide enough PD programs to enhance teachers' skills and knowledge. It is also equally important to provide teachers with adequate teaching learning materials to motivate teachers.

## 5.3 Ministry Level

Ministry should explore more opportunities for teachers both for ex-country and in-country trainings. It should involve all stakeholders in decision making process especially in framing policies. Raise salaries of teachers to motivate teachers. Similarly, it is immensely important to reconsider and review the existing teaching allowance of teachers. In the same vein, monetary incentives for those teachers who have never availed leave of any kind needs to be looked upon and paid. Some of the recommendations also include improvement of the basic amenities like house, water and sanitation of teachers especially in remote schools to make their work place comfortable and conducive for working.

## 5.4. Official Reprimand

All institutions have their own set of rules and ethical obligations that the people working in it need to adhere to. Similarly, a school has its norms which the professional teachers need to adhere professionally. It is found that official reprimand system in school need to be reinforced. It helps the teachers to improve him/her ethically. However, it is always important to orient policy guidelines to teachers by clearly stating the roles and expectation of the teachers.

## 5.5. Conclusion

Similar research could be conducted to understand the in-depth study on motivational level of teachers of the District. It would enable to identify the deeper understanding on motivation of teachers and appropriate

support could be provided from the relevant stakeholders to enhance the motivational level of the teachers.

Unlike in this study, number of the respondents and schools for the study could be increased. This will enable researches like this to get the diverse view and perception by including parents and local leaders. The data and some of the information of this study could be used as a baseline to carry out the similar studies in near future. Above all, much advance methods and technology could be used in generating and analyzing the data to give the final finding in precision way.

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# The effect of stress on the teaching performance of primary school teachers in Tsirang Dzongkhag

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## Abstract

*This study aims to determine the reasons for stress among teachers of primary schools in Tsirang Dzongkhag in Bhutan. The study sought to find out how work-related stress could affect the productivity of teachers of Tsirang Dzongkhag in the dispensation of quality education. The research included both quantitative and qualitative methods. The target population was a hundred and ten (110) teachers from the twelve (12) public schools in Tsirang Dzongkhag. However, a sample of six (6) teachers was selected using random sampling for the qualitative data using Focus Group Discussion (FGD).*

*Data was gathered from both primary and secondary sources, and descriptive statistics were used to analyse it. The researchers correlated the variables using the Scientific Package for Social Scientists (SPSS) for quantitative data and MAXQAD for qualitative data. The results of the analysis were presented using frequency tables, bar graphs, and pie charts. The study produced a research report on the primary elements that cause stress among teachers in Tsirang Dzongkhag and highlight gaps that need to be filled by other researchers.*

*This study found that the most common source of occupational stress for teachers was workload, followed by student misbehaviour and frequent policy and program changes. Respondents also proposed reducing workload by maintaining a teacher-student ratio of 1:24, minimising teacher roles and responsibilities with appropriate teaching staff, review of SPMS, IWP, BPST, and leadership commitment to employee-related issues to relieve stress.*

*Keywords— Teachers Performance, Job Stress, Stress Management, education policy and leadership style.*

## I. INTRODUCTION AND THE BACKGROUND

Teaching has long been regarded as one of the most stressful occupations, with several studies indicating that teachers worldwide are subjected to various forms of stress (Hartney, 2008; Kyriacou, 2001). Teacher stress is a well-publicised issue, yet there is little agreement across professional groups about what causes it or how to address it. According to a review of international studies, teacher stress is a natural phenomenon. High levels are reliably connected with various causal factors, including those inherent to teaching, individual sensitivity, and systemic impacts.

Lim (2014) claims that teachers are the most influential professionals for a country's future. Within any country's education system, teachers have a vital position, as the success of educational institutions is primarily dependent on teachers; their performance is a fundamental concern of all educational institutions (Suyanto et al., 2021). They

help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we support both new and experienced educators.

Teachers have many roles in carrying out in their daily schedules. Their roles may include facilitator, planner, curriculum developer, information provider, role model, guidance, and resource developer. To do all the mentioned activities, teachers work daily with students; cope with numerous problems, student misbehaviours and students with different learning abilities, accountability for student performance, classroom management and discipline, supervisory role, insufficient funding and lack of personal support. Moreover, teachers have to perform a lot of work after they reach home, like lesson planning, correcting the notebooks, preparing teaching-learning materials, and reflecting on their daily teaching. They don't have time to



communicate and enjoy themselves with their family. Without the support from the relevant stakeholders and their required skills, they cannot perform all these roles effectively. Instead, confronting lots of inevitable challenges are unavoidable. 'Stress' is one of the concerning factors that will always be a part of the teaching profession when balancing these many roles. Ekundayo and Kolawole (2013, p. 311) had found out in their studies that the stress experienced by the teachers is the most prominent factor affecting the level of teaching performance.

Excessive stress might lead to health issues. Stress can also impair one's capacity to function at their best (Chan, 1998). Stress can harm one's performance and quality of life. The consequences of stress are undeniably numerous. They include increased heart rate, faster breathing or held breath, tightening muscles to prepare to fight or flee, directing blood to the brain and major muscles (away from digestion, hands/feet, and reproductive organs), releasing stress hormones such as cortisol and adrenaline, slowing or stopping digestion, causing the brain to be more reactive/less thoughtful, increasing perspiration, and lowering the immune system (Guglielmi and Tatrow, 1998). Competitive athletes have long been aware of the harmful consequences of stress on their performance, according to Kobasa et al. (1985). In a track and field sprint, tight muscles can reduce the time by fractions of a second. This can make all the difference in whether you win or lose an event. In a UNESCO study, Increasing Teacher Effectiveness, Lorin (2015) argued that students' assigned ineffective teachers have lower gains in academic achievement than those taught by a sequence of several highly effective teachers.

Learning to control stress responses and get out of one's way, according to Scheier and Carver (1985), has saved companies money, increased production, encouraged creativity, enabled teams to communicate more effectively, reduced the anxieties that come with change, accelerated professional learning and development, and even reduced accidents and harassment claims. Any company wants to save money, reduce turnover, increase sales and productivity, and promote employee morale. It should consider the cost-benefit of stress management training or coaching. As a result, implementing a holistic professional development strategy to improve teachers' stress management and resilience will have a major impact, resulting in lower teacher burnout, greater teaching quality and effectiveness, and increased teacher retention.

### 1.1 Statement of the problem

According to Tashi (2014, p.73), teaching is a popular career choice in Bhutan; however, it is increasingly

described as a high-stress profession. Both are experienced and are keen to retire early." Similarly, Karaj & Rapti (2013, p.14) state, "It is common for teachers to experience higher stress levels than other professional groups." Stress is a well-established notion in the psychological literature, and teaching, in particular, is well acknowledged as a very stressful job (Hartney et al., 2009). According to a recent study, most teacher preparation programs do not incorporate stress management (Harris, 2011).

Knowing that stress will always be present, there is a need to find out the main sources of stress among primary teachers of Tsirang and its relationship with the teaching performances. Most of the teachers in the primary schools work in very pitiable working conditions without having adequate modern facilities. Several studies have shown that job stress negatively affects employee performance considering the various factors, especially employee job satisfaction. Recent studies have confirmed this (Ahmed & Ramzan, 2013) that show a negative correlation between job stress and employee performance. A similar study revealed that workload, role conflict, and inadequate monetary reward are prime sources of stress that decrease employee performance. Furthermore, Kandala and Ramchandram (2021) investigated the impact of occupational stress among teachers. They found that stress causes teachers to be absent, increases the tendency to quit, and is less likely to pursue a teaching career, hence negatively correlated.

Additionally, the need to improve education quality has become a priority for education policymakers as there is widespread public concern over the perceived decline in education quality. The latter has become a hot topic of discussion at seminars, meetings, and even in the national assembly. More importantly, His Majesty's 'Kasho' on Education reforms has added more responsibilities to the teachers. This affirms that teachers receive bounteous stress as they are the backbone of the education system where the quality of education hinges on their quality and motivation (Tashi, 2014, p. 72). Most importantly, teachers in Bhutan are also understood as a means to pass on values based on the unique philosophy called Gross National Happiness (GNH).

With the recent COVID 19 globally, the coronavirus pandemic has caused severe disruption in the education sector; schools have been closed for a long time. Online or e-learning has been challenging for both students and teachers. But all these exciting things in the education sector bring us to a sobering reality. When schools closed, and online learning began, many students found themselves unable to afford even a mobile phone from where they could follow the day's lesson and complete



their assignments. Internet connectivity is a significant problem in the country. The post-pandemic has instead fueled the fire to the teacher's stress and productivity. The New Normal Curriculum (NNC) is a changeover whose time has come. Although, NNC rests on the innovations and speed of the ongoing digital revolution. Many of the primary schools in the country do not have such infrastructures, which might increase teachers' stress.

Furthermore, no conscious link between work stress and its negative impact on productivity has been shown. In light of these issues, the purpose of this study is to highlight the effects of occupational stress on the overall performance of teachers.

### 1.2 The purpose of the study

Although many researchers have found various sources of stress among teachers of different parts of the world, this study will examine only four stress factors and teaching performances among primary teachers of schools of Tsirang Dzongkhag. Thus, this study will find out the main factors causing stress and the effect on teaching performance. These objectives will provide insight into the phenomenon of teacher stress and may lead health educators to understand the occurrence of teacher stress better. The researcher hopes that the information in this proposed research study will provide effective programs that will assist teachers in handling stress more effectively through positive coping mechanisms and have outstanding teaching performances.

More importantly, the policymakers and dealing stakeholders will take the information presented here to plan and work accordingly. There have been so many scholarly publications or journals written recently about job-related stress that one can reasonably conclude that everyone is unhappy and disheartened, especially in the workplace. Management is unwilling to take adequate actions to reduce employee stress as it continues to hover over them. According to Dyck (2001, 52), a few job stress factors can impair an employee's quality of life, making an assigned task difficult and stressful for the employee to do regardless of the setting. Many researchers argue that stress at the workplace impacts performance in one way or the other. McTernan (2013) views work-related stress as a leading cause of low productivity in the workplace.

### 1.3 The research objectives

The general objective of this study was to find out the primary sources of teacher stress and its impact on teaching performances. To realise this, the study was guided by the following specific objectives.

- Define the level of work-related stress among the teachers of primary schools under Tsirang

Dzongkhag.

- Identify the main factors causing stress and the effect of the stress on teaching performance
- Describe the most critical consequences of the work-related stress among the teachers of primary schools of Tsirang Dzongkhag.
- To deliver a set of suggestions and recommendations following the study results.

### The research questions

The study will seek to answer the following questions during the research:

1. How does stress affect the teaching abilities of primary school teachers in Tsirang Dzongkhag?
2. To what extent do intrinsic teaching characteristics (workload, classroom discipline and leadership style and Education system and policy) influence teachers' stress levels?
3. What are the sources of stress for primary school teachers in Tsirang Dzongkhag?

### 1.4 Hypothesis

The hypothesis of this research is:

H1: Teacher stress factors have significant impact job performance

### 1.5 The significance of the study

The teacher role is very fundamental for the success of the educational process. The adverse effects of the stress at work on the teachers' productivity, attitude and interactions with workmates. Thus, this paper examined this stress to find the appropriate means and procedures to reduce or resolve it. Teacher's rehabilitation should not be limited to periodical discussions such as the School-Based In-service Programme (SBIP) and training sessions. It should instead include every physical and mental aspect. Hence, there is a need to maintain teacher performance in its best form to perform duties and responsibilities and keep up with the latest educational updates.

Thus, this study sought to address stress at work and its implications. The study puts forward some sensible suggestions to save the teacher from stressful settings and burnout, which would lead to positive outcomes of his performance in the educational process. More importantly, the policymakers and dealing stakeholders will take the information presented here to plan and work accordingly.

## II. METHODOLOGY

### 2.1 Research design

The study combined both quantitative and qualitative types

of designs. It aims at getting numerical information and a description of people's feelings, perspectives, opinions, attitudes, and experiences. A descriptive research survey was also adopted to focus on a qualitative method to understand how students' misbehaviour, workload, teachers' relationship, and performance management system cause stress. Researchers had identified many causes for anxiety. But this study had carried out an in-depth analysis on four causes and their effect on teaching performances. The research study also focused on applied research to gain many insights on the topic.

## 2.2 Research instrument

Both primary and secondary data sources were explored. Preliminary data was collected from every teacher from the primary school of Tsirang Dzongkhag via questionnaire and involved two teachers from each school as respondents in Focus Group Discussion (FGD) in gaining many insights, capturing the information that could not be captured has been collected through questionnaires and triangulating the results on the topic. Questionnaires captured both qualitative and quantitative data, while the FGDs captured qualitative data, which added value to the research findings (Makasa, 2013). FGDs had helped to add more value to the results of the questionnaires because they involved quality interaction between the researcher and the respondents. In this regard, FGDS was used to elicit detailed information about personal feelings, perceptions and opinions.

Timely observation in the schools was also carried out to verify the facts and responses of the subjects and authenticate information. Researchers have explored secondary data sources (past literature) to analyse new findings and possible new solutions to the problem under

study. Since not many studies have been done in the Bhutanese context, the primary data was collected through questionnaires and focus group discussion on contextualising the problem, solutions, and recommendations in the Bhutanese context.

Data were collected using standardised questionnaires survey, focus group discussion, and observations for the study's purpose. Questionnaires were distributed to all the primary teachers of Tsirang Dzongkhag. The standardised questionnaires were the principal tools in data gathering for the analysis. It had established the four causes of stress and the teachers' teaching performance who are teaching the primary schools of Tsirang Dzongkhag. The questionnaire was intended to examine and measure the causes of stress, as mentioned above.

Similarly, FGD was done with six participants of two schools. The questionnaire survey, as well as FGD, had involved only the teachers. For authentication, observation was carried out in the schools by the enumerator/researcher.

## 2.3 Sample size and location

For this study, a purposive sampling design was used. Given the shortage of time and resources, this technique was feasible in gathering data. All the teachers, irrespective of gender, age, seniority and qualification, were chosen from all the primary schools of Tsirang Dzongkhag. There were 110 teachers, including the school principal, involved in the study. Of the 110 participants selected, only 80 questionnaires have been returned. The researchers have chosen three participants from two primary schools for focus group discussion using random sampling. The study was carried out in August 2021 for all the respondents in the school.

Table: 2.3.1 – Sample size and location

Sl#	Quantitative sample size				Qualitative Sample size	
	Schools	Dzongkhag	Category of sample	No. of sample	Category of sample	No. of sample
1	Sergithang PS*	Tsirang	Teachers	8	FGD	3
2	Tsirangtoe CS*	Tsirang	Teachers	15		
3	Semjong PS	Tsirang	Teachers	7	FGD	3
4	Phuentenchu PS	Tsirang	Teachers	6		
5	Gosarling PS	Tsirang	Teachers	6		
6	Damphu LSS*	Tsirang	Teachers	20		
7	Tsholingkhar PS	Tsirang	Teachers	8		
8	Rangthaling PS	Tsirang	Teachers	8		
9	Kilkhorthang PS	Tsirang	Teachers	7		

10	Barshong PS	Tsirang	Teachers	6		
11	Patshaling PS	Tsirang	Teachers	7		
12	Mendrelgang PS	Tsirang	Teachers	12		
<b>Total sample size</b>				<b>110</b>		<b>6</b>

\*Primary School \* Central School and \* Lower Secondary School

**2.4 Method of data analysis**

'Data analysis is a process of making meaningful and valuable conclusions from bulky and jumbled pieces of information obtained during one's investigation of the problem', says Makasa (2013). Thus, to identify whether the dependent variables mentioned in the theoretical framework influence the independent variable by affecting the mediating factor among remote primary teachers or not, the collected data was thoroughly examined and checked for completeness and comprehensibility. The data collected through questionnaires were then summarised, coded and tabulated using SPSS 16 program to do statistical analysis. With this software, frequencies, percentages and means for all the variables were calculated while data gathered through FGDs was analysed using MAXQAD software.

Descriptive statistics mainly, frequencies and percentages were applied to help establish patterns, trends, and relationships and make it easier for the researcher to

understand and interpret the study's implications. Pie charts and bar graphs were also made to represent data in a graphical format, which other users could easily use and understand.

**2.5 Limitation of the study**

By using a convenience, non-random sample of primary school teachers, specific generalisations cannot be made about the total population because this sample is not representative of all primary school teachers of Bhutan. Moreover, only one study had been done in the Bhutanese context, and it has minimal information to compare and contrast.

Since participants were asked to respond to items that review past experiences of stress, how they respond may be affected by their memory recall. Also, participants may tend to under-report undesirable results because they do not want to portray the teaching profession in a negative way negatively.

**III. THE CONCEPTUAL FRAMEWORK OR THEORETICAL FRAMEWORK**

**Dependent variable**

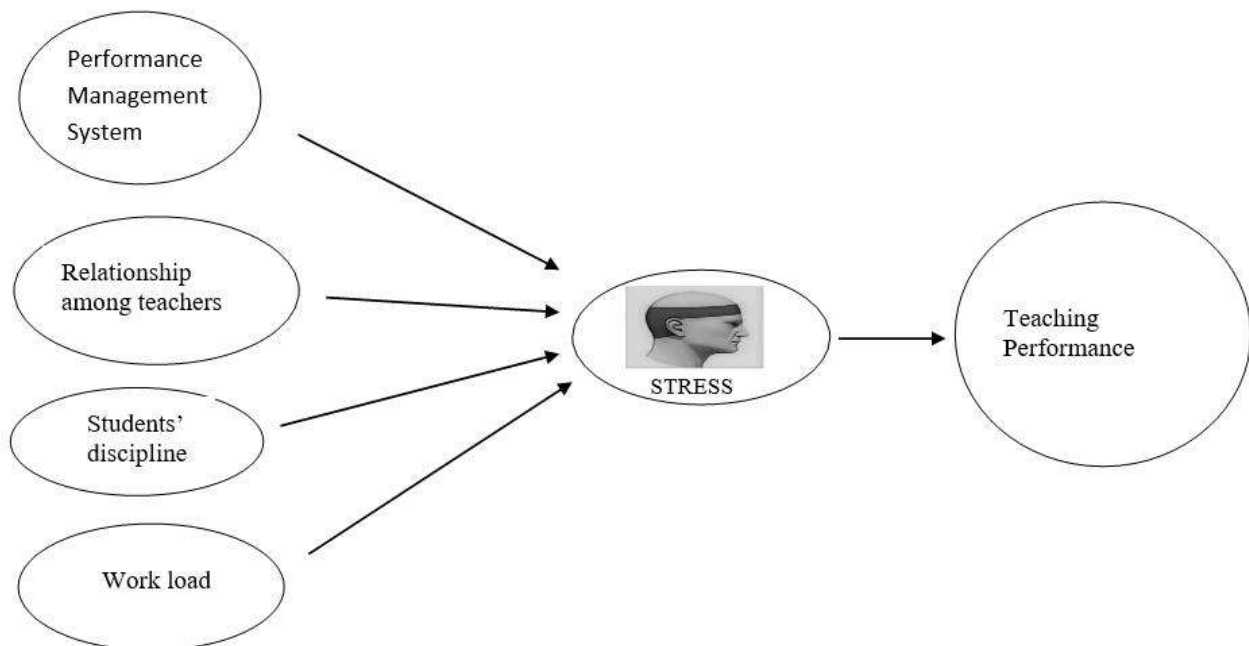


Fig: 3 – Conceptual framework diagram

#### IV. LITERATURE REVIEW

Mathews (2017, p. 17) defines stress as pressure or tension experienced by an individual when interacting with the environment where stimuli-response is enlisted. In responding to stress or an individual exhibits a physiological response to a potentially harmful external event.

Stress in general and teachers' stress, in particular, is a complex and multifold phenomenon with diverse meanings. However, teacher stress can be defined as the 'experience of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work' (Kyriacou as cited in Tashi 2014, p. 71). Teachers are exposed to unwanted environmental factors, either within the educational institution or outside the educational institution. These factors hamper the everyday routine life of teachers by negatively affecting their performance at work. According to Derogatis (as cited in Nyambongi 2013, p. 1), stress may be defined as a state of psychological pressure influenced by three primary sources: personality mediators, environmental factors and emotional responses.

Many studies have been carried out worldwide to determine the sources of stress among teachers and their effect on teaching performances. Their findings identified fewer rewards, work overload, the existence of too many students, tight institutional policies, poor relationships with bosses and colleagues and minor career progression, etc. These factors put pressure on teachers and ultimately causes stress (Boyd, Lewin, & Sager, 2009; Forlin, 2001; Sharpley, Reynolds, & Acosta, 1996 as cited in Khan et al., 2012, p. 23). Teacher stress is caused by environmental factors as well as individual characteristics. Major ecological factors include poor working conditions, misbehaviours of students, scarcity of resources, heavy workloads, relationships among teachers and student behaviour. Unique features that cause stress include gender, age, personality, and coping with the situations (Guglielmi & Tatrowas cited in Sprenger 2011, p. 1). Most of the researchers had inferred primary sources of stress as: 'workload', 'bad relation among colleagues', 'bad behaviours of pupils 'and' poor working conditions. But this study will specifically focus only on four common factors mentioned below, prevailing among Bhutanese teachers.

##### 4.1 Students' Misbehavior

Haroun and O'hanlon (as cited in Alghaswyneh 2011, p.152) defined students' misbehaviour as anti-social behaviour and varied upon teachers' expectations of how students behave in the classroom. Most of the students, especially in the primary schools of Bhutan, not only go to

schools untidily but also talk out of turn, be inattentive, lack motivation, move out of their seat, make inappropriate banter and non-verbal noise, pray to leave the classroom frequently and bully among each other. These multiple disruptive and undisciplined behaviours lead to many problems and potential sources of stress for the teachers besides performing very poorly in the performances. The ban on corporal punishment and the influence of western culture through television and social media added fuel to the fire in increasing the pupil's misbehaviour in the classroom. These negative behaviours indeed impact negatively on educators and thus resulting in stress and the decline in work performance (Naidoo et al. 2013, p. 180). The more pupils with emotional/behavioural difficulties there were in the school, the higher the stress levels experienced by the teachers and principals (Darmody and Smyth, 2016)

According to Danham and Kyriacou (as cited in Alghaswyneh 2011, p. 152)

Students' behaviour can be minor and major. Little as arriving late, refusing punishment and not paying attention to the teacher. Significant as verbal abuse and physical aggression towards teachers or other students. According to them, the former appears insignificant as a cause of stress, while the latter is considered more severe.

But practically, both can equally cause stress. For instance, a child arriving late for a time may not be a severe problem. Still, if they repeatedly come late, it is a challenge for the teacher to find the root cause for lateness and make that particular child punctual to interrupt the smooth flow of teaching and a valuable time in learning. Furthermore, some children raise silly questions when the teacher is teaching very interestingly. Doesn't this act irritate teachers? Yes! Although it is a seemingly foolish act, it has numerous effects on teachings. Haroun and O'hanlon (as cited by Alghaswyneh 2011, p. 152) reported some behaviour is considered severe due to frequency since it causes emotionally draining or teachers than for separate, isolated and severe misbehaviour. The repeated misdeeds are also turned serious when teachers reach tolerance level. Thus, the degree of students' misbehaviour may not affect the stress level. In addition, students' being late to school, their failure, and students' not doing homework are minor but cause stress in teachers (Adams 2001; Joseph, 2000 as cited in Eres & Atanasoska 2011)

In the research done by Alghaswyneh (2011, p. 153) to find teacher stress among Tawjihi teachers in Jordan, students' misbehaviour is one of the distinguishing factors causing tension among the Tawjihi teachers. In the same



line, 76,7% agreed that indiscipline among students is one of the sources of stress (Ekundayo and Kolawole 2013, p. 313). Contradictory to this, Eres & Atanasoska (2011, p. 61) says that stress caused by students' misbehaviour is very minimal.

#### 4.2 Relationship among colleagues

Alghaswyneh (2011, p. 147) found out the primary sources of stress related to colleagues; for Tawjihi teachers, 'cooperation between colleagues is poor'. His findings could be authentic because teachers are overloaded and do not have enough time to meet with other colleagues to coordinate their work together. They are busy preparing, grading and doing other job-related work. Teachers' schedules are tight. At the same time, they need to cooperate as co-workers and subject teachers and offer help if and when necessary. Therefore, between having no time to collaborate and the need to do so, stress accumulates. 'The high ratings for this item is consistent with the findings of other studies' (Antoniou et al.; Kyriacou; Jacobsson et al.; Ralph et al.; Shu, 2003 as cited in Alghaswyneh 2011). But these findings contradicted with Khilafat and Zghool and Al-Yamani and Bu-Gahoos (as mentioned in Alghaswyneh 2011, p. 149). They found that relationships and poor cooperation with colleagues are not the primary sources of stress among teachers. In the same light, a study done by Eres & Atanasoska (2011, p. 61) had made the same inferences.

Similarly, a study was done by Ekundayo and Kolawole (2013,p.313) on Stress Among Secondary School Teachers in Ekiti State, Nigeria, found out that 78,9% of the respondents responded poor relations with colleagues are sources of stress among teachers.

Regarding this source of stress, the semi-structured interviews revealed a number of teachers indicated that "poor relationship with colleagues" was the only aspect that made them feel pressure from colleagues. Jacobsson et al. (as cited in Alghaswyneh 2011) found that poor coordination between teachers is considered a vital predictor of teacher stress.

Other researchers echoed the same concern. Lack of support from other staff and lack of cooperation with colleagues (Antoniou et al.,2000), poor relationships with colleagues (Kyriacou, 1987; Johnstone, 1989; Travers and Cooper, 1996; Ralph et al., 2002; Hilo, 2004), and conflict with colleagues (Cockburn, 1996a) are considered a source of stress, (as cited by Alghaswyneh 2011, p. 149).

#### 4.3 Workload

According to Kelly and Berthelsen 1995 & Austin et al.2005 (as cited in Alghaswyneh 2011, p.206), 'workload means having too many tasks with too little time. He also

cited Kyriacou 1987, who argued 'workload is not necessarily a big problem, but rather it's linked to stress'. Thus, is workload causing stress among teachers of Tsirang Dzongkhag.

Besides teaching students how to read, write, and speak, teachers in Bhutan have the arduous onus to perform. Their duties are incomplete if concerned only with daily teaching. They have to correct notebooks, prepare for the next day's lesson and coordinate extra co-curricular activities after school hours. The teachers in the remote schools have to take a minimum of 31 periods in a week despite shouldering other responsibilities assigned by the school management. By executing these many responsibilities, frustration, tiresome, tension and irritation, which are indeed synonyms of stress, will be there among teachers.

The above explanation is justified by Karaj & Rapti (2013, p.17), who says that the correlation between time pressure & work overload and teacher stress is moderate, positive and significant( $r=0.349$ ,  $p< 0.01$ ). Similarly, Mathews (2017, p. 55) remarked, "Less the teaching load the less stressful the teachers feel and the larger the teaching load, the more stressful the teachers feel."

#### 4.4 Performance Management System

The fundamental goal of Performance Management is to promote and improve employee effectiveness. In school, it is a continuous process where principal and staff work together to plan, monitor and review the staff's work objective or goals and their overall contribution to the school. Though it was implemented solely for improving teachers' effectiveness through collaborative effort, teachers feel overwrought and nervous when their lessons are observed and activities are monitored and evaluated. As per the policy, the principal should attend a minimum of two teachers' lessons daily besides assessing their performances. Accordingly, ratings will be given for their promotions. But before the final ratings, lots of guidance and support, if needed, will be given to a teacher. Teachers who continue to underperform despite performance improvement plans and help given will be deprived of renewal of Teaching License (Teacher HR policy, as cited in Tashi 2014). Therefore, it is clear that the stress level among Bhutanese teachers is a steady and upward course. Unfortunately, no studies had been done on this particular topic to see whether it causes stress or not.

The causal relation between stress and teaching performance



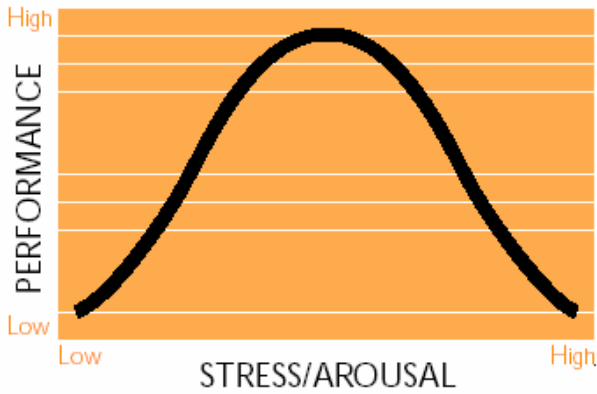


Fig: 4.1.1 – Teachers stress

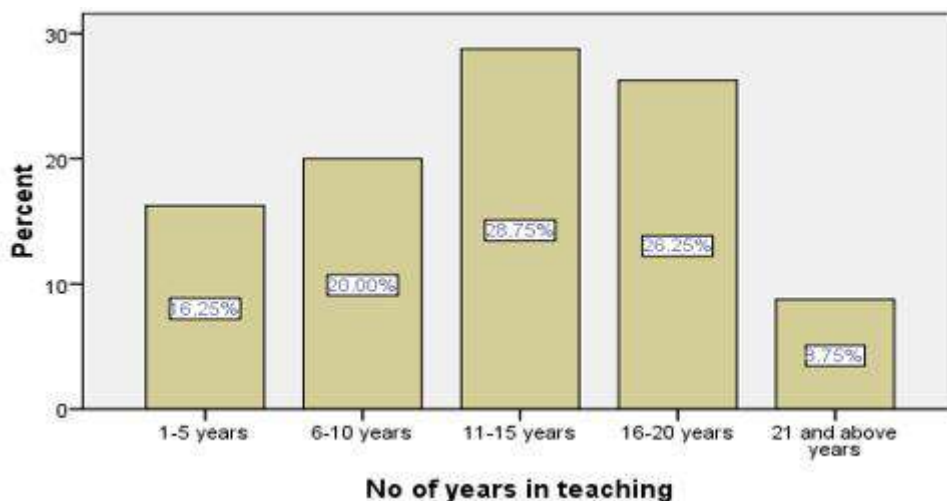
Source: teacher stress by Ken Mrozek

As the stress has both positive and negative effects, the performance at the developing stage of focus would have good work performances. But if the pressure is not coped up with proper interventions, it will have abysmal work performances in the long run. In reality, once we are stressed, our minds get disturbed. According to Ali, Ishtiaq & Ahmad (2013, p.678), "The overstressed job decreases teachers performance and perhaps a chief contributor to a teacher dissatisfaction" in Punjab schools. From this, it is evident that teaching performances would be naturally low as almost all the teachers in the world are overstressed.

## V. DATA PRESENTATION AND ANALYSIS

This section presents the data collected by the researcher through open-ended questionnaires. Questionnaires were given to primary teachers of Tsirang Dzongkhag in Bhutan. By using the purposive sampling technique, a total of 110 participants were selected. They participated freely,

Table: 5.2.1



with no participant had been coerced to offer any contribution. The data so collected was thoroughly analysed to present the results accordingly.

### 5.1 Participants' demographic

Using the purposive sampling method, the researcher selected 110 participants; however, only 80 questionnaires have been received back for analysis. The demographics of these participants were as follows.

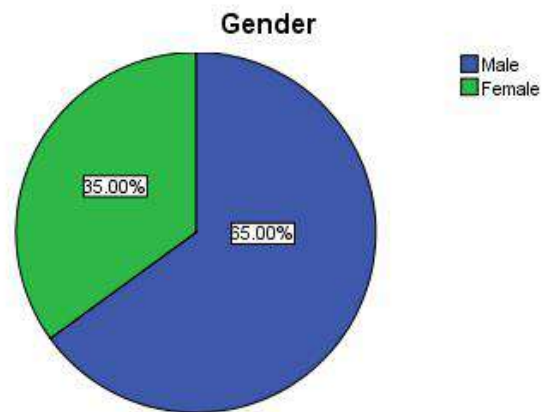


Fig: 5.1.1 - Gender of participants

Figure 5.1.1 above illustrates the gender of the selected participants; from the 80 participants chose, 35% of them were females, and 65% were males. The data indicates still male teachers dominate the teaching profession in primary schools in Dzongkhags, far away from the capital. This, therefore, shows male employees were more in comparison with their female counterparts.

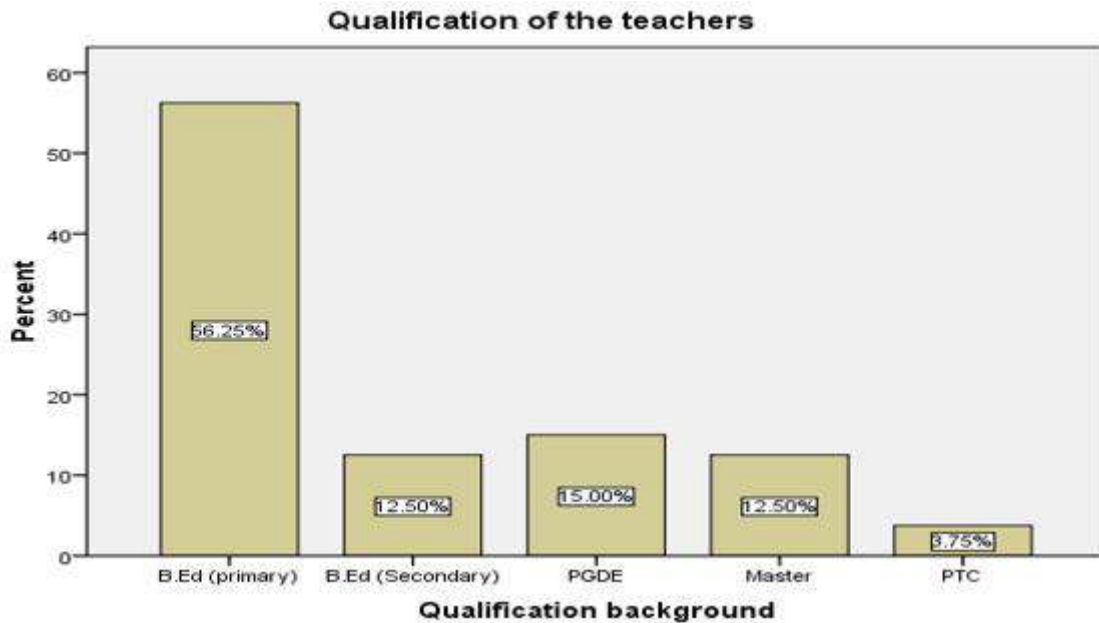
### 5.2 No. of years in the service

From figure 5.2.1 above, a slight majority of the employees were from the teaching experience of 11-15 years, amounting to 28.75%, whilst 26.25% of the employees were from the service experience range of 16 to 20 years. The figure also portrays that 20 % were between 6 to 10 years and 16.25% of the employees formed the number of years in teaching 1-5 years, and 8.75% indicated above 21 years. Thus, a majority of its employees falls within the youthful and active

employment zone. From the preceding, it is noteworthy to acknowledge that the researcher was very selective in choosing participants who have a long working experience or have worked with the institution for quite a long time. This is because those who have worked there for a long can give a better assessment than those with fewer years of experience.

**5.3 Academic Qualification**

Table: 5.3.1

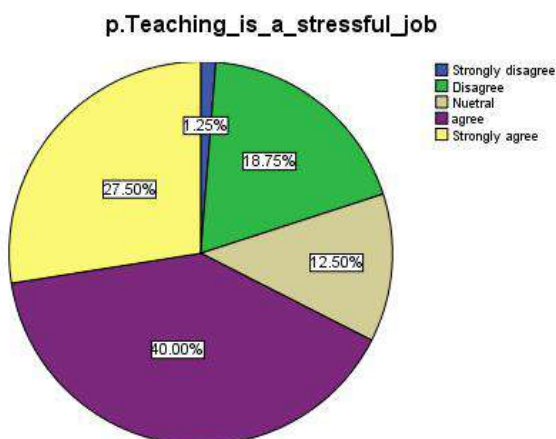


From table 5.3.1 above, it is seen that 45 teachers representing 56.25%, have B. Ed (primary) teaching background, whilst 12 of the teachers representing 15%, have the PGDE professional background. This institution of higher learning ranges from Primary Teacher Certificate to Master.

An overwhelming 67.5% (f=54) of primary school teachers of Tsirang Dzongkhag agreed that teaching is stressful. This has to do with the institution's mood and when there is a lot of pressure on them to brag about how productive they are to accomplish a given goal which is compounded by the multi-tasking job they have shouldered. Around 20% (f=16) reported that they do not feel teaching is a stressful job.. The researchers could quickly notice that the participants who indicated it is not a tiresome profession might belong from the schools where there is no teacher shortage.

**5.4 Teaching is a stressful job**

Fig: 5.4.1



**5.5 I get time to relax with your family after school**

**I get time to relax with my family after school**

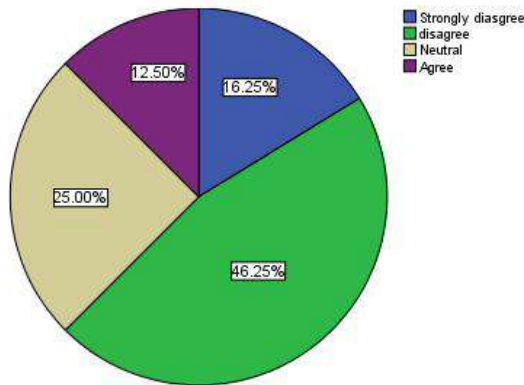


Fig: 5.5.1

families. About 62.5% of the primary teachers in Tsirang Dzongkhag disagreed that they get quality time spent with their family after school hours. The reason for not having quality time with their family is support strongly by the number of extra responsibilities shouldered apart from their primary roles as a teacher. The figure below shows that 29% of the teachers have shouldered more than five administrative responsibilities apart from teaching. Further, the analysis of an open-ended question also reveals that 61.2% (F=49) of the participants indicated that taking more responsibilities is one of the top factors that cause stress. Research on teacher duties by Harden and Crosby (2000) supports this viewpoint. According to the report, teachers must perform six tasks, and teaching is a complex and challenging career.

The figure above shows that primary school teachers do not get adequate time to spend meaningful time with their

Table: 5.5.2

**No of extra responsibilities a day**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Two responsibilities	1	1.2	1.2	1.2
3 responsibilities	11	13.8	13.8	15.0
4 Responsibilities	19	23.8	23.8	38.8
More than 5 responsibilities	49	61.2	61.2	100.0
Total	80	100.0	100.0	

**5.6 I get time to prepare lessons and correct notebooks**

As indicated in the table below, 70% of the participants disagree that they get adequate time to prepare their lesson plans and do the notebook corrections. However, 17.7% (F=15) acknowledge that they get sufficient time to prepare lessons and do the notebook corrections. In the same study on the changing roles of teachers, Valli and Buese (2007) discovered that teachers have to give increased attention to more classroom details and more time spent outside the

classroom learning, planning, and justifying their actions to others (p. 523). As expressed by the participants in this study, teachers today have to show more than just their words. This expectation from all walks of life adds pressure to the teachers. Further, according to Berryhill et al. (2009), 80% of instructors said they either didn't have enough time to accomplish chores connected to planning and assessment or had so many that it was difficult to do them all.

Table: 5.6.1

**I get time to prepare lessons and do note correction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	21	26.2	26.2	26.2
Disagree	35	43.8	43.8	70.0

Neutral	9	11.2	11.2	81.2
Agree	13	16.2	16.2	97.5
strongly agree	2	2.5	2.5	100.0
Total	80	100.0	100.0	

**5.7 I get annoyed when students misbehave in the classroom**

Teachers typically indicated that students misbehaviour in the classroom is unbearable and stressful. They have had to devote a significant amount of time and energy to managing the classroom. Student misbehaviour impedes the smoothness and efficacy of instruction and the student's and classmates' learning. In consonant with the above statements, the table below shows that 53.8% of the respondents indicated that they get annoyed when students

misbehave in the classroom, which is the root cause of their stress. Interestingly, 30% of teachers who took part in the study claimed that they neither agree nor disagree. A study conducted by Hastings and Bham (2003) reported that students blame most of a teacher's stress. According to the survey, disrespect, a lack of social ability, and a lack of focus are the primary reasons student behaviour causes teachers stress. However, only 49% of the participants in this study recognised student behaviour as a significant source of stress.

Table: 5.7.1

**I feel annoyed when students misbehave in the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.8	3.8	3.8
Disagree	10	12.5	12.5	16.2
Neutral	24	30.0	30.0	46.2
Agree	39	48.8	48.8	95.0
Strongly agree	4	5.0	5.0	100.0
Total	80	100.0	100.0	

**5.8 Performance Management System (PMS) increases my stress**

PMS is a school-wide continuous improvement strategy that gives schools and Dzongkhags the tools they need to control their performance. The PMS principle promotes transparency in school performance while focusing on educational quality and increasing access to education for all students. However, there has been misconception and misinterpretation of the new system, although in practice since 2013. Many teachers considered PMS an overburdened workload because teachers have to keep records of other activities besides daily lesson planning, book correction, and teaching-learning materials. One of the critical concerns raised by participants about administration was the frequent implementation of new

processes. Thus, to ascertain the opinion of teachers on PMS, data was collected from primary school teachers of Tsirang Dzongkhag. The table below indicated that 21.3 % of the participants disagree that the performance management system is good, increasing their stress level. The participants in the study also discussed what Kyriacou (2001) described as a frequent change in the policy. This refers to teachers' stress levels can be increased by being exposed to a lot of change and having difficult or complex interactions with colleagues and administration. Surprisingly, 37.5% of the primary school teachers of Tsirang neither agree nor disagree with the above question. The remaining 41.2% of the participants acknowledge that PMS does not influence the stress level.

.Table: 5.8.1

**The performance management system is good**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.8	3.8	3.8
Disagree	14	17.5	17.5	21.2
Neutral	30	37.5	37.5	58.8
Agree	28	35.0	35.0	93.8
Strongly agree	5	6.2	6.2	100.0
Total	80	100.0	100.0	

**5.9 Stress and occupational performance is related**

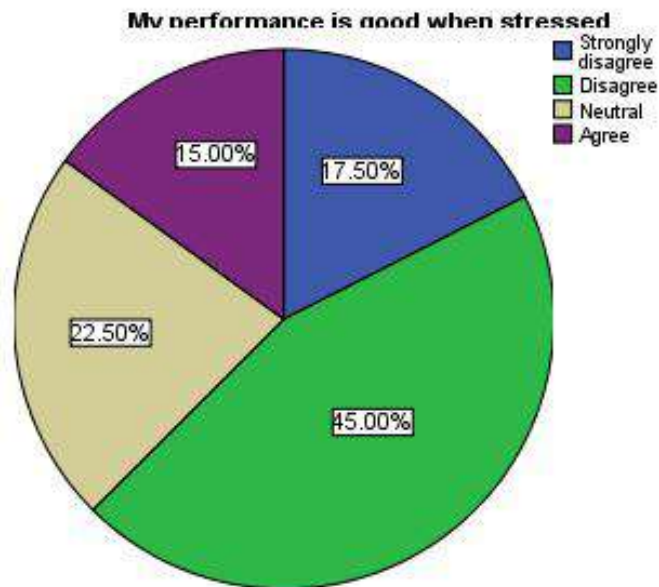


Fig: 5.9.1

The above figure shows that more than 45% (f=36) and 17.50% (f=14) respondents respectively remarked that they disagree with the statement, "my performance is good when stressed." This indicates that more than half of the 80 participants who took part in the study view that their performance is badly affected when under stress. This finding is consonant with Skinner et al. (2018), which reported that a teacher's poor job performance is due to stress, leading to distress and despair. Most importantly, low self-efficacy may be attributed to rising stress levels in urban educators, negatively affecting their relationships, wellbeing, and teacher and student performance. Contrary to the above responses, 15% believed they could work well

under stress or pressure better. Thus, the researchers believe that teachers who have less than two periods a day make up 15 % of the research participants.

**5.10 Qualitative data analysis: Focus Group Discussion**

Data analysis might be complicated due to the magnitude and complexity of qualitative data obtained from a sample of varied respondents. Diversity, on the other hand, can produce a wealth of information. This study used thematic coding to transform most textual data into codes classified into favourite thematic clusters. This technique assisted the analysts in condensing the textual information into five primary topic clusters, each having a frequency of data units. The four critical causes of teachers' stress are



workload, misbehaviour, leadership style and unstable policy and system. A study conducted by Turna (2014) also supported that demotivated students, workload, disciplinary environment, problems with co-workers, administrative reasons, conflict of duties, and unacceptable working conditions are among the various sources of stress affecting teachers.

### **5.10.1 Workload**

The participants in both the focus group mentioned that teachers are constantly put under stress. Teachers are required to fulfil various tasks for their students, which is especially true in primary schools. Teachers at primary schools play nurse, nurture young children, tie shoes, teach pupils how to use the restroom and walk in a line, and give students a fundamental basis for school. "With so many numerous tasks that we play as instructors, [it] adds to our stress," participants said, and "how are we [teachers] supposed to provide that background while teaching at the same time?" they wondered. Because of these multiple roles, they have to shoulder they are overburden to work leading to stress. One of the participants in FGD remarked, "As a principal, I had to do many things apart from teaching. And running a school where we have many students as boarding from PP-X is again more stressful." The participants' opinion further supports this, "Every added responsibility needs extra time, energy and dedication. This naturally contributes to more stress." Participants were also concerned about how difficult it is when children do not achieve well despite the teacher's efforts. One teacher participant suggested that teacher's workload should be minimised to bring effective performance. The quantitative and qualitative data revealed that today's most significant stressors facing primary school teachers are the workload and too many responsibilities. A study conducted by MacBeath (2008) supports the above finding, which states, "Teacher demands have increased beyond the capacity to meet them." This study also discovered that, as a result, teachers' working weeks have raised and that 12-hour workdays and weekend schoolwork are no longer uncommon practices for teachers. That study revealed that teachers are overly concerned with excessive paperwork requirements and an increased workload and time constraints.

### **5.10.2 Student's misbehaviour**

According to the qualitative research finding, an issue that teachers have experienced is classroom behaviour. According to the research conducted by Göksoy and Argon (2014), disciplinary/problematic behaviours, academic incompetence, being unprepared/ irresponsible, and disinterest were all mentioned as sources of stress for

teachers as a result of students. In this study, participants expressed that "Student's misbehaviour disturbs whole class and we need to take action for that whereby we sometimes need to skip the ongoing teaching in the middle."

According to Hastings and Bham (2003), students are to blame for most of a teacher's stress (p.116). According to this report, disrespect, a lack of social ability, and a lack of focus are the primary reasons for teachers' stress. At least 49% of the participants in this study said that student behaviour was a significant source of stress. The participants also reiterated that student misbehaviours lead to disturbance in teaching and learning, which affects the teacher's mental health. The prohibition of corporal punishment may be one of the reasons why student misconduct is on the rise in the classroom. If teachers correct students, they will almost certainly be dismissed by their parents. The other setback is the policy of corporal punishment, which instructors blame for the deplorable behaviour of school children. However, articles 109 and 111 of the Penal Code 2004 provide a defence for using force by parents and others in disciplining children. The near-universal acceptance of corporal punishment in children necessitates clarity in law that no degree or kind of corporal punishment is lawful, however light. These articles should be explicitly repealed and corporal punishment prohibited in all settings, including the family home.

### **5.10.3 School system and Education policy**

According to participants' opinions, sources of stress affecting teachers originate from the school system and education policy. It is thought-provoking that although teachers are paid handsomely by the current government to retain and reward their services, many wished to leave the profession. This indicated that pay and allowance are not the factors that make teachers go their careers. The qualitative data analysis gathered through FGD revealed that stress factors are the schools' system and the education policy. Around 30% of the primary school teachers remarked that systems such as Bhutan Professional Standards for Teachers (BPST), School Performance Management System (SPMS) and Individual Work Planning (IWP) add stress which affects their productivity. One of the participants said, "The six domains in SPMS to be fulfilled is a hectic task. Besides teaching, we have to shoulder many other responsibilities to fulfil SPMS indicators." The documentation requirement as per IWP and BPTS having to prove everything was an added and unwanted stressor for teachers.

The study also found that too many policies demands coming too fast often resulted in teacher discouragement

and stress. The participants also remarked, "Teacher's work as teaching is not a stressful job, but other responsibilities of IWP makes it stressful." An IWP, which is a subset of "Managing for Excellence" (MaX), was instituted by RCSC in 2014 to strengthen the existing Performance Management System (PMS) to ensure organisational effectiveness by cascading institutional accountabilities to the various levels of the organisation's hierarchy and overall performance by differentiating performer from non-performer. But it did not happen the way it was expected. Managers and principals use an IWP rating and moderation process that is ambiguous and lacks substance. The instructor may be excellent at teaching, but they are only rated good because they can keep records according to IWP.

In contrast, a teacher who cannot keep records may be rated outstanding owing to his documentation ability. The abstract nature of IWP assessment standards, assessor partiality, nepotism, and a lack of leadership responsibility on the part of principals, adds to teachers' stress. In support of the above findings, one of the participants remarked, "Besides working hard, we can't fulfil IWP target as the targets for IWP need high." Berryhill et al. (2009) found that eighty per cent of teachers reported having either limited time to complete tasks related to accountability policies or having so many accountability related functions that it was challenging to meet them (p. 6-7).

#### 5.10.4 Leadership style

The qualitative data analysis found that many teachers believe that leadership styles substantially impact some people's lives. They also thought that a leader is the most potent profession, and if the leader doesn't execute well, all other systems will be affected. The principal (participant) in one of the primary schools stated that teaching and managing school is stressful. The study's finding conducted by Hysa, F (2018) also confirms that leadership styles directly impact teacher stress at work. According to the results, those who did not exert authoritative leadership recognition and qualifications for school administration lacked experience or had a negative experience embedded in their way of thinking and school leadership styles. They also feel less stress if their leader is supportive, who looks after their welfare. Teachers aren't recognised or revered as much as they should be, according to the participants. "I don't think people realise how much effort we do," one participant stated, while another remarked, "I don't feel valued at all." People do not comprehend how difficult it is to teach a classroom full of young learners with today's demands; thus, participants frequently feel neglected. In a study on teacher stress conducted by Howard and Johnson (2004), this same sense of powerlessness was seen.

According to the survey, teachers experience undesired stress when the administrative structure is hierarchical and centralised in the hands of a few people. According to the study, teachers are also stressed when the principal has an autocratic leadership style (p. 408).

#### 5.10.5 Stress coping strategies

The second question appears in the form to determine the approach to cope with the stress, which is as follows: "What kind of support do teachers need to reduce their stress?" The most prominent codes created in correlation with strategies of coping with stress for teachers working in the primary schools of Tsirang have been broadly categorised into six coping methods as follows:

- a) Reduce the number of periods and job responsibility (35%)
- b) Maintain a teacher-student ratio of 1: 24 (25%)
- c) Recruit enough teachers to share the workload (10%)
- d) Supportive and good school leaders (17.5%)
- e) Create a conducive working environment (12.5%)

A study conducted by Sprenger (2011) also discussed the same stress management strategies such as reducing administration works and other responsibilities, encouraging democratic leadership style, inward systems (nap, silence, and religion) and supportive friends and leaders.

## VI. CONCLUSION AND RECOMMENDATION

The teaching career can be a demanding one. Most teachers would agree that regular contact with children, parents, and co-workers and the ongoing demands of teaching can lead to excessive expectations and obstacles, which can negatively impact job performance. This study aimed to evaluate how work stress affects teachers' performance in primary schools in Tsirang Dzongkhag. The number of factors discovered and presented and the literature review shows that the study's goal was accomplished. This study's hypothesis (Achu, C. 2012) suggested that when stress reaches a specific unfavourable level, it has a negative impact on teachers performance.

The findings of this study are summarised, and broad inferences are drawn based on the results and analyses. The data were analysed in frequency and percentages, and conclusions were drawn based on the findings. The scientific study of the data was made more accessible with the use of diagrams. Teachers' performance is going to suffer as a result of excessive work-related stress. The participants recognise several causes of stress: teacher

workload, student behaviour, education policy and policy, and leadership style.

The stress management strategies which the participants suggested must be practised and implemented mindfully. Furthermore, management should implement an Employee Assistance Program, a proactive tool that identifies and intervenes on problems before impairing teachers' productivity. Praise and appreciation have long been acknowledged to have a positive impact. The practice of praising and recognising an employee for excellent performance should be instilled by management through awards, merit systems, and other benefits or bonuses. The other action that the Education Ministry must take immediately is to maintain the correct ratio of teacher-students (1:24), which will help curb students' misbehaviour and reduce teachers' workload. The need to review IWP and BPST is also felt as many discrepancies happened during evaluation and moderation. The right and deserving employees are not rewarded due to inconsistency of program implementation. Since the job-related stress from lack of support from supervisors in tough times and workload conflict was high among teachers, the school administration should solve these issues.

Occupational stress is an integral part of life. Hence, further study can be undertaken to devise effective programmes to reduce work stress in which the present study remains inadequate. This study was limited to schools in Tsirang Dzongkhag only. However, investigations can provide helpful insight into the patterns of stress levels among various occupations. Practical studies can be conducted by comparing intra-professional groups such as primary and higher secondary school teachers or private and government-employed teachers.

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# A Review of EFL Formulaic Language Acquisition and Teaching intervention

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## Abstract

*This paper reviews EFL formulaic language research in international and Chinese domestic academia from the perspectives of language acquisition and language teaching. Current studies have some limitations due to different types of reasons. For example, a lack of representativeness in the selection of target items, a lack of attention to learner's differences, and a scanty of high-quality EFL formulaic sequences instruction research. Future research can pay more attention to learners' differences that may affect the acquisition and learning process of the formulaic language, with the aim of exploring effective methods and approaches to improve the competence of EFL learners and promoting the optimization of theories exploring the teaching of EFL formulaic language.*

*Keywords— formulaic language; acquisition; incidental acquisition; teaching intervention.*

## I. INTRODUCTION

Formulaic language is a kind of multi-word unit that has features of both vocabulary and grammar. It is a complex of form and meaning, which includes idioms, collocations, lexical bundles, recurring word clusters, frame phrases and so on (Wray 2000). Learners' formulaic language knowledge is an important embodiment of their mastery of grammatical knowledge, semantic relation and pragmatic function. For EFL learners, the knowledge of formulaic language can not only help them understand the target language more accurately, but also make them more fluent in the output language. In the field of second language acquisition (SLA), formulaic language has become an important indicator to measure the development of learners' language ability (Wray 2002; Ellis et al. 2008; Ma Rong 2020). To date, the number of theoretical and empirical studies on formulaic language acquisition and teaching intervention has been increasing and researches have yielded fruitful results. This paper aims to sort out and

comment on the important research results related to formulaic language from the two dimensions: EFL formulaic language acquisition and the impact of EFL formulaic language teaching intervention, hopefully to provide some reference for follow-up research.

## II. EFL FORMULAIC LANGUAGE ACQUISITION

Based on Krashen's distinction between learning and acquisition, EFL formulaic language acquisition here refers to the direct learning of second language formulaic language autonomously with corpus-based reference materials or textbooks or dictionaries (Zhang Qun 2020). Scholars have made theoretical discussions on corpus-based formulaic language learning and the effectiveness of the method is empirically studied. In the application of corpus as a tool for direct formulaic language learning, learners conduct autonomous learning through tool retrieval. Bao Gui (2006) did a theoretical exploration



by introducing the Collins online English Corpus (Cobuild) retrieval tool. By comparing formulaic language in English and Chinese corpora, he aimed to help Chinese English learners to analyze the semantic scope of formulaic language independently with the online corpus and enrich the content of vocabulary learning in today's China. Fang Di (2008) made an empirical study and guided learners to use the formulaic language information provided in the online corpus to help learners to use the formulaic sequences provided in the corpus-assisted teaching textbook consciously in their writing. The real-time post-test found that the effect of direct learning of formulaic sequences in the autonomous learning group was not very obvious. However, the delayed post-test showed that the corpus-based independent learning process of formulaic sequences improved the subjects' ability to recognize them and increased their awareness of learning them in the daily life. Chen (2011) proved that the web-based formulaic language retrieval tool can play a positive role in the subjects' second language formulaic language acquisition by comparing the completion of the subjects' limited time translation task, and the subjects generally recognized this method. Daskalovska (2015) also proved through empirical research that corpus-based formulaic language self-guided learning method can better improve students' language ability than traditional vocabulary learning methods. It can be seen that the tool retrieval based formulaic language learning method can help second language learners better acquire and use formulaic language.

### III. EFL FORMULAIC LANGUAGE TEACHING INTERVENTION

The existing intervention research on EFL formulaic language teaching focuses on incidental acquisition and intentional instruction. Incidental acquisition of EFL formulaic language is relative to second language intentional learning. Incidental acquisition refers to that when students complete other tasks (such as reading or communication), their attention is not on the memory of words, but inadvertently acquire words (Laufer 1998, Schmitt 2010) while intentional EFL formulaic language instruction refers to the use of explicit teaching methods to

teach the target formulaic sequences, or explicitly require learners to recite the target formulaic language and inform them that they need to be tested.

#### **The incidental learning of EFL formulaic sequences**

Previous studies have aimed to explore effective teaching methods and learning conditions to promote second language learners' incidental acquisition of formulaic language. First of all, as an important influencing factor, frequency is still tested. For example, Webb (2013) proved through experiments that the mode of learning revised graded reading materials in the listening reading interaction mode can help learners complete the incidental acquisition of formulaic language knowledge, and the effect of formulaic language acquisition is more significant when the target formulaic language is repeated many times. Zhou Dandan (2014) used empirical research to investigate the impact of contact frequency types on senior high school students' formulaic language acquisition. She found that frequency has a significant impact on formulaic sequences acquisition: different frequency types have different acquisition effects, and the effect of skewed distribution is better than that of normal distribution.

In the discussion of the impact of teaching methods on incidental acquisition, Laufer & Girsai (2008) adopted two teaching methods to conduct an experiment on formulaic language teaching for senior high school students. It was found that compared with the meaning centered and form centered teaching methods, the post task contrastive form focused teaching method can promote the EFL formulaic language incidental acquisition to have a positive impact. In addition, due to the importance of frequency in the study of formulaic language in corpus, many scholars (such as Chan & Liou, 2005; Daskalovska 2014; Boulton & Cobb 2016; Cobb 2018) explored and demonstrated the data-driven formulaic language teaching method. As an important part of the study of formulaic language, Lu Xiaofei and Liu Yingying (2019) summarized the study of formulaic language in academic English researches based on corpus, and expounded the importance and feasibility of the combination of formal analysis and functional analysis in further academic English research and teaching.

In terms of output task types, Huang Yan (2016)

investigated the effects of four different types of output tasks (writing, reconstruction, re-translation and retelling reinforcement) on adult EFL learners' attention to formulaic language and incidental acquisition in subsequent related inputs through multi-variable empirical research. She proved that focused output tasks can improve learners' attention to formulaic language. And the higher the focus of the output task, the deeper the attention processing triggered, and the better the acquisition effect and persistence.

As for learner differences, Golaghaei (2011) conducted a vocabulary test on learners of two cognitive styles and found that at the same level, field independent cognitive style learners scored higher in understanding and productive vocabulary knowledge than field dependent cognitive style learners. Zhang Jing (2018) also confirmed that field independent cognitive style has more advantages than field dependent cognitive style in the process of formulaic language acquisition. And She found that the higher the prominence of learning materials, the more it can stimulate learners' attention, the better the immediate acquisition effect and its delayed maintenance.

In terms of learners' previous vocabulary knowledge, Peter & Webb's (2018) study found that in the case of audio-visual input, the subjects' previous vocabulary was positively correlated with the incidental acquisition effect of formulaic language in the tasks of form recognition and meaning recall. Puimège & Peters (2019) even found that second language learners can incidentally acquire formulaic language in only one audio-visual input without subtitles. In the formal recall task, it was further confirmed that the subject's vocabulary size was positively correlated with the acquisition effect, and that the learner's previous vocabulary might promote the acquisition of formulaic sequences.

Previous studies have shown that the effect of incidental acquisition of EFL formulaic language is affected by many factors, such as learning materials and types, learning mode, number of words in the formulaic sequence, task types and test time. Most studies distinguished learners' English proficiency and age (such as Huang Yan 2016, puimège & Peters 2019), but few have focused on learners' own factors like learning attitude and cognitive style. There

are fewer studies on the impact of language aptitude and working memory on incidental acquisition of formulaic sequences and need to be further deepened (Qu dianning, Peng Jinding, 2016).

### **The intentional instruction of EFL formulaic language**

A rather consistent finding that the formulaic language teaching model can better improve learners ability than the traditional teaching method was made by previous studies on the intentional instruction of EFL formulaic language. In terms of teaching methods, Yu Xiulian (2008) found through a two-year formulaic language teaching experiment that the amount of formulaic language has a greater impact on students' English application ability than the amount of words, and this teaching method is more conducive to improving college students' English application ability than traditional vocabulary teaching method. Wu Ping (2014) focused on the effectiveness of the task driven formulaic language teaching model. The experimental results show that the listening, reading, writing and translation ability of the experimental class is significantly different from that of the control class using the traditional teaching method, and the relevant questionnaire survey also showed that this model helps to cultivate students' language internalization ability, enhance their learning initiative and reduce their dependence on teachers. However, more precise experiments are needed to demonstrate which one is at work: the task-driven method or the formulaic language teaching model? What's further, Shi luoxiang (2014) believed that vocabulary teaching should be turned into an overall teaching centered on formulaic language teaching, and suggested that formulaic language teaching and its strategies should be incorporated into the syllabus of the primary and secondary schools.

In the aspect of recitation of formulaic language, foreign scholars with English as the target language pay more attention to their phonetic features. Some scholars have found that compared with non-alliterative formulaic language, formulaic sequences with alliterative characteristics (such as *cut corners; slippery slope; time will tell; toss and turn; good as gold; life-long learning; better safe than sorry, time and tide wait for no man*) shows a certain degree of acquisition advantage in the test, and the

recall test effect is significantly enhanced after the teacher emphasizes the alliteration feature of the target formulaic language (Boers, Lindstromberg & Eyckmans 2014; Eyckmans, Boers, & Lindstromberg 2016; Lindstromberg & Boers, 2008). In addition, these researchers also found that the formulaic language of vowel rhyme (such as *small talk*; *cook the books*; *hit and miss*) and formulaic sequences with the same rhyme (such as *steel clear*; *brain drain*; *left high and dry*) also has a similar test effect (Boers et al., 2014; Lindstromberg & Boers, 2008). They further argued that if these characteristics are pointed out in relevant textbooks or teaching process, it will help learners' memory of the target formulaic language.

By contrast, the influence of recitation on the production of formulaic language in subsequent compositions or oral tests is mostly investigated in China. Deng Liming and Wang Xiangyun (2007) focused on the correlation between recitation input and writing proficiency and discussed the effect of recitation language input on the development of Chinese students' second language writing ability. The research shows that recitation language input is obviously helpful to the acquisition and consolidation of Chinese students' writing output. Zhao Jizheng (2008) focused on the impact of recitation on English formulaic language learning, the subjects are required to recite 10 short passages with an average word length of 120 words within two weeks, and clearly informed the subjects that they would be tested. The results show that recitation can improve the accuracy of formulaic sequences to a certain extent, but the learning effects of different types of formulaic sequences are different in composition output. The reason may be that the subjects failed to pay enough attention to the target formulaic sequences when reciting the passage, and the teaching intervention time was short, and some target formulaic sequences failed to become productive in-depth knowledge which was saved in the long term memory. Qi Yan and Xia Jun (2016) investigated the impact and degree of reciting formula language on Chinese English learners' composition and oral output. After eight weeks of teaching, they found that formula language recitation can effectively promote the development of learners' writing and oral ability in terms of fluency and

accuracy, and simultaneously the reciting of formulaic language plays a more obvious role in improving oral ability than writing. In short, studies have shown that recitation has a positive impact on the acquisition of formulaic sequences, notwithstanding the effect is affected by the factors of target formulaic language themselves.

Due to the way of task setting, it may be difficult for researchers to really distinguish incidental learning from intentional learning in practice, so the research scope is rather narrow to some degree, and there are few diachronic studies and case studies. However, the existing research has had a positive impact on formulaic sequences teaching in China based on different teaching objectives.

#### IV. CONCLUSION AND PROSPECT

Scholars at home and abroad have made useful attempts to explore the optimal method of EFL formulaic language acquisition and teaching, but there are some limitations in the current researches. Firstly, there are still disputes about the definition of formulaic language. There are many overlaps in formulaic language, collocation, lexical chunks, lexical bundles, prefabricated lexical chunks, idioms, word clusters and other terms, which need to be further clarified (Gao Hang 2017; Zhang Qun (2020)). Secondly, there are few studies on the combination of multiple teaching methods and the impact of different situational factors on formulaic sequences teaching, and there is no exploration on whether some teaching methods that have attracted much attention (such as explicit teaching method, post task comparative form focus teaching method, etc.) are also applicable to different types of formulaic language (Ma Rong 2020). Thirdly, there are few existing studies on learners' own factors. How learners' previous vocabulary knowledge and other factors affect the acquisition effect of formulaic language needs to be further verified. In addition, because the research on formulaic language teaching has not yet formed a complete theoretical system and experimental paradigm, the scientificity and popularization of its conclusion need to be further demonstrated (Zhang Qun 2020).

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# On the Integration of Ideological and Political Education into Specialized Courses in Chinese Universities: A Case Study of English Foundation Course<sup>1</sup>

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## Abstract

*This paper provides a detailed introduction to the new trend of Ideological and Political Education (IPE) in Chinese universities, i.e. integrating IPE into specialized courses. It draws on a thematic analysis of documents from Ministry of Education (MOE) and States sources. The paper reveals the principles and practices of integrating IPE into specialized courses in Chinese universities. Also, the course English Foundation Course from Foreign Language Schools of Zhejiang University of Finance and Economics Dongfang College is exemplified to show the whole process of integration.*

*Keywords— IPE, Integration, Specialized Courses.*

## I. INTRODUCTION

The present study shows how the Ideological and Political Education (IPE) in China's higher education institutions integrates into specialized courses. It focuses on the changes in course design and teaching practice in the universities' specialized courses against the backdrop of China's intensifying IPE in higher education. Since the goal of Chinese higher education is to "cultivate the builders and successors of socialism for the future" ((National People's Congress [NPC], 2015), IPE is a key factor to contribute to this goal. In the past few decades, the important channel of IPE is the theoretical course in Chinese universities, a compulsory course which run through undergraduates' four years of study and consist of a number of modules including Basic Principles of Marxism, Mao Zedong Thoughts, Deng Xiaoping Theory and the Three Represents, Modern Chinese History, Ideological and Moral Cultivation and its Legal Basis, and so on (Xu et al., 2021). The IPE theoretical

course is taught to all university students, follows a standard framework and offers academic credits. However, the theoretical course turns out not effective since most students lose interest. Therefore, the importance of IPE in other specialized courses was reinforced when President Xi (2016) made a speech at a conference on IPE of universities. He stressed that IPE in universities should be integrated into the whole education process of Higher Education, and universities must focus on students, caring for them, serving them, and helping them improve in ideological quality, political awareness, moral characteristics, and humanistic quality to enable them to develop both ability and integrity. And in February 2017, the CPC central committee and the state council emphasized that ideological education should be carried out in the whole process and every link of teaching to form a long-term mechanism of teaching. Class teaching in specialized courses should fully explore IPE resources in various disciplines (The Central Committee of

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CPC and the State Council, 2017).

This paper shows the integration of IPE into a language course in Zhejiang University of Finance and Economics Dongfang College, an independent college in East China. It first introduces the principles of this integration and outlines the major theoretical considerations. It then focuses on the presentation of English Foundation Course as a case to show how these principles translate into course designs and teaching practice. And the discussion and conclusion are followed in the end.

## II. THE PRINCIPLES OF INTEGRATING IPE INTO SPECIALIZED COURSES

In China, IPE develops the political cultivation and values view of the undergraduates while guiding them into the Party's ideology. Zeng (2015) argues that, in contemporary China, IPE plays an important role in influencing the world views and political beliefs of people. Zhang (2015) points out that IPE is one of the basic carriers and realization forms of conducting and developing Chinese mainstream culture and ideology. Thus, the integration of IPE into specialized courses should meet the purposes of IPE, i.e., to use certain ideas, political views and moral norms to exert influence on students, which would be the general principle. IPE in Chinese college is now challenged by problems such as belief diversification, differentiated values, and lack of collective consciousness among students. So, the important issue would be the combination of the teaching contents with ideological and political theories. The teachers of specialized courses should have their own understanding of the nature of IPE and find the invisible educational resources in their courses. Therefore, the teachers are encouraged to explore "IPE elements" in their courses since different courses have their own points of IPE resources. When it comes to the class teaching, the delivery of these elements should be implicit just like "salt dissolving into soup". Educators in China has come up with various teaching theories which aims to contribute to promoting the full integration in ideological education. Based on the theory of affective learning, Li (2020) relates cognitive development in translation teaching to the value shaping of students and shows the construction of IPE from the extracting of IPE elements, the internalization of IPE resources and the evaluation of teaching effects. Mei (2018)

believes that foreign language education should not only help students master foreign language knowledge and pragmatic competence. It is even more necessary to cultivate students' feelings, attitudes and values in the new era, and their international vision and cross-cultural communication ability should be based on Chinese feelings and Chinese genes. Hong (2019) pointed out that universities should cultivate student's national pride, and foreign language students should be able to spread traditional Chinese culture to the world and participate in global governance with Chinese wisdom.

## III. THE INTEGRATION OF IPE INTO THE ENGLISH FOUNDATION COURSE

The English Foundation Course is a compulsory course for the first-year English majors in Zhejiang University of Finance and Economics Dongfang College, with a total of 128 class hours and 8 credits. It aims to lay the comprehensive English language foundation needed for advanced English language studies by engaging students in multi-modal learning activities. Learning topics include the writing process, critical listening, reading and response, and features of spoken English, covering the domain of literature, history, culture and sociology. This course is compulsory for first-year students and is a prerequisite for Level Two course. The following section will show how the integration is carried out in this course.

### 3.1 Teaching Design

In terms of teaching design, the course aims to create an effective teaching mode to achieve the aim of combining language teaching with value shaping. Therefore, IPE is integrated into the process of teaching objectives, content, organization, implementation and evaluation. The course attaches great importance to creating a natural learning experience for students' character building while learning language, characterized with an explicit language learning and implicit value shaping. Since language learning is closely related to culture and cognition, so language education serves both instrumental and humanistic function. As a core course for the English majors, the English Foundation Course integrates value shaping into the cultivation of learners' language competence. Based on the objectives of the course, the ideological and political elements of the course include the following two aspects:

first, students will be able to introduce Chinese culture in English. So, the course will incorporate Chinese elements into the everyday teaching to cultivate the students' ability to introduce Chinese culture and history. Second, the students will be able to analyze and discern the ideological value in western texts while enhancing their cross-cultural communication.

### 3.2 Teaching Objectives

One of the fundamental principles of integrating IPE into specialized courses is that the content of ideological and political education in professional courses should be implicit. Based on the realization of the curriculum's language goals such as language skills and critical thinking, more emphasis should be placed on value shaping. Therefore, the course focuses on cultivating students' solid basic skills as well as incorporating IPE into the subject content.

The English Foundation Course integrates IPE into English teaching, as is exemplified in its teaching objectives. The objective is twofold, which consists of language skills and value shaping. As to the language skills, upon completion of the course, students will be able to: a. have a general idea of English language system, such as phonetics, grammar, vocabulary, text structure, etc.; b. have language skills such as listening, speaking, reading, writing and translating to develop the comprehensive ability to use English; c. master correct learning strategies, which mainly includes consciously looking for opportunities to practice their expression, encouraging themselves to reduce anxiety, memorizing through classification and association, and practicing language through analysis and generalization. While in the light of value shaping, the students will be able to: d. develop cultural confidence and foster a strong sense of the building of a community with a shared future for mankind; e. incorporate patriotism, devotion and honesty into their life; e. enhance the mission of making Chinese culture go global. Based on the objectives of the course, the ideological and political elements of the course include the following two aspects: one is "China's story". The course will incorporate Chinese stories into its teaching content, aiming to draw students' attention to Chinese culture and cultivate their ability to tell China's story well. The other is cross-cultural communication. Particularly, the course will guide the students to analyze the language ideology, thus

enhancing their ability of discerning value orientation behind language.

### 3.2 Teaching Contents

IPE aims to use certain ideas, political views and moral norms to exert influence on students so that they form social practice activities that meet the requirement of the State. The Implementation Summary for Improving the Construction of Civic Morality issued in 2001 (CCP Central Committee, 2001) introduced the concept of citizenship into IPE. It states that civic morality is part of ideological and political activity and is vital in the cultivation of socialist citizens who have ideals, morals, culture and discipline, and in the construction of socialism with Chinese characteristics. IPE has been expanded to include citizenship education that aims to emphasize an independent social position and the personality of individuals (Li & Zhong, 2002), it is also an important part of the teaching content of Foundation English Course. The following section introduces the ideological and political contents extracted from main units. To begin with, in the teaching unit of "campus life", the text is an excerpt from the novel *Half a Day* by the Egyptian writer Naguib Mahfouz (1911-2006), in which life is embodied in half a day at school. Class teaching will focus on encouraging the freshmen to face the university life with a positive attitude. Secondly, in the unit of "language and culture", the teaching content is mainly about ethnocentrism, linguistic superiority and discrimination. By introducing the concept of a community with a shared future for mankind, the teachers will introduce the "world view," "holistic view" and "harmony view" from traditional Chinese culture. Besides, in the unit of "literature", by reading through *After Twenty Years* by O Henry, the students are encouraged to think about the choice in the conflict between friendship and public integrity. And this theme will be applied to the study of life, guide students to establish integrity, public responsibility concept. At last, in the unit of "social system", after reading an excerpt from Mandela's autobiography *Long Walk to Freedom*, the students are encouraged to analyze the root of racial discrimination and think about the issues such as westerners' discrimination against Asian-Americans during the Covid-19 epidemic.

### 3.4 Teaching Procedures

This course is based on Production-Oriented Approach (POA), which attaches great importance to effective

language learning. Since POA aims to address both students' development as moral and socially responsible citizens and their language development (Ellis, 2017), it is compatible with the idea of integrating IPE into specialized courses. Teaching with the POA consists of three phases: (1) motivating; (2) enabling; and (3) assessing. All three phases are mediated by teachers, whose mediating roles include guiding, designing and scaffolding in addition to being a facilitator and a consultant (Wen, 2016,7). By designing a series of coherent and progressive tasks, the students are expected to meet the teaching objectives while completing the task. First, in the motivating phase, the teacher motivates students' thinking and discussing in the beginning of the teaching unit by presenting the language activity. The students get engaged in the communicative activities and reflect on their language limitations. In the enabling phase, the teacher presents the output task, and the student pays attention to the language content required for the output task with the teacher's help. Then the students apply what they've learnt from the previous stage to language production in the last phase, the assessing phase. The teacher gives feedback on Students' language products, which might be written compositions, public speeches, translated texts, oral interpretations, simulated role plays, posters and so on. While giving assessments, the teacher adheres to the principle of combining explicit and implicit evaluation, integrating the evaluation of ideological and political teaching into the evaluation of language knowledge and skills. Thus, this evaluation takes into consideration both students' language and value shaping. Here is an example of students' oral presentations in the teaching unit "The Green Banana". The discussion question is as follows: How do you understand the following quote by Amy Tan "Don't judge a book by its cover or someone's intelligence by her English"? How much of your self-esteem is tied to your mother tongue? On the assessing phase, the teacher focuses on observing and evaluating the student's growth in both language and values. Here are sample answers from students. Student A: We are proud of Chinese language and culture, but we're still willing to learn western culture. English provides a powerful tool to connect to the outside world, while promoting mutual understanding, friendship and cultural exchanges between the Chinese people and international community. Student B: I think

learning English is not simple about learning a second language, it's about learning a fresh pattern of thinking. We can get a deeper understanding of the nation and the culture that is different from ours. English is powerful tool for us to connect to the outside world. So, in the last phase of POA, the criteria of assessing students' language product should include both language skills and value shaping. A collaborative assessment could be adopted by selecting a few typical student products to be evaluated in class. The teacher prepares detailed evaluations before class and then in class, the students make comments followed whole-class discussion. Most importantly, different versions should be compared and discussed to illicit different understandings of a certain topic. This kind of collaborative assessment can lead to better learning outcomes.

#### **IV. Discussion and Conclusion**

This study provides a possible method for integrating IPE into other courses in universities. Chinese universities pay high attention to IPE for students. It is one of the most important approaches for students to learn theories of society, politics and economics and understand the history of the country and the culture of the nation. It is delivered both through formal theoretical lectures as well as other specialized courses. This paper introduces the principles and the implementation of combining IPE with specialized courses in universities in China by presenting the example of Foundation English Course for English majors. The educational function of integrating IPE in Foundation English Course is to consolidate students' beliefs in moral values and help students form positive outlook on life. The topics such as the meaning of learning, the power of literature, and the social responsibility of citizens are touched upon in this course. It could be found that students will reflect on the point of receiving higher education by the end of an academic year while their enthusiasm and initiative for learning English are greatly enhanced. For example, most English majors participated in the local public welfare project which aims to help the children in the Town improve their academic performance. Meanwhile, the students also showed great learning motivation, and many students are determined to take the postgraduate entrance examination. They realized that great importance of learning English well. English can provide them with the access to the latest information, the most advanced

technology and high-quality resources in the world. At the same time, they feel the necessity of practicing language skills to enhance China's international discourse power and influence in the world.

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# Building scientific knowledge based on the solution of clinical cases: A contemporary learning process

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## Abstract

*The construction of scientific knowledge based on the solution of clinical cases, also called problem-situation or case study, is a contemporary methodology, centered on the student, problematizing, teaching-learning, which allows to know the previous knowledge of the group in the face of the presented situation, as well as identifying learning needs, building new meanings and knowledge, in addition to developing specific skills for self-learning. Strategically, it is the insertion, during a course, of a social material (texts, audios, printed matter, videos), whose analysis and discussion allow to contextualize the theoretical content. This work aims to present an experience in the construction, application and evaluation of clinical cases aimed at students in the fifth period of the dentistry course at Itpac - Porto Nacional in 2020. Clinical cases were previously screened by the teacher of endodontics at the multidisciplinary clinic at Itpac - Porto Nacional and presented to students in the classroom. The students were instructed to organize themselves in groups, a time of 1 hour was established for discussion of clinical cases and websites, scientific articles and books were made available to assist in solving the proposed activity. After the end of the established time, each group presented the diagnosis of each clinical situation presented. Based on this experience, it is possible to conclude that the use of clinical cases as a pedagogical practice brings students closer to the social reality and leads them to build networks of knowledge, making them active subjects in the learning process, without renouncing the depth and specificity knowledge that a dental student needs to develop.*

*Keywords— About five key words in alphabetical order, separated by comma.*

## I. INTRODUCTION

According to Latif, 2014, Clinical Cases are real or fictitious situations, with summarized data and cognitive intentionality, whose objective is to introduce or illustrate certain knowledge. However, due to their theoretical nature, they do not allow real experience, being only an artificial, partial, systematic and theoretical proposal of professional practice, sometimes presented with a caricatural tone. The insertion of a clinical case in the disciplines of the basic cycle without proper contextualization and without the proper baggage of practical experience can discourage or be little enlightening, even distorting the professional reality. On the other hand, the presentation and discussion of clinical cases in the classroom as a way of stimulating reflection are essential when the student is already inserted in professional practice, in the case of Dentistry courses, or in the experience of multidisciplinary clinics, as the knowledge of the practical reality, even initial, allows a

critical posture of the student in the face of the presented situation, being truly problematizing (Weeks et al., 2012).

The Motivating Case methodology, by promoting the mobilization of common sense, allows to know and challenge the previous knowledge of the group of students in the face of the presented situation, as well as to identify learning needs, to build new meanings and knowledge, in addition to developing specific skills for the student. independent study (Crowe, et al., 2011). It differs from the discussion of the Clinical Case in that the situation presented challenges the student's knowledge based on what he already brings with him knowledge of life. Even without knowing the theoretical content, the student understands the situation presented and assumes the possibility of resolution. After the presentation of the proposal, the group discussion follows, which presents the various perspectives and opinions involved, many of them contradictory or partial, making the student aware that his

current knowledge is insufficient for a resolute or uniform understanding. There follows an active search for knowledge and theoretical content, always under the guidance of the teacher, through the planning and execution of a strategy by the group, which generates new discussions and expansion of the perspective of the problem, seeking conciliatory syntheses (Souza et al., 2014).

## II. METHODOLOGY

Clinical cases were previously screened by the professor of endodontics at the multidisciplinary clinic at Itpac - Porto Nacional and presented to students in the classroom. The students were instructed to organize themselves in groups, a time of 1 hour was established for the discussion of clinical cases and websites, scientific articles and books were made available to assist in solving the proposed activity. After the end of the established time, each group presented the diagnosis of each clinical situation presented (Pictures 01 and 02).



Picture 01: Clinical case 01



Picture 02: Clinical case 02

## III. RESULT

Problem-solving pedagogical approaches favor the training of professionals with ethical, political and technical skills, endowed with knowledge, reasoning, criticism, responsibility and sensitivity to issues of life and society, enabling them to intervene in contexts of uncertainty and complexities. In this way, motivating cases are part of the problematizing strategy in higher education in the health area. It was found that the experience of students with clinical cases motivated the search for knowledge and learning in a more understandable teaching-learning process.

## IV. CONCLUSION

Based on this experience, it is possible to conclude that the use of clinical cases as a pedagogical practice brings students closer to the social reality and leads them to build networks of knowledge, making them active subjects of the learning process, without renouncing depth and specificity. knowledge that a dentistry student needs to develop.

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An acknowledgement section may be presented after the conclusion, if desired.

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# Examining the Effect of Tablets to Enhance Essay Writing Competencies of Primary School Students

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**Abstract**— Writing is one of the most important aspects of any standardized test all over the world. Much emphasis is hence placed on improving writing standards in schools and other forms of educational institutions. With improved technological infrastructure, digital devices such as Tablets are increasingly being used in the teaching and learning process.

This study aimed to explore the effects of Tablets in supporting grade VI students to enhance narrative essay writing skills. This particular study utilised 14 sessions comprising of 50 minutes each in both control and experimental situations. The control group is a simulation of a face-to-face teaching scenario, while the students in the experimental group replicated the non-contact teaching set-up. A total of 49 grade VI students from two primary schools selected using a convenience sampling technique participated in the study. The data for the study was collected through written tests both before and after the intervention. The analyses were conducted using descriptive statistics and t-tests.

The results showed that the differences in writing scores between control and experimental groups were statistically significant. Based on this finding, the use of Tablets in teaching essay writing may be considered helpful for primary schools irrespective of the school location.

**Keywords**— Bhutan, Essay writing, Primary school, Tablets.

## I. INTRODUCTION

Students and teachers' digitisation of education and promoting the use of technology in the Bhutanese classrooms remain the top priority for the successive twelfth-year plans of the Royal Government of Bhutan (Ministry of Education [MoE], 2019). The need to develop digital competencies both for teachers and students are fast becoming a growing requirement. Technological skills are considered by many as an essential component of 21st-century learning and pedagogy to succeed in the rapidly evolving technology-driven society (OECD, 2015; U.S. Department of Education, 2017). Still, providing adequate computer-related resources and teacher training remains a challenge in most countries, particularly developing countries. The Royal Government of Bhutan's digital Bhutan flagship programme is committed to improving the technological resources in more than 609 schools spread across Bhutan with 1,70,000 students Policy and Planning Division (2020). As per the plan, by the end of the 2021 academic session, all grade K-10 is to receive a Tablet each with support from Save the Children, country office (MoE,

2020). The dependence on e-learning as an alternative source of disseminating quality education has sharply increased in recent times (Onyema, 2020; OECD, 2020; Huber & Helm, 2020).

Digital device accessibility is a significant problem, mostly in developing countries. The COVID-19 pandemic triggered the closure of schools in Bhutan and many other countries worldwide. As a consequence, numerous challenges were posed to both teachers and students alike during the online learning environment in Bhutan (MoE, 2021). For instance, many teachers and students had difficulties in conducting and attending online classes. Among the challenges, the digital divide challenges were often most prominent in rural schools and developing countries (Bergdahl & Nouri, 2020; Iivari et al., 2020; OECD, 2020). Therefore, there is a need for students of rural schools to experience the authentic feel of learning using digital devices and prepare them to adequately have hands of experience to use the digital devices in their actual classroom learning. Responding to 21st-century learners' needs has been said and is much written about technology's

relevance in the teaching and learning process (Choeda et al., 2016; Gautam et al., 2021).

Studies done on writing essays using Tablets in L1 settings are many, yet such studies are predominant in developed countries (Alkhoul, 2018). Currently, there is only one study in Bhutan that used i-pads as a complementing tool to teach essay writing conducted by Dhendup (2021). However, the scope of his study was targeted towards secondary students. Therefore, such a gap that exists explains that this is an area that should be researched to gain deeper insights and understanding with primary school children. The main contribution of this study is towards understanding the effect of Tablets in enhancing writing essays from a comparative perspective of two types of school. Such a study is the first of its kind and therefore hopes to contribute to scholarship in English as a foreign language context.

This current study aims to explore the effects of Tablets and teacher-led teaching approaches in improving student essay writing competencies in a rural and a semi-urban primary school. A rural school in Bhutan's context refers to a place where basic infrastructure is still developing, while a semi-urban refers to a location having better facilities. The objectives of this study are to examine if there were statistical differences in essay writing scores between two groups of students. Therefore, this paper compares the differences in essay writing scores of participants in two groups. The findings of this study are expected to be of value and use to Language teachers, particularly to those teaching in English as a foreign and second language context.

This study is also expected to provide primary school students with the required 21st-century experience of using digital devices as a learning tool to learn essay writing in the context of English as a foreign language. Further, our study contributes to scholarship related to the use of information systems in primary schools, specifically in developing country contexts. Additionally, for local teachers and students, it acts as a precursor to a learning management system (LMS), which is due to be introduced soon in Bhutanese schools. LMS can be defined as 'A self-contained webpage with embedded instructional tools that permit faculty to organise academic content and engage students in their learning' (Gautreau, 2011, p.2). Besides, the use of digital technology is expected to provide children develop higher-order skills such as problem-solving, critical thinking, communication and collaboration (Roussinos & Jimoyiannis, 2019; Morchid, 2020). Thus, the following research questions and null hypotheses are considered for investigation:

1. Is there a statistical difference in pre-test essay writing scores in the control and experimental group?

H<sub>0</sub> 1: There is no statistical difference in pre-test essay writing scores in the control and experimental group.

2. Is there a statistical difference in post-test essay writing scores in the control and experimental group?

H<sub>0</sub> 2: There is no statistical difference in post-test essay writing scores in the control and experimental group.

3. Is there a statistical difference between the pre and post-test writing scores of students after the intervention?

H<sub>0</sub> 3: There is no statistical difference between the pre and post-test writing scores after the intervention.

## II. LITERATURE REVIEW

Research related to technology use, particularly in the education sector, is not new; it has been widely studied in different cultural and educational settings (Raza et al., 2021). Many studies have been conducted on language learning using digital technologies, particularly mobile devices such as Tablets in both first (L1) and second language (L2) classrooms. The literature surrounding the use of technology in the classroom mainly indicate a positive and significant effect on children's academic achievement (Morchid, 2020; Estarki & Bazayr, 2016). including children with learning disabilities Burke and Hughes (2017). They found out that iPads are being used in a constructive way across participants and countries, at all grade levels, and with students who have a range of special needs for a variety of learning purposes such as social, academic, communication, and functional.

For instance, in Sweden, a study by Alkhoul (2018) found that the use of mobile devices and their apps (online or offline) resulted in positive effects on learning English as a foreign language. Her study explored the newcomer's attitude towards language learning through mobile devices. The findings of her study revealed that there were significant positive degrees among newcomers in terms of efficiency, effectiveness and satisfaction toward mobile devices usability in the language classes.

Similarly, other researchers have also examined the advantages and the benefits of using digital devices in language learning classrooms, both in L1 and L2 classrooms (Kukulka-Hulme, 2013; Joshi & Shah, 2015;



Morchid, 2020). They pointed out through their studies that using mobile phones were said to have promoted interactivity, collaboration and active engagement in various learning activities of language learning. These studies reflect the importance of incorporating digital technology in language learning classrooms. Equally, Hazaea and Alzubi (2018, p. 55), in their investigation on the role of mobile technology in enhancing Learner Autonomy (LA) in Saudi Arabia, revealed that the participants (LA) “Improved through the use of selected mobile applications in terms of taking responsibility for and making decisions about reading materials and the time and place of reading.”

While in Bhutan’s case, a similar study was carried out by Dhendup (2021). Their study applied a mixed-methods study to examine the differences in secondary students writing performance using i-pads. The findings revealed that there was a significant improvement in post-test essay writing scores after the intervention. A statistically significant increase in the mean by more than 20 per cent was found. Therefore, his research substantiates that the use of mobile devices and Tablets promotes language learning, mainly showing significant improvements in writing skills. The study also proves that the use of digital devices by students while in classrooms is likely to influence positive learning and student achievement (Alkhouli, 2018), as evidenced by improvement in the post-test scores in both groups.

Further, Morchid’s (2020), a relatively recent study, investigated the suitability of digital devices in the classrooms, Morchid suggested that digital devices offered opportunities for learners to further research into self-learning journey, thus promoting life-long learning. Likewise, a quantitative study carried out by Ali et al. (2019) indicated that Pakistani students had shown a positive predisposition towards mobile devices usage inside the language classrooms. Additionally, their study found out that the use of digital devices not only supported learning with ease and comfort but also motivated learners to learn in a collaborative learning environment.

Estarki and Bazayr’s (2016) study aimed at finding the effect of using mobile-assisted language learning on the writing performance of pre-intermediate Iranian learners’ using Viber applications was similar to that reported by Malekzadeh and Najmi (2015) study. Their study explored the effect of mobile-assisted language learning on guided writing of Iranian upper-intermediate using text messages. The results of their study showed that there was a difference in the performance of the experimental and the control groups, where participants in the experimental group performed better in post-test compared to participants in the

control group. These researchers found a noticeable improvement in student writing quality, whose research was also carried out in the L2 context.

Hence, our study is an attempt to shed some light on the two-teaching approach. This present study situates and is relevant in the context of teaching and learning English as a foreign language in a developing country.

### III. METHODOLOGY

#### 3.1. Target Participants

The target participants of this study are all students of two schools. A convenience sampling method was used to select the participants. The first school is a rural school where (N=27) with 14 students assigned in experimental and 13 in the control group. The second school was categorised as semi-urban where (N=22), where 11 students each were placed in the control and experiment group respectively. However, for the purpose of data computation and analyses, the participant’s scores from both these schools in both pre and post-tests were put together in their respective group, experimental ( $n=25$ ) and control group ( $n=24$ ).

#### 3.2. Intervention Procedure

This particular study utilised 14 sessions comprising of 50 minutes each in both control and experimental situations in both the school types. The five-writing process adopted for this study was prewriting, drafting, revising, proofreading and publishing and was based on the new English curriculum. The control group replicated a non-contact teaching situation where the teacher-led the intervention programme. While for the treatment group, one Lenovo Tab M8 (TB-8505F) each was provided to the individual student. The tablet contained downloaded materials based on the new normal curriculum, for instance, explanation on effective writing (central idea, organisation, supporting materials, expression, word choice, point of view, Spelling, Grammar, and punctuation) mostly in video format. The related materials on effective writing were also provided in the control group, where one English teacher led the teaching simulating a face-to-face set-up, which was mainly teacher-centred. The ethical clearance for this study was granted by the respective school Research Committee (SRC).

Prior to intervention, a pre-test on narrative essay writing was administered to all the participants individually based on the primary curriculum, which essentially follows the competency-based assessment test (CBAT) format (see appendix 1). The question format were similar to Bhutan Council of School Examination (BCSEA), who annually prepares the questions for grade VI students nationwide,



while the evaluation of these test papers was carried out by teachers of the participating school (BCSEA, 2019).

After the session on intervention, the measure was over, a post-test was conducted with all the students and tested individually. The children were given (30 minutes) to complete the essay writing task, which was again based on the new normal curriculum. The level and the pattern of questions were similar to the pre-test. Children in grade Six are required to write a narrative essay of about 200 words (Royal Education Council, 2021). The completed essay writing scripts were assessed on both occasions (pre and post).

### 3.2.1 Scoring Procedure

The essay writing task was assessed by 3 English teachers in both schools. The test takers were scored based on five broad criteria following the standards of the national curriculum, for instance, (Sentence structure, Grammar and spelling, capitalisation and punctuation, closing paragraph and Introduction); (see Appendix 2 for assessment criteria). The highest score under each evaluation criteria was four, and no points were awarded for incorrect answers. The total number of marks awarded was 20. The interrater scores are expressed in terms of simple percentages. The final inter-rater average scores were considered for data analyses and interpretation.

### 3.3. Data collection and Data Analysis

This study employed a quantitative design and followed a convenience sampling technique to select the participants. The data were collected through pre-test and post-test essay writings administered individually. The two tests were conducted to examine the differences in writing scores. Both pre and post-tests required children to write a narrative essay based on the three options of questions for about 30 minutes. The total marks were 20, which is similar to the BCSEA question pattern in primary English. The quantitative data for this study were computed using the SPSS conventions (version 23) and MS excel 2019.

To test for data normality, Shapiro Wilk's test method of normality is applied based on the recommendation of Allen et al. (2014), the sample for this current study is  $< 50$ . Additionally, the data set was further inspected for potential outliers using the boxplot. Then a series of independent samples t-test and a paired samples t-test non-parametric equivalent was performed to compare the pair of groups. The alpha to determine statistical test significance was set at 0.05.

## IV. RESULTS

*H<sub>0</sub> 1: There is no statistical difference in pre-test essay writing scores in the control and experimental group.*

*H<sub>0</sub> 2: There is no statistical difference in post-test essay writing scores in the control and experimental group.*

To answer H<sub>0</sub>1 and H<sub>0</sub>2, a descriptive statistic and two sets of independent samples t-test were applied. An independent samples t-test was computed firstly for the pre-test and then subsequently for the post-test. Independent t-tests were conducted to determine if a difference exists between the means of two groups. The data is hence expressed as mean and standard deviation (Mean  $\pm$  Standard Deviation). There were 24 participants in the control group and 25 in the experimental group. It can be seen from Table 1 that the mean score of pre-test between the control and experimental group was marginal ( $8.02 \pm 3.08$ ;  $7.86 \pm 2.22$ ).

Table 1: Group statistics for gender, group and tests.

		Pre-test			Post-Test		
		M	SD	N	M	SD	N
School_Type	Rural	8.8	2.1	2	11.	2.2	2
	Semi-Urban	7.2	2.8	2	10.	2.8	2
	Urban	2	2	2	2	8	2
Group_type	Control	8.0	7.8	2	10.	3.0	2
	Experimental	2	6	4	35	2	4
Gender		7.1		1	9.5	2.4	1
	Male	5	2.3	9	7	4	9
	Female	8.4	2.7	3	11.	2.5	3
		3	7	0	5	5	0

Prior to pre-test result analysis, a normality test was assessed to examine the normality of the data. A Shapiro-Wilk for the dependent variable pre-writing test score for the control and experiment group was conducted. The Shapiro-Wilk test is generally considered suitable for smaller samples (Allen et al., 2014, p.38). The Shapiro-Wilk in control group was ( $w = 0.932$ ) and ( $Sig = 0.108$ ), and similarly for experimental group ( $w = 0.943$  and  $Sig = 0.174$ ) wherein both the cases, the dependent variable, pre-test writing scores in Table 2 is non-significant ( $p > 0.05$ ). Also, there was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = 0.835$ ). The mean difference of 0.160 (95% CI, -1.38 to 1.70),  $t(47) = 0.210$ ,  $p = 0.835$  is not significant.

Likewise, for the post-test, the Shapiro-Wilk in control group was ( $w = 0.975$ ) and ( $Sig = 0.778$ ), and alike for experimental group ( $w = 0.954$  and  $Sig = 0.302$ ) wherein both the cases, the post-test score considered as a dependent variable (see Table 3) was non-significant ( $p > 0.05$ ). Similarly, the homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = 0.307$ ).

Therefore, the normality assumption is considered normal for the present study. The non-significant difference of 0.760 (95% CI, -2.31 to 0.744),  $t(47) = -1.0$ ,  $p = 0.307$  was recorded for post-test scores between the two groups. Hence, in both (pre-test and post-test), the differences in mean scores are the same in the control and experimental group is accepted.

Table 2: Test of normality for pre-test

Group Type	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.168	24	.078	.932	24	.108
Experimental	.140	25	.200*	.943	25	.174

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3: Test of normality for post-test

Group_type	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test control	.105	24	.200*	.975	24	.778
Experimental	.155	25	.123	.954	25	.302

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4: Results of independent samples t-test by Group type

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F		t		Sig. (2-tailed)		Mean Difference	Std. Error Difference
			Sig.		df				
Pre-test	Equal variances assumed	2.701	.107	.210	47	.835	.160	.766	
	Equal variances not assumed			.208	41.7	.836	.160	.771	
Post-test	Equal variances assumed	2.55	.116	-1.0	47	.307	-.785	.760	
	Equal variances not assumed			-1.0	42.5	.310	-.785	.765	

$H_02$ : There is no statistical difference between the pre and post-test writing scores of students after the intervention

A descriptive analysis of pre and post-test scores is presented in Table 4 between the two groups. The data is expressed as being Mean  $\pm$  Standard Deviation. It can be

seen from Table 4 that for pre-test ( $7.93 \pm 2.65$ ) and for the post-test ( $10.75 \pm 2.66$ ). The results show that the participants in the post-test had done better compared to the pre-test score. The minimum essay writing score in the pre-test was 3.50, while the maximum was 14.50. Similarly, the

maximum and minimum scores after the intervention had increased in this case.

Table 4: A descriptive statistic between pre and post-test

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	49	7.93	2.65	3.50	14.50
post-test	49	10.75	2.66	5.00	16.00

Further, in order to test the hypothesis that there is no difference between the pre and the post-test writing scores, a possibility to run the repeated measures t-test was explored. However, two outliers, for instance, case numbers 37 and 47, were detected after the difference between the pair pre and post-test were computed. The outliers exhibited more than 1.5 box lengths from the edge of the box in a boxplot. Also, the test of normality using Shapiro Wilk's test on difference statistics was ( $w = 0.909$ ) and ( $Sig = 0.077$ ), where  $p=0.001$  was lesser than the accepted alpha

value of  $>0.05$ . The significant value of ( $p < 0.05$ ) evidenced that a repeated measures t-test could not be run in this case (see Table 5). However, upon the inspection, their values were revealed not to be extreme, and they were retained for the analysis. Hence, a non-parametric equivalent of paired t-test, a Wilcoxon signed-rank test, was administered. This test is applied as the outliers were retained for the analyses. Forty-nine participants were recruited to the study in order to determine the effect of the intervention, namely teacher-led and the use of Tablets. The data is then expressed in medians. Of the forty-nine participants recruited to the study, the post-test score increase is seen in 46 participants compared to the pre-test score, while two participants' scores in post-test decreased, and one participant's score remained unchanged (see Table 6). A Wilcoxon signed-ranked test showed that there was evidence of a statistically significant median increase in post-test score after the intervention was carried out in both the groups (2.5 marks) (see Table 7). The median scores and the test statistics of the Wilcoxon Signed Ranks test is presented in Table 7 and Table 8, respectively. The median in post-test was (11) and compared to (8) in pre-test, the  $z = -5.920$ ,  $p < 0.05$ .

Table 5: Test of normality for the difference in score

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
difference	.120	49	.077	.909	49	.001

a. Lilliefors Significance Correction

Table 6: Ranks of post and pre-test

		N	Mean Rank	Sum of Ranks
post-test - Pretest	Negative Ranks	2 <sup>a</sup>	6.00	12.00
	Positive Ranks	46 <sup>b</sup>	25.30	1164.00
	Ties	1 <sup>c</sup>		
	Total	49		

a. posttest < Pretest

b. posttest > Pretest

c. posttest = Pretest

Table 7: Median of pre and post-test with a difference

Pre-test	post-test	difference
8.0000	11.0000	2.5000

Table 8: Test statistics of Wilcoxon Signed Ranks Test

	post-test - Pretest
Z	-5.920 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

## V. DISCUSSION AND CONCLUSION

This present study attempted to examine the effect of Tablets and the teacher-led approaches to enhance essay writing competencies of two Bhutanese primary school students. The main aim of this study was to see if there were differences in essay writing scores after the intervention had been given. The results of the Wilcoxon signed-rank test showed a significant mean difference. Evidence of a statistically significant median increase in post-test scores in both the groups (2.5 marks) shows that in both the teaching contexts, there was a significant change in the post-test scores. While there are many factors in the change of result in the teacher-led context, one possible reason that could have accounted for a significant increase may be due to a smaller number of students. For instance, 11 students in school A (semi-urban) was placed in the control group, while only 13 students were placed in the control group in school B (rural). The increase in post-test writing scores, in this case, is due to the small class size as compared to 30-40 students in normal teaching situations. At the same time, the improved writing performance in the experimental group could be attributed to participants' own personal interest and the sheer motivation they showed to digital gadgets in learning. It may be partly due to learner-autonomy granted to these children during the sessions as teachers were able to guide and facilitate learning. This finding is similar to the findings of Dhendup (2021), where statistically significant results in post-test writing scores of secondary students were observed. Although the differences in post-test scores between the group type were not statistically significant, nonetheless (0.7), which is close to a 3.5% increase, was found. Therefore, this finding of the study somewhat suggests that the use of Tablets could be beneficial to assist primary school children to write better essays as the post-test score in the experimental group was (11.01) while the control post-test score was (10.35).

This research also tested the hypothesis that there is no statistical difference in pre-test scores between in terms of control and experimental group. The result of the independent samples t-test showed there was no statistically significant difference when the pre-test score was taken as a dependent variable. Similarly, the post-test scores between the two groups did not yield a statistically significant result. Therefore, the finding in this respect is inconsistent with the previous study of (Malekzadeh & Najmi, 2015), where they observed statistically significant differences in post-test results, a study carried out with Iranian secondary schools.

However, the mean difference between the pre and post-test in both control and experimental group, although not significant with a mean difference of (3.15 marks) in

post-test scores seem to support the idea that the use of Tablets may play a crucial role in further advancing and transacting better classroom learning and teaching processes.

Finally, the statistically significant median difference between the pre and post-test in both the teaching contexts indicates that the use of Tablets can be helpful in providing writing support to students. The study also found that the post-test scores in the teacher-led (control) group saw improved scores. The improved difference may be actualised only if there is smaller class size.

### 5.1. Implications

This study has few practical implications for Language teachers in the context of English as a Foreign language teaching. The use of Tablets should be explored in helping students acquire writing skills. The increased post-test scores, particularly in the experimental group, support our claim in its relevance and usability. Further, it has been observed that participants in the experimental group did not show any signs of learning fatigue as opposed to teacher-led sessions in both schools. Similarly, participants were found to be taking responsibility for their own learning in their respective teams, thus promoting collaboration and learning autonomy.

The study findings also have implications for policymakers, and there is an immediate need to upgrade and strengthen internet connectivity in rural areas. It has been found that without stable internet connections, there are far-reaching negative implications for accessing online learning materials prescribed in the new curriculum fully. Chances for digital inequality, if unsolved, will create digital divisions within the geographical types.

### 5.2 Limitation and Future Direction.

This present study had its own limitations. The first limitation was the accuracy of data as it was collected from two different schools. This may have impacted the study's findings as different English teachers were involved in the evaluation of the writing tests. Although English teachers were involved in the carrying out the intervention and the conduct of tests, however, due to varied teacher qualifications and teaching experience, there may have been instances of variations in scoring the tests. Another limitation of this study was the lack of resources such as Tablets and unstable internet connectivity. Participants in the experimental group could not be supplied with individual Tablets, which meant that sharing Tablets with peers would have led to discomfort, limiting the interaction time, hence affecting their post-test performance. In both schools, internet accessibility posed a severe problem.

Therefore, the related materials were only confined to offline downloaded materials. Lastly, since the study was purely quantitative, the results of this may not be helpful in understanding in-depth trends and patterns associated with the study findings.

Therefore, to gain accurate information, future studies may deploy a mixed-methods study design. The use of interviews and class observations would be helpful in this case. Further studies may also explore the use of Tablets in other subjects like Sciences and Mathematics.

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Appendix 1

**SECTION A: Writing**

**Question I - 20 Marks**

**Direction:** Write a narrative essay of about 200 words on any **ONE** of the topics given below.

1. The summer vacation has been extended to a month long duration since 2017. Write about how you have spent your summer vacation in 2018.
2. Imagine that you got an opportunity to meet one of your favourite actors for about an hour. Narrate about how you met him or her, what you did and how you felt about the meeting.
3. Complete the story beginning with, “Jigme, with a cup of tea in his hand, looked at his brother Dorji sitting across the table. Jigme said, “We are here to celebrate...”

<https://www.bcsea.bt/questions-download>

Appendix 2

*Rubrics to assess an essay-*

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards	Score
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
<b>Introduction</b>	It introduces the readers to characters of the story, setting (where and when) Provide some background information and context. ... Outline the structure or main supporting points of your essay.	It introduces the readers to characters of the story, setting (where and when) Provide some background information and context. ...	It introduces the readers to characters of the story, setting (where and when)	It introduces the readers to some characters of the story.	

# The Impact of Family Type on Bhutanese Secondary Students' Academic Performance.

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## Abstract

Family support has played an influential role in a child's development, particularly in education and learning. However, little research is undertaken in developing countries related to student academic achievement and their family type. This current study aimed to study the differences and similarities in students' academic achievement scores between broken and intact families. Family type in this study refers to either broken or intact. The broken family in this study has particular reference to children from divorced families only.

This study used a quantitative approach to collect information about children's family status, and a secondary source was used to collect the overall grade point average from respective schools. A total of 312 students participated in this study, and their age ranged from 11- 19 years. The findings showed that the Bhutanese Secondary students from broken families outperformed those living with both parents. There was a statistically significant mean difference of |28%| between the broken and intact families. The results of the Pearson correlation showed that there was no statistical relationship between academic achievement, gender, and age. However, a positive small-sized relationship was found between the family type and academic achievement [ $r=0.11$ ,  $p=0.05$ ].

Similarly, after adjusting for 'age' as a covariate, a one-way analysis of covariance showed no statistically significant difference in academic score. The stream and the effect size was [ $\eta^2 = 0.001$ ].

Keywords— Academic Achievement, Family Type, Broken homes, Secondary students.

## I. INTRODUCTION

The problem of the broken home has become a global phenomenon with multiple social, emotional, and psychological consequences. Bhutan, a country with a small population and resources constraints, needs to pay detailed attention to the undesirable implications of such social issues in raising a well-educated and potential future citizen. From the survey conducted by National Statistics Bureau (NSB) in 2013, the divorce rate in Bhutan was reported at 1.85%. However, in 2017 the national divorce rate was recorded at 2.4% (NSB, 2018), a rise of 0.55% in 4 years. Based on the data, Wangchuk and Zangmo (2019) reported the rising trend of a broken home as a severe cause of concern in Bhutan, which impedes many school-going children's learning and academic performances. Although

contextually relevant, the small sample size in their study and analytical constraint limits generalisation scope.

As a place for the family to settle and thrive, the home is the basic unit of society. Indeed, it is the fulcrum on which society revolves (Yahaya, 2012). The home influences the earliest possible time of a child's life by providing the first impression of the world, which may have a lasting impact on the whole life (Felisilda & Torreon, 2020). The child's initial education and socialization begin with significant family members, particularly the parents (Abrantes & Casinillo, 2020). The home is attributed as the child's first learning environment (Isa & Gaya, 2019).

Further, Bice et al. (2021) advocated that the family a person lives with has a close relationship with a person's achievements, attitude, attributes, honour, and

whole being. Therefore, the home as a residing place of the family plays a crucial role in the child's development, including academic achievement. The home, whether intact or broken, has multiple impacts on the development of a child. It has the potential to either promote or diminish a child's self-worth and academic performance (Felisilda & Torreon, 2020) and forms the basis of a child's success throughout school years and beyond (Organization for Economic Cooperation and Development [OECD], 2012).

While many studies are related to the family type and academic achievement, many studies were undertaken in developed countries (Abrantes & Casinillo, 2020; Bice et al., 2021; Yahaya, 2012). Also, past studies did not use age as a control variable, and children's subject (stream) was not considered for investigation. Therefore, this study aims to examine the impact of family type on the academic performance of secondary students in Bhutan, a developing country. The following questions and hypotheses formulated for study shall be tested:

1. Are there statistically significant differences in academic achievement scores by gender and family type?

H<sub>01</sub>: There is no significant difference in students' academic achievement based on gender and family type.

2. Is there a relationship between academic achievement, gender, family type and age?

H<sub>02</sub>: There is no statistical relationship between academic achievement, gender, family type and age

3. Is there a statistical difference after using age as a covariate between the academic achievement and respective streams of participants?

H<sub>03</sub>: There is no difference in academic achievement score after controlling for age.

Apart from establishing closer facts on the issue of a broken family and its consequences in the schools where this research is undertaken, the findings of this study may be helpful that would serve as a point of reference for the development and implementation of policies regarding post-divorce psychosocial adjustments and the academic performance of adolescents from a broken family. The study will also inform the Counselling Division, the Department of Youth, and other non-governmental organizations to plan intervention programs to enhance students' academic performance with broken families. The findings of this study would also serve as the basis for further studies in the effects of divorce on the academic performance and psychosocial adjustment of adolescents of a divorced family. Further, the findings will be an

effective tool for school counsellors and teachers to provide immediate support and facilitation.

## II. LITERATURE REVIEW

There are many context-based definitions of a broken home. More recently, Felisilda and Torreon (2020) considered a home as a broken home if it is not structurally intact due to divorce, separation, death of one parent, and illegitimacy. However, contrary to the above definition, Polanen (1990) proposed that a home can still be broken with both parents present if there is no communication, interaction, or investment in each other's lives by the couple, the home is broken and becomes a house with roommates. In the purview of this study, a broken home is the separation of children and their parents because of divorce, thus leaving the care and responsibility of the children to either one of the parents.

There are powerful reasons to be alarmed about the impact of a broken home on children, as children are often the worst victims of family breakup (Felisilda & Torreon, 2020). It is mainly due to the distortion of stability in the family, which is the building block for children to progress in life. Yahaya (2012) sums up that the broken home produces children deprived of quality education, adequate parental care and broader opportunities, which turns out to be social deviants and delinquents, a nuisance in the society. So, in such a dire situation, one cannot rule out the grave consequences of a broken family on the child's holistic development through proper education.

Education as the social equalizer is the means to actualize true human potential. More often than not, academic performance takes the central stage in education. The measurement of student achievement across various academic disciplines is considered an important indicator of student learning by Abrantes and Casinillo (2020). However, seeking a response to the multiple determinants of academic performance raises more questions than answers. Nevertheless, in this attempt to seek answers, the weight of literature points towards broken homes as one of the determining factors of academic performance.

Researches revealed that the majority of the students who are products of the broken family are affected academically and socially (Bice et al., 2021; Felisilda & Torreon, 2020; Isa & Gaya, 2019; Ogbeide et al., 2013). Some findings revealed a negative impact of broken families on academic performance, while others recorded the broken family as an antecedent to poor academic outcomes. For instance, Achilike (2017) noted that the broken homes have a severe negative effect on students' regular attendance to schools, thus impacting the good result, while Felisilda and Torreon (2020) revealed the

poor attitude and behaviour of the learner as a precursor for low academic success.

Uwaifo (2008) found out that the home environment directly relates to students' academic performances. The study suggests that children from single-parenting homes exhibit lower self-esteem, lower achievement motivation, lower tolerance for delay of gratification, and lower academic achievement than those from intact homes where both father and mother are present. Similarly, Potter (2010) investigated children's psychosocial wellbeing and the relationship between divorce and academic achievement. His study found an academic gap between children of divorced and non-divorced parents widening as they progressed from lower to higher grades. This study also found disparities in psychosocial wellbeing between children of divorced and non-divorced parents.

In Bhutan, Wangchuk and Zangmo (2019) study revealed that children experienced sadness, neglect, abandonment, and loneliness after their parents got separated. Further, the study also showed that children were deprived of both emotional and financial supports from their parents, especially after their remarriage, which has resulted in a sharp decline in participants' academic performances and achievements.

They found out that there is no significant difference between students' academic performance from broken homes and intact homes; on the contrary, Abrantes and Casinillo (2020) claim that students from broken homes do not affect their studies and learning attitudes. They supported their claim by suggesting the positive view of the students in embracing problems due to broken homes as a motivational tool to work hard and become successful.

Further, in terms of gender, numerous studies have reported the significant difference in the academic performance of broken home children (Isa & Gaya, 2019; Uwaifo, 2008). However, Felisilda and Torreon (2020) refute the impact of age, sex, grade level, number of siblings, and the person stays with on children's behavioural development, which according to them, is the antecedent for academic success. The study's findings would add to the existing literature on the effect of broken homes on students' academic achievement by considering variables such as gender, age, and subject choices.

### III. METHODOLOGY

This study employed a descriptive-correlational design to establish the effects of family type on secondary school student's academic performance based on gender, age, and stream.

#### 3.1 Target participants

The sample for this study was drawn from two Secondary schools in the western district of the country using the convenience sampling method. The Ministry of Education, the District Education Office, and the school principals approved ethical clearance for this study. The total number of participants was (n=312). The mid-term examination marks of the selected students were obtained from the respective school examination coordinators with student consent. Further, the participants were informed about the purpose of the study and were assured about their anonymity and confidentiality of their information. The demographic details of the participants are shown in Table 1.

Table 1: Descriptive statistics

		Mean	SD	N
Family Type	Broken	3.82	8.614	170
	Intact	2.41	0.9	142
	Total	3.18	6.418	312
Gender	male	2.86	157	4.738
	female	3.49	155	7.761
	Total	3.18	312	6.418
Age	11-13yrs	2.55	38	1.083
	14-16yrs	2.74	134	3.302
	17-19yrs	3.76	140	8.988
	Total	3.18	312	6.418



### 3.2 Data collection and Data Analysis

This study employed a quantitative design and followed a convenience sampling technique to select the participants. The researchers sought the participant's family type status individually from the students, and care was also given to validate the data based on available school records. The mid-examination marks were scored out of 100 for all the students. The coding scheme were based on overall percent achieved. 1 was given to <40, 2=41-50, 3= 51-60, 4=61-70, 5=71-80, and finally 6= 81>.

To test for data normality, Kolmogorov-Smirnov ( $p > .05$ ) and Levene's Test for Equality of Variances test method of normality was applied based on the recommendation of Allen et al. (2014). Additionally, the data set was further inspected for potential outliers using the boxplot. The collected data were analysed using SPSS version 23 and Microsoft Excel 2019 software. Then a series of independent samples t-test, a Pearson's Bivariate correlation, and one-way analysis of covariance (ANCOVA) was performed to test the hypotheses considered in this study. The primary dependent variable considered was the academic achievement score, while demographic variables were treated as independent variables depending on the appropriateness of the test.

## IV. RESULTS

In most cases, the test results were expressed in terms of (Mean  $\pm$  Standard Deviation), and the probability value (the alpha) to determine statistical test significance was set at  $|0.05|$ .

***H<sub>0</sub> 1: There is no significant difference in the academic achievement of students based on gender and family type.***

In order to test  $H_{01}$  for gender, an independent-samples t-test first was run to determine if there were differences in academic achievement scores between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. Academic scores for each level of gender were normally distributed, as assessed by Kolmogorov-Smirnov ( $p > .05$ ), and there was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = 0.201$ ). The academic achievement score was higher for females ( $3.49 \pm 7.7$ ) compared to males ( $2.86 \pm 4.7$ ); however, there was no statistically significant difference in academic achievement score (95% CI, -2.063 to .797),  $t(310) = -.871$ ,  $p = 0.385$ . Therefore, this hypothesis that there is no difference between the gender and academic achievement score is accepted (see Table 2).

Further, to test for differences between the family type, the assumption of homogeneity of variances was violated and thus, a Welch t-test was run to determine if there were differences in academic achievement score between broken and intact family types; as assessed by Levene's test for equality of variances ( $p = 0.005$ ) (see Table 2). As assessed by inspection of a boxplot, there were no outliers in the data, and academic achievement scores for each level of family type were normally distributed, as assessed by Kolmogorov-Smirnov ( $p > 0.05$ ). The academic achievement score was higher in broken family ( $3.82 \pm 8.6$ ) than the intact family ( $2.41 \pm 0.9$ ), a statistically significant difference (95% CI, .097 to 2.72),  $t(310) = 2.11$ ,  $p = 0.036$ . A statistically significant difference between the family type and academic achievement thus leads to this hypothesis being rejected.

Table 2: Results of independent samples t-test by gender

			Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference
			F	Sig.	t	df	Sig(2-tailed)	
Academic Achievement (Family Type)	Equal variances assumed		7.87	0.005	1.94	310	0.054	1.409
	Equal variances not assumed				2.11	173.414	0.036	1.409
Academic Achievement (Gender)	Equal variances assumed		1.64	0.201	-0.87	310	0.385	-0.633
	Equal variances not assumed				-0.86	254.181	0.386	-0.633



**H<sub>02</sub>: There is no statistical relationship between academic achievement, gender, family type and age**

A Pearson's product-moment correlation ( $r$ ) was run to assess the relationship between academic achievement scores and demographic variables of the participants. The magnitude of the Pearson correlation coefficient is based on general guidelines provided by Cohen (1988). Preliminary analyses suggest that the relationship is linear and normally distributed, as assessed

by Kolmogorov-Smirnov ( $p > .05$ ). The correlation coefficients presented in Table 3 showed no statistically significant correlation between academic achievement gender  $|r=0.049, p=0.385|$ , age  $|r=0.07, p=1.72|$ . However, a statistically significant correlation existed between academic achievement and family type  $|r=0.11, p=0.05|$  with a small correlation size. Therefore, the hypothesis for gender and age is accepted, while for family type is rejected.

Table 3: Correlation between Student Demographics Variable and Average Score

		1	2	3	4
1. Family Type	r	1			
	Sig. (2-tailed)				
2. Academic Achievement	r	0.110	1		
	Sig. (2-tailed)	0.050			
3. Age	r	0.100	0.077	1	
	Sig. (2-tailed)	0.050	0.172		
4. Gender	r	0.080	0.049	0.031	1
	Sig. (2-tailed)	0.130	0.385	0.582	

Note:  $0.1 < |r| < .3$  = Small correlation,  $0.3 < |r| < .5$  = Medium/moderate correlation,  $|r| > .5$  = Large/strong correlation.

**H<sub>03</sub>: There is no difference in academic achievement score after controlling for age.**

A one-way analysis of covariance (ANCOVA) was used to determine whether there were statistically significant differences between the academic achievement and four streams using age as a covariate. There were no outliers in the data, as there were no cases with standardized residuals greater than  $\pm 3$  standard deviations. Several assumptions were tested to check the appropriateness of ANCOVA based on the recommendation of Allen et al. (2014). A linear relationship was present between age and academic achievement, as assessed by visual inspection of a scatterplot. Further, regression slope homogeneity was

homogeneous as the interaction term was not statistically significant,  $F(3,304) = 0.013, p = 0.99$ . Standardized residuals for the interventions and the overall model were normally distributed, as assessed by Shapiro-Wilk's test ( $p > .05$ ). There was homogeneity of variances, as assessed by Levene's Test of Equality of Error Variances  $F(3,308) = 1.146, p = 0.331$ . After adjustment for 'age' as a covariate, there was no statistically significant difference in academic score and the stream  $F(3,304) = 1.49, p = 0.77, \text{partial } \eta^2 = 0.001$ ; (see Table 4). Participants from the commerce stream exhibited the highest adjusted as well as in adjusted mean. In contrast, participants in the general stream had the lowest mean in both the adjusted and unadjusted mean. Based on the results, this hypothesis is hence accepted.

Table 4: Adjusted and unadjusted means and variability between academic achievement and stream with age covariate.

	Unadjusted			Adjusted	
	N	M	SD	M	SE
Arts	57	3.23	7.72	2.82	1.96
Commerce	41	4.38	10.63	3.47	3.09
Science	16	3.25	0.85	3.30	2.57
General	198	3.18	4.96	3.12	0.524

Note: N= number of participants, M= Mean, SD= Standard Deviation, SE= Standard Error.

## V. DISCUSSION AND CONCLUSION

The purpose of this current study was to study the differences and similarities in academic achievement scores of students who are from a broken and intact families. The broken family in this study has particular reference to children from a divorced families. The data for participants who live with either parent because of death is eliminated from the study. The academic achievement score considered for this study was the overall average performance during the mid-examination. The study also examined the relationship between the participant's demographic variables like gender, age and family type with the academic score. Further, the study also used age as a controlling variable between the dependent variable (Academic achievement) and the independent variable (streams).

The findings of this study contradict the study carried out by Wangchuk and Zangmo (2019). The findings showed that the Bhutanese Secondary students from broken families had done better than those living with both parents. Therefore, the statistically significant mean difference between the broken and intact family of [28%] is surprising. However, such a finding is not a standalone paper with no similar result. A correlational study conducted by Abrantes and Casinillo (2020) revealed no significant difference between students' academic performance from single-parent homes and two-parent homes.

Moreover, this finding may be reliable as most of the participants avail boarding facilities. The care and support these children receive from school administrators, teachers and other staff within the school ecosystem may be another plausible reason. Also, since students are adolescents themselves, they have proper directions and could be resilient. These attributes may have resulted in Secondary students from broken families doing well.

However, regarding gender, although female participants were said to have performed better than males, the result was not statistically significant. The non-significant academic achievement score between the gender is suggestive of the fact that both genders are equally making efforts in the learning process. Similar findings were reported by Isa and Gaya (2019) and Felisilda and Torreon (2020). Such a marginal difference may also be because of Bhutanese values and the gender equality policies of the Royal Government of Bhutan. Similarly, a Pearson's product-moment correlation ( $r$ ) was run to assess the relationship between academic achievement scores and demographic variables of the participants. The results of the Pearson correlation showed that there was no statistical relationship between academic

achievement, gender, and age. However, a positive small-sized relationship was found between the family type and academic achievement [ $r=0.11$ ,  $p=0.05$ ] advancing our findings that family type as a variable, compared to academic achievement score, showed an exciting result.

The data of the study showed that the age of the participants ranged from 11- 19 years. The results showed that the highest mean was recorded for participants age ranging from [17-19] years. The finding of our study opposes the study by Ogbeide et al. (2013) as no significant difference was recorded due to the effect of broken homes on the academic performance of students between age 10-15 years and those between ages 15-20 years. The higher academic achievement average by the age ranging from [17-19] years in this study substantiates our assertion that as students mature, they tend to remain focused. Nonetheless, a one-way analysis of covariance (ANCOVA) result did not show statistically significant differences between the academic achievement and four streams using age as a covariate. After adjusting for 'age' as a covariate, there was no statistically significant difference in academic score and the stream  $F(3,304) = 1.49$ ,  $p = 0.77$ , partial  $\eta^2 = 0.001$ . Participants from the commerce stream exhibited the highest adjusted and adjusted mean, while the general stream had the lowest mean in both the adjusted and unadjusted mean.

In summing up, the findings of this present study indicated that Bhutanese secondary students' academic achievement indeed differed, and there was a positive association in terms of family establishments. However, no significant relationships could be ascertained between academic scores, gender and age. The results also showed that students living with their parents seem to need supervision related to learning.

### 5.1. Implications

This study has implications for the policymakers, educationists, curriculum developers, school administrators and teachers. More facilities may be provided to students living in hostels so that their enthusiasm for learning is further strengthened and sustained. There is also a need to educate and create awareness programs for parents to partake in their children's education equally. There is also a need to intensify parent-school partnership programs.

### 5.2. Limitation and Further Research

This current study had its limitations. The participants involved in this study were only from one county (*Gewog*) in Thimphu, where most students availed themselves of free boarding facilities. Therefore, the findings of this study may not be practical for schools with day-school programs and private schools in Bhutan.

Further, the lack of other related factors such as psychological, emotional and social well-being, future research should consider these factors for further investigation to generate reliable and robust results. This study's quantitative study design has severely hindered understanding why there were significant statistical results between the two types of family establishments. Future studies should take up mixed-method studies to capture this vital occurrence in detail. Our study did not explore the detail of why elder students performed better compared to other age groups. Thus, a detailed study of age remains necessary as the results remain largely inconclusive. Further understanding of parents using interviews may help detail parental support and know home environments that could explain children's learning factors.

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# The role of the verb assists on the construction of the time composes in French and in English

## Le rôle du verbe auxiliaire dans la construction du temps composé en français et en anglais

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### Abstract

An auxiliary verb is a verb that serves another verb to form a compound tense. In the compound tense, the auxiliary verb plays an important role. The auxiliary verb, however, is devoid of meaning and only serves to indicate the tense in the sentence. This article strives to carry out a comparative analysis of the dynamic in French and in English. The intention is to distinguish auxiliary verbs in French and their usage. Examples with verbs in different compound tenses have been cited in both languages.

Keywords— auxiliary verb, verbs, compound tense.

### Résumé

Le verbe auxiliaire se qualifie d'assistance à la construction des autres verbes en temps composé. Au temps composé, le verbe auxiliaire joue un rôle important : il indique le temps du verbe mais lui-même est débarrassé du sens. Cet article a pour but de faire une analyse comparative de la dynamique en français et en anglais. L'objectif est de distinguer le verbe auxiliaire et son usage en français. Des exemples des verbes en temps composés ont été cités dans les deux langues.

Mots-clés— le verbe auxiliaire, le verbe, le temps composé.

### I. INTRODUCTION

Le français et l'anglais se différencient par la prononciation, par les règles grammaticales, même par la culture. Selon Daniel Lyman Boix (1994), « La grammaire comprend l'apprentissage d'observation, de réfléchir, de raisonnement, de poser des questions et construire des hypothèses pour y répondre : c'est la construction des outils intellectuels qui permet d'observer et comprendre le monde auquel, la langue, comme une fenêtre, donne de l'accès. »

Pourquoi l'étude de grammaire est essentielle dans les études de langue ? La grammaire est un outil qui facilite la compréhension des mots et leurs formes dans des phrases. Elle sert comme une rampe de lancement pour

les apprenants. La grammaire aide à comprendre soi-même. Sans de règles, ce serait difficile, voire impossible à résoudre quelques problèmes du quotidien. Par exemple, la grammaire renforce l'usage et importance de la ponctuation. Voici en quelques exemples :

Un homme riche était au plus mal. Il prit un papier et un stylo pour écrire ses dernières volontés :

« Je laisse mes biens à ma sœur non à mon neveu jamais sera payé le compte du tailleur rien aux pauvres. »

Mais le mourant passa l'arme à gauche avant de pouvoir achever la ponctuation de son billet. A qui laissait-il sa fortune ?

-Son neveu décide de la ponctuation suivante :

« Je laisse mes biens à ma sœur ? Non ! A mon neveu. Jamais sera payé le compte du tailleur. Rien aux pauvres. »

– Évidemment, la sœur n'est pas d'accord. Elle ponctuait plutôt le mot de la sorte :

« Je laisse mes biens à ma sœur. Non à mon neveu. Jamais sera payé le compte du tailleur. Rien aux pauvres. »

– Le tailleur demande la copie de l'original et la ponctue à sa manière :

« Je laisse mes biens à ma sœur ? Non ! À mon neveu ? Jamais ! Sera payé le compte du tailleur. Rien aux pauvres ».

– Là-dessus, les gueux de la ville entrent dans la maison et s'emparent du billet. Ils proposent leur version : « Je laisse mes biens à ma sœur ? Non ! À mon neveu ? Jamais ! Sera payé le compte du tailleur ? Rien. Aux pauvres ! »

Les signes de ponctuation constituent un code de la lecture qui facilite la tâche du lecteur. La phrase devient plus facile à comprendre et ainsi les règles grammaticales aident le lecteur à comprendre les règles et les attributs de la langue. En outre, c'est à travers les règles qu'on apprend la production écrite surtout pour combler les besoins des lecteurs. Par exemple, Teste F (2020) guide l'apprenant par des publications de presse nombreuses afin d'aider l'apprenant à acquérir des compétences journalistiques.

Bien sûr que la grammaire ne fonctionne pas toute seule comme moyen d'apprentissage. Il faut des autres outils pour acquérir le langage : le bain linguistique, l'exposition aux documents authentiques, le lien avec les locuteurs natifs etc. Potter (2018) accepte le travail de diriger les artistes de théâtre. L'écriture combine des exercices afin d'assister les apprenants en performances du film et du théâtre. Ainsi, Vermurie (2019) fournit le langage pour les objectifs professionnels. Conçu pour combler les besoins linguistiques des apprenants adultes, le travail ramasse des exercices de tous les domaines de la vie pour que les apprenants puissent connaître toutes les règles qui influencent la construction des phrases et la conversation professionnelle. Apprendre la grammaire du langage quotidien est important. Ce travail donne des exercices pour bâtir la communication chez l'apprenant.

Thothor parle des règles qui influencent la construction des phrases en français. Dans son étude, Umukoro G (2018) met l'accent sur l'importance du langage pour le développement du tourisme. Cette étude discute du rôle de la grammaire française pour améliorer des relations professionnelles. Donc, voyons l'une des composantes de

base du temps verbal, ce qui est le centre d'intérêt de cet article.

La discussion des verbes en grammaire française sans référence à la conjugaison est comme élever des enfants sans instruction. Chaque enfant reçoit une forme d'éducation, ce qui élève l'enfant d'enfance à l'âge adulte. Chomsky (2014) parle du but global d'apprendre une langue afin d'incorporer la grammaire générative, ce qui est aussi vu dans cet article comme élément pertinent pour comprendre la phrase en grammaire française. Le verbe alors, est considéré comme enfant. Le verbe en français, subit une modification de la forme infinitive à la forme désirée dans la phrase.

Le mot 'temps' signifie 'heure'. L'heure fait référence à l'heure où s'est passé l'action du verbe et le locuteur n'a pas besoin de donner de l'information supplémentaire pour indiquer l'heure de l'action. Le *Oxford Advanced Dictionary of Current English* (1963) définit le mot 'verb form' 'in tense' comme celui qui montre l'heure : ces temps sont classés selon la manière dont ils sont construits. Cette étude vise à mettre l'accent sur les Verbes français qui se différencient des verbes anglais en mettant au point les verbes qui aident à construire les temps composés.

Le temps composé est un temps verbal où le verbe est mis dans la forme temporelle à l'aide du verbe auxiliaire. Les verbes 'avoir' et 'être' du troisième groupe des verbes en français sont les seuls verbes qui s'utilisent dans la construction du temps composé. Grévisse (1990) définit le verbe auxiliaire ainsi, « Les verbes auxiliaires sont les verbes, débarrassés de leur propre connotation, qui sont utilisés dans la construction du temps composé. » Il continue, « Les verbes auxiliaires sont 'avoir' et 'être'. » Cependant, ça ne veut pas dire que ces deux verbes existent seulement comme les verbes auxiliaires ; ils fonctionnent comme des autres verbes dans une phrase.

## II. UNE ETUDE COMPAREE DES VERBES AUXILIAIRES EN FRANÇAIS ET EN ANGLAIS

1. « *Human beings are mortal* ».

L'être humain est mortel.

2. « *My dad has a car* ».

Mon père a une voiture.

Étant donné que les verbes auxiliaires fonctionnent comme des verbes réguliers, il faut reconnaître les phrases où ils sont utilisés comme auxiliaire. Le traducteur doit faire attention aux verbes auxiliaires pendant la traduction pour éviter l'écart du sens du texte de départ.



### III. LE TEMPS COMPOSE EN FRANÇAIS ET EN ANGLAIS

En anglais

- « *You have eaten* »- *the present perfect tense*.
- « *I was eating* » - *in the past progressive*.
- « *I will eat* » - *the future*.
- « *I will have eaten* »- *the future perfect*.
- « *I would eat* » - *conditional*.
- « *You would have eaten* »- *the conditional in the past*.

En français

- Tu as mangé - le passé composé.
- Vous aviez mangé - le plus-que-parfait.
- J'aurai mangé - le futur antérieur.
- Vous auriez mangé - conditionnel passé.

Quand on traduit la deuxième et la troisième phrases d'anglais vers le français, ce ne sont pas des phrases en temps composé. Une fois traduites en français, il n'y a pas de verbe auxiliaire.

« *I was eating* » -Je mangeais.

« *I will eat* » -Je mangerai.

La différence dans la construction du temps verbal entre le français et l'anglais est claire. Le temps composé en anglais pourrait comprendre plus d'un verbe auxiliaire, tandis que le temps composé en français fonctionne avec un seul verbe auxiliaire : soit le verbe 'être' ou le verbe 'avoir' qui accompagne le participe passé.

Cet article fera une analyse des verbes en français et la manière dont ils se combinent pour former le temps composé.

### IV. LE TEMPS PASSE: FRANÇAIS ET ANGLAIS

En anglais, il y a plusieurs formes de verbes qui font référence à l'action au passé. Par exemple:

- « *I was walking* » - *Past Progressive*
- « *I used to walk* » - *using the auxiliary verb 'used to'*
- « *You walked* » - *Simple Past*
- « *I have walked* » - *Present perfect tense*
- « *I'm still a prisoner* » - *Simple Present*

En français, il y a des temps qui expriment un événement au passé : le passé récent, le conditionnel passé etc. Chacun de ces temps possède ses propres terminaisons et

règles concernant son usage. Dans cet article, nous nous intéressons au temps passé et au temps parfait.

### V. LE PASSE COMPOSE

Le passé composé en français a deux éléments: le verbe auxiliaire et le participe passé. La plupart des verbes prennent l'auxiliaire « avoir » :

« J'ai mangé du poisson. »

Mais il existe certains verbes de mouvement en français qui prennent l'auxiliaire « être ». Les verbes qui se construisent avec l'auxiliaire « être » sont les verbes qui montrent le mouvement d'une position précédente à l'autre. Les verbes sont : aller, arriver, entrer, monter, passer, retourner, revenir, rentrer, sortir, tomber, venir, naître, mourir etc.

« Je suis allé au cinéma. »

Il y a des concessions sans doute parce qu'il y a plein de verbes de mouvement qui utilisent l'auxiliaire « avoir » : marcher, danser, sauter. On ne peut pas donc, dire, « Je suis couru trop vite ». En outre, les verbes qui, habituellement, prennent « être » comme auxiliaire doivent prendre l'auxiliaire « avoir » lorsque le verbe est transitif. Par exemple :

« Le professeur a sorti son stylo. »

« The professor took out his pen ».

Le verbe « sortir » est transitif, c'est-à-dire que le verbe a un complément d'objet direct. Alors il prend l'auxiliaire « avoir ».

Il existe des cas où le participe passé se modifie. Au cas où l'auxiliaire « être » est utilisé, le participe passé doit s'accorder au sujet : le participe passé prend un 'e' si le sujet est féminin au singulier, prend un 's' pour le masculin pluriel et un 'e' et un 's' si le sujet est féminin au pluriel.

« Elle est allée au cinéma. »

« Ils sont sortis de la classe. »

« Elles sont revenues à l'instant. »

Nota Bene: En français, pour les pronoms sujets au pluriel, même s'il y a un homme dans un groupe de 20 femmes, le pronom sujet utilisé est masculin.

Lorsque l'auxiliaire « avoir » est utilisé, en général, le participe passé ne se modifie pas, sauf au cas où il y a un objet direct qui se positionne dans la phrase devant le verbe. Dans ce cas, le participe passé s'accorde avec l'objet direct, ce qui n'arrive pas si le participe passé se positionne après le verbe.

Exemple : J'ai écrit la lettre.

La lettre que j'ai écrite est longue.

En anglais, le participe passé reste sans modification quoi qu'il en soit.

## VI. L'IMPARFAIT

Considérons le temps d'imparfait. En français, c'est un temps simple, construit en ajoutant des terminaisons au radical du verbe. Cette tendance n'existe pas en anglais. Les verbes en anglais sont construits avec l'assistance des auxiliaires.

Bien que la conjugaison en imparfait semble facile et régulière, l'usage pourrait être difficile pour des apprenants d'anglais qui essaient d'apprendre le français comme langue supplémentaire. Considérons les cas suivants :

### a. Premier emploi – action habituelle au passé

Si le verbe anglais prend l'auxiliaire « *used to* » pour exprimer une action habituelle au passé, l'équivalent en français serait un verbe à l'imparfait.

« *When I was young, I used to run to school every morning.* »

« Pendant la jeunesse, je courais à l'école chaque matin. »

### b. Second emploi – l'action continue au passé

Si le verbe anglais est dans le *past progressive tense*, en français cela va prendre la forme de l'imparfait. Par exemple,

« *I was running yesterday.* »

« Je courais hier »

Il faut considérer une autre fonction du verbe en imparfait et le sens de celui-ci en français. Apart de peindre les actions comme l'action habituelle au passé ou l'action continue au passé, l'imparfait pourrait aussi décrire des situations au passé.

### c. Troisième emploi – la situation au passé.

« *I went to town yesterday. It was raining.* »

« Je suis allé en centre-ville hier. Il pleuvait. »

En dépit des équivalents pour les temps entre ces deux langues, une perte de sens pourrait arriver au cas d'une manque de contexte.

Question 1: « *What did Okon do yesterday ?* »

« *Okon went out with Aret.* »

Question 2: « *How do Okon and Aret know each other ?* »

Answer: « *Okon went out with Aret in college.* »

La même forme du verbe en anglais est utilisée dans les deux réponses. Mais le verbe transmet des messages différents. La première réponse veut dire –

« Okon est sorti avec Aret. »

Tandis que la deuxième réponse veut dire –

« Okon sortait avec Aret à l'université. »

Quand il s'agit d'une traduction vers le français, il faut connaître tous les emplois du temps d'imparfait.

## VII. LE PASSE COMPOSE AVEC L'IMPARFAIT

« *Okon went out with Aret.* »

« *Okon went out with Aret in college.* »

L'usage de *simple past tense* en anglais indique que Okon est sorti avec Aret une fois ce qui s'exprime en français au passé composé mais cela pourrait aussi dire qu'il sortait avec elle plusieurs fois au passé. Ce sont les deux temps différents en français.

Il arrive des fois en français où l'imparfait est utilisé en combinaison avec le passé composé. On peut construire une seule phrase avec deux verbes, où le passé composé décrit une action finie lorsque l'imparfait décrit une action continue.

« Je prenais le déjeuner quand John m'a téléphoné. »

Quand on pose la question : « *What happened ?* »

La réponse est une phrase avec le verbe en *simple past tense*. « *John called me.* »

Mais si la question soit « *What was going on ?* »

La réponse est avec le verbe en *past progressive tense*.

« *I was eating lunch.* »

Les deux actions :

« *I was eating lunch when John called me.* »

« Je prenais le déjeuner quand John m'a téléphoné. »

Le passé composé décrit un événement et l'imparfait décrit la situation.

## VIII. LE PLUS-QUE-PARFAIT

Le temps indique l'heure de l'action. Le temps nous permet de nous repérer par rapport aux actions. S'il y a deux verbes, du même temps verbal, dans une phrase, cela indique que les actions se sont passées d'une manière simultanée.

« *The boy was running because it was raining.* »

Dans les phrases ci-dessus, il y a deux verbes, en *past progressive tense* tous les deux, et les actions se passent à la fois.

Mais, considérons cette phrase :

« *I saw a movie yesterday which I had seen last year.* »

Dans cette phrase ci-dessus, il y a deux verbes : une action qui est achevée en *simple past tense* et puis après l'autre action en *past perfect tense*. Cependant, en anglais, il y a des cas où le temps n'est pas utilisé d'une manière convenable. On voit des phrases où le *simple past* est utilisé pour exprimer deux actions au passé, même s'il est clair qu'il y a bien un ordre chronologique entre ces deux actions.

« *The police asked who had seen the thief.* »

« *The police asked who saw the thief.* »

### Le passé composé et le plus-que-parfait

Les deux phrases ci-dessus veulent dire la même chose. En anglais, les deux options sont acceptables mais en français on ne peut pas mettre les deux actions au passé composé.

Alors:

La police a demandé qui avait vu le voleur.

Il semble qu'en français l'usage du temps est plus exigeant qu'en anglaise. Les apprenants doivent faire attention aux différences.

## IX. LE FUTUR SIMPLE

Le temps au futur montre que l'action arrivera à l'heure quelconque au futur. En anglais, le temps au futur est construit avec le verbe auxiliaire « *will* » ou « *must* ».

« *I will be in Paris tomorrow.* »

« Je serai à Paris demain. »

« *Okon and Mary will finish their homework tomorrow.* »

« Okon et Mary finiront leurs devoirs demain. »

Dans les phrases ci-dessus, l'anglais utilise l'auxiliaire pour construire le verbe au futur mais le français n'en a pas besoin. Le français a une forme de futur qui est un temps simple.

	finir	aimer	être
Je	finirai	aimerai	serai
Tu	finiras	aimeras	seras
Elle , il	finira	aimera	sera
Nous	finirons	aimerons	serons
Vous	finirez	aimerez	serez
Ils, elles	finiront	aimeront	seront

De la table ci-dessus, on peut dégager qu'en français, il y a des verbes réguliers qui utilisent l'infinitif comme radical du futur simple. Mais il y a aussi des verbes irréguliers qui doivent être appris par cœur. Quoi que ce soit, on entend la lettre « R » avant la terminaison du futur simple.

## X. LE CONDITIONNEL

Le conditionnel, c'est un mode en français. Le mode est une forme de verbe qui aide le verbe de se repérer au niveau de sens du message : soit une déclaration (l'indicatif), soit un ordre (l'impératif) etc.

« *Close the door !* »

« *Dogs eat meat.* »

- Le mode impératif donne des ordres, des suggestions etc.

« *Mr. White, read the book now!* »

« *Mr. White, come back now!* »

- Le mode subjonctif: exprime un désir, une possibilité

« *If I were taller, I would be a model.* »

« *I wish I were taller.* »

« *The government requires workers to pay taxes.* »

« *It was suggested that he wait till next morning.* »

- Le mode conditionnel: Cela pourrait communiquer une demande, un désir etc.

« *I would like a coffee.* »

Le conditionnel existe au présent et au passé.

« *If I win any money, I would travel to America.* »

Présent - « Si je gagnais de l'argent je visiterais les États-Unis. »

La proposition qui suit le 'si' est une hypothèse au présent et la proposition qui en résulte est en conditionnel présent.

« *If I had won any money, I would have travelled to America.* »

Passé - « Si j'avais gagné de l'argent j'aurais voyagé aux États-Unis. »

La proposition qui suit le 'si' est une hypothèse au passé et la proposition qui en résulte est en conditionnel passé.

## XI. CONCLUSION

Cet article a traité le temps composé en langue française et il a élucidé la construction du verbe au temps passé. Il a aussi discuté les différences entre les deux langues.

Bien que la grammaire française puisse sembler simple, il y a certains éléments qui seraient difficile à comprendre pour les apprenants d'anglais qui veulent aussi apprendre le français. Pour comprendre l'usage du verbe en français, il vaut mieux commencer par étudier avec soin, l'usage des formes verbales différentes.

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# The Teaching Practices of Social Studies Teachers and the Four Cs of 21<sup>st</sup> Century Skills of Aeta Learners in Subic District, Schools Division of Zambales, Philippines

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## Abstract

*The aim of this study was to determine the relationship of the teaching practices in the field of Social Studies and the Four Cs of the 21<sup>st</sup> Century Skills of the Aeta Learners in the District of Subic, Zambales, Philippines. The study has a descriptive correlational design. It was made use of the descriptive-survey, checklist method and rubrics. Based on findings, the Aeta students were found to have a "Good" level of Creativity, Collaboration, Critical Thinking and Communication Skills in both pre assessment and post-assessment while the social studies teacher's Teaching Practices were found to be "sometimes" applied in the teaching and learning process. The results also show a positive moderate relationship between the teachers' Teaching Practices as to "Delivery" and the Aeta learners' Creativity, Critical Thinking and Communication Skills and a positive low relationship between the teacher-respondents' applied Delivery and the Aeta learners' Collaboration Skill. Results also show a positive moderate correlation between the Teaching Practices under "Evaluation" and the Creativity, Critical Thinking and Communication Skills of the Aeta learners. Based on the results, the researcher recommended School Administration and Teachers to adopt initiatives and establish good two-way communication, create opportunities to connect, establish a school-wide structured opportunities for parents' involvement and communicate often about the need for and importance of parental involvement, and teachers must engage students more on learner-centered approach, expose students on experimenting, exploring, questioning, creating assumptions, using analysis, imagination, synthesizing information and evaluation.*

**Keywords—** *Teaching Practices, Social Studies, Four Cs of the 21<sup>st</sup> Century Skills, Aeta Learners, Schools Division of Zambales, Philippines.*

## I. INTRODUCTION

Today's Education system faces irrelevance unless we bridge the gap between how students live and how they learn. It is teacher's duty to do whatever they can to help their students connect learning with real life and to provide them with the necessary skills to prepare them for success. Hence, the Philippine Government took a big leap to make our Education System parallel to global standard. The Department of Education and All stakeholders have responded to urgent and critical need to improve the quality basic education through a major education reform known as K to 12 Basic Education Curriculum which is focused on the acquisition of the 21<sup>st</sup> century learning, and innovation skills also known as the "Four Cs" to produce Filipino graduates who are holistically-developed prepared for

higher education, middle-level skills development, skills development and entrepreneurship.

The 21<sup>st</sup> century is quite different than the 20<sup>th</sup> in the capabilities people need for work. Due to the emergence of very sophisticated information and communication technologies, globalization, migration, international competition, changing markets, transnational environmental and political challenges, new urgency to develop 21<sup>st</sup> century skills students need to be able to succeed in the 21<sup>st</sup> century world becomes important and critical. Employers all over the world say that recently hired workers including post-secondary graduates, are ill-prepared in a number of basic knowledge areas and in way of the key skills for successful work in the 21<sup>st</sup> century.



In response, there were several organizations which have called for all students to learn 21<sup>st</sup> century skills. These organizations have developed frameworks for the new millennium content and processes teachers should convey as part of students' education. However, there has been a question on how to move 21<sup>st</sup> century education forward because over the years it was too long and complicated. National Education Association (NEA) determined which of the 21<sup>st</sup> century skills were the most important for K to 12 education and came up with four specific skills as follows: Communication skill, Critical thinking skill, Collaboration skill and Creativity.

The above-mentioned information about the 21<sup>st</sup> century global society and the goal of K to 12 motivated the researcher to conduct a study about the association between the teaching practices in social studies and the Four Cs of the 21<sup>st</sup> Century Skills of Aeta learners. It would be necessary to determine the present Four Cs skills of Aeta learners to ensure that all students will succeed, regardless of their economic and cultural background and to support the Education for All campaign of Department of Education. The result of this study may also be a basis in planning and forming Student's development program which will ensure students' acquisition of the 21<sup>st</sup> century skills and prepare them for a global society.

## II. METHODOLOGY

### 2.1. Research Design

This study has a descriptive correlational design. It made use of the descriptive-survey, checklist method and rubrics. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to development studies which seek to determine changes overtime (Key, 2001). Good and Scates (1972) cited that this approach is appropriate wherever the objects of any class vary themselves and one is interested in knowing the extent to which different conditions obtain varied among themselves. The word survey signifies the gathering of data apropos to the present conditions. It is useful to prove the value of facts and gathering to focus attention on the most important things to be reported.

### 2.2. Respondents

The respondents of this study are the Aeta Learners in selected Junior High Schools in the District of Subic, Division of Zambales. The schools are mostly located at the far flung or mountainous area in the Municipality of the Subic, Zambales. Specifically, the schools are Batiawan Integrated School Annex (School 1), Cawag Resettlement

High School (School 2) and St. Francis Learning Center (School 3).

Table 1. Respondents of the Study

School	Female	Male	Total
School 1	7	4	11
School 2	10	6	16
School 3	26	18	44
<b>Total</b>	<b>43</b>	<b>28</b>	<b>71</b>

As shown on table 1, seven females and four males with a total of eleven respondents were from school 1 while ten females and six males with a total of sixteen respondents were from school 2. Most of the respondents were from school 3 with twenty-six females and eighteen males with a total of forty-four. Overall, there were seventy-one respondents coming from three different schools in the District of Subic, Zambales, Philippines.

### 2.3. Instrument of the Study

The main tool that the researcher used in the data gathering process was a researcher-made questionnaire. The questionnaire consists of three parts: **Part I** (contains questions that gathered the students' profile which include the age, gender, grade level, family monthly income and parents' educational attainment.); **Part II** (contains rubrics and likert scale-checklist (adapted from Career and Technical Education Resource Manual, Washington) to obtain the present level of Four Cs skills among the Aeta learners. These include collaboration skills, communication skills, creativity and critical thinking skills.); **Part III** (a checklist of guide questions and observation sheet designed to acquire the teacher-respondents' teaching practices as to motivation, delivery of the lesson, generalization and evaluation.)

The instruments were tested using the Split Half Test and Spearman's Brown Test. Based on the result, the instruments were found to be reliable and valid.

### 2.4 Statistical Analysis

The study applied statistical tools in analyzing the data, namely: frequency count, mean and percentage analysis, correlation, analysis of variance and paired t-test. After gathering data, the information was then tallied, tabulated, classified, analyzed, and interpreted. For the computation of necessary statistical treatment of the data, the researcher used Statistical Package for Social Sciences (SPSS) 20.

## III. RESULTS AND DISCUSSIONS

The main objective of this study is to determine the relationship of the Teaching Practices in Social Studies and

the Four C's Skills of Aeta Learners in the Selected Junior High School in the District of Subic, Zambales, Philippines. Table 2 shows the results of the pre assessment and post-

assessment on the Four Cs skills of the Aeta learners. The assessment covered the creativity skill, collaboration skill, critical thinking skill and communication skill.

Table 2. Result of Pre-Assessment and Post Assessment

Four Cs Skills	Pre-Assessment	Interpretation	Post – Assessment	Interpretation
<b>Creativity</b>	1.93	Good	2.35	Good
<b>Collaboration</b>	1.95	Good	2.26	Good
<b>Critical Thinking</b>	1.89	Good	2.35	Good
<b>Communication</b>	1.94	Good	2.33	Good

\*Legend

3.50 – 4.00 (Outstanding)

2.50 – 3.49 (Very Good)

1.50 – 2.49 (Good)

1.00 – 1.49 (Poor)

As shown in the Table 2, the four Cs skills of the Aeta learners during the pre-assessment fell under the range of 1.50-2.49 which means that their level of Creativity (1.93), Collaboration (1.95), Critical Thinking (1.89) and Communication (1.94) Skills were in good level. Meanwhile, in post-assessment, it can be noticed that the students had the same level of skills where all the skills remained in the same good level. However, it was also evident that each score from pre-assessment had an improvement in post-assessment, which means that some aspects of the skills of the students were developed when the teaching practices were applied.

Table 3 presents the significant differences between the pre-assessment result and post-assessment result of the Four Cs

skills among the Aeta learners. Paired T-test as the statistical tool was computed using the Statistical Package for the Social Sciences or SPSS, with an alpha level of 1% and a two-tailed test.

The results shows that the computed t-value for the Four Cs Skills as to Creativity (-8.567), Collaboration (-6.748), Critical Thinking (-8.482) and Communication (-8.065) were greater than the tabular value with the degree of freedom of 70 at 0.10 alpha level of significance, hence, there is a significant difference between Pre-assessment and Post-assessment of the Four Cs skills among the Aeta learners. This means that the Teaching Practices in Social Studies significantly improved the Four Cs Skills of Aeta Learners.

Table 3. Differences between the Pre-Assessment and Post-Assessment

Four Cs Skills	Mean Differences	t	df	Sig.(2-tailed)	Interpretation
Creativity	-2.620	-8.567**	70	.000	Significant
Collaboration	-6.620	-6.748**	70	.000	Significant
Critical Thinking	-2.352	-8.482**	70	.000	Significant
Communication	-2.704	-8.065**	70	.000	Significant

\*\*Significant at 1% alpha level (2-tailed)

The applied teaching practices were identified next using the checklist. Table 4 shows the results of the teaching practices applied by the teacher-respondents in Social Studies as to motivation, delivery of the lesson,

generalization and evaluation. Based on the results, the teachers often (3.67) encouraged their pupils and join in class discussion; and least (3.00) encouraged to relate their prior knowledge on topics presented.

Table 4. Teaching Practices Conveyed in Social Studies

Teaching Practices in Social Studies		Mean	Interpretation
<b>A. Motivation</b>			
1	Students show interest on topics presented.	3.17	Sometimes
2	Students are encouraged to participate in class discussion.	3.67	Often

3	Students share their ideas in a given question or situation.	3.08	Sometimes
4	Students relate their prior knowledge on topics presented.	3.00	Sometimes
5	Students analyse the new topic with the help of teachers' activity.	3.08	Sometimes
<b>B. Delivery</b>			
<b>Use of graphic organizers/timeline</b>			
1	Students demonstrate progress in learning new topics.	3.07	Sometimes
2	Students show interest on topics presented.	3.14	Sometimes
3	Students have improvement in their comprehension.	3.00	Sometimes
4	Students become organized in learning new skills.	3.07	Sometimes
5	Students are encouraged to participate in class discussion.	3.07	Sometimes
<b>Use of multimedia/video clip/power point</b>			
1	Visual media helps student to learn topics faster.	3.23	Sometimes
2	Computer technology motivates students to discover their modern skills.	3.02	Sometimes
3	Visual presentations thru computers help students to site ideas faster.	2.93	Sometimes
4	Students are encouraged in active participation during class discussion.	3.30	Sometimes
5	Modern technology discussion helps students to understand ideas faster.	3.30	Sometimes
<b>Dramatization/role-play</b>			
1	Students acquire new skill by self-expression.	2.79	Sometimes
2	Students become more interested on the topic being portrayed.	2.64	Sometimes
3	Students tend to reflect on their self about the topic.	2.71	Sometimes
4	Students understand the deeper concept of the topic.	2.71	Sometimes
5	Students show fast learning skills.	2.64	Sometimes
<b>Cooperative learning</b>			
1	Students acquire new skills from their work groups.	3.00	Sometimes
2	Students express their selves in a positive way.	3.07	Sometimes
3	Students become more participative.	3.00	Sometimes
4	Communication skills of students are improved.	2.93	Sometimes
5	Students show more interest on the topic.	3.00	Sometimes
<b>Reporting</b>			
1	Speaking ability of students are improved.	2.57	Sometimes
2	Students present ideas on a sequential manner.	2.57	Sometimes
3	Students' participation is encouraged.	2.64	Sometimes
4	Learning skills of students are more progressive.	2.79	Sometimes
5	Students become more self-expressive.	2.79	Sometimes
<b>C. Generalization</b>			
1	Students express/summarize their ideas about the lesson discussed.	3.09	Sometimes
2	Students can explain the lesson and can give his/her own examples.	3.29	Sometimes
3	Students can give/express self-explanation about the lesson.	3.21	Sometimes
4	Students can relate real life situation.	3.43	Sometimes

5	Students can recognize the significance of the lesson.	3.21	Sometimes
<b>D. Evaluation</b>			
1	Mastery of the lesson is reflected on the formative assessment.	3.45	Sometimes
2	Application of the learned knowledge / idea is evident.	3.52	Often
3	Portfolio helps students become organized or systematized.	3.43	Sometimes
4	Students communicate ideas well in oral recitation.	3.45	Sometimes
5	Students show good teamwork in group activity through brainstorming.	3.45	Sometimes

The results in Table 4 also shows that the teachers sometimes (3.20) used motivation in learning discussion. In delivery of the lessons, the teachers made use of teaching techniques such as Graphic Organizer, Multimedia, Dramatization/Role-play, Cooperative Learning and Reporting. The use of Multimedia (videoclips/powerpoint) was rated the highest (3.16) in deriving outcomes while the use of Reporting was rated the least (2.67). It has a weighted mean score of 2.97 which means "sometimes" applied. In generalizing the lessons, students were mostly (3.43) encouraged to associate real life situation and least (3.09) encouraged to express/summarize their ideas about the lesson discussed. The result showed that the teachers

sometimes applied (3.25) Generalization during the teaching and learning process. In evaluation, it was mostly evident (3.52) that students applied their acquired knowledge/idea during the evaluation but least (3.43) to become organized or systematized by their portfolio. This result indicates that evaluation is sometimes (3.46) applied by the teachers.

Table 5 presents the Spearman Rank Correlation Coefficients of the Four Cs of Aeta Learners and the Teaching Skills in Social Studies. The data being of ordinal type, Spearman's Rho Correlation was run using the SPSS between the two variables.

Table 5. Correlation between Teaching Practices and Aeta Learner's Four Cs

		CREATIVITY SKILL	COLLABORAT ION SKILL	CRITICAL THINKING SKILL	COMMUNICA TION SKILL
<b>A. Motivation</b>	Correlation Coefficient	.195	.189	.199	.180
	Sig. (2-tailed)	.103	.114	.096	.134
	N	71	71	71	71
<b>B. Delivery</b>	Correlation Coefficient	.422**	.257*	.487**	.482**
	Sig. (2-tailed)	.000	.030	.000	.000
	N	71	71	71	71
<b>B.1 Graphic Organizer</b>	Correlation Coefficient	0.118	0.052	0.112	0.217
	Sig. (2-tailed)	0.325	0.665	0.352	0.069
	N	71	71	71	71
<b>B.2 Multi-media</b>	Correlation Coefficient	0.280*	0.132	0.210	0.109
	Sig. (2-tailed)	0.018	0.273	0.079	0.365
	N	71	71	71	71
<b>B.3 Role-playing</b>	Correlation Coefficient	0.303*	0.011	0.378**	0.442**
	Sig. (2-tailed)	0.010	0.869	0.001	0.000
	N	71	71	71	71
<b>B.4 Cooperative Learning</b>	Correlation Coefficient	0.477	0.069	0.509	0.572
	Sig. (2-tailed)	2.611	0.565	5.792	1.870
	N	71	71	71	71
<b>B.5 Reporting</b>	Correlation Coefficient	0.317**	0.048	0.391**	0.455**

	Sig. (2-tailed)	0.007	0.692	0.000	0.000
	N	71	71	71	71
<b>C. Generalization</b>	Correlation Coefficient	.110	.002	.023	.012
	Sig. (2-tailed)	.359	.984	.847	.919
	N	71	71	71	71
<b>D. Evaluation</b>	Correlation Coefficient	.536**	.166	.495**	.460**
	Sig. (2-tailed)	.000	.167	.000	.000
	N	71	71	71	71

\*Significant at 5% alpha

\*\*Significant at 1% alpha

The correlation between the Teaching Practices and the Four Cs Skills revealed that only the Delivery and Evaluation have a significant positive correlation to the Four Cs Skills. Delivery includes five components which were mostly used by the social studies teachers in their teaching and learning process. These are Graphic Organizers/Timelines, Multimedia/Videoclip/Power Point Presentation, Role Playing/Dramatization, Cooperative Learning and Reporting. Significant relationship, however, was found between the four Cs and the use of multimedia, roleplaying and reporting. The computed correlation coefficients reveal correlation between variables as follows: (a) 0.280 reveals a *positive low correlation* between Multimedia and Creativity Skill which is significant at 5% alpha; (b) .303 reveals a *positive moderately low correlation* between the use of Role Playing and Creativity Skill which is significant at 5% alpha, (c) 0.378 reveals a *positive moderate low correlation* between Role Playing and Critical Thinking Skill which is significant at 1% alpha; and (d) 0.442 reveals a *positive moderately low correlation* between Role Playing and Communication Skill which is significant at 1% alpha. (e) .317 reveals a *positive moderately low correlation* between the use of Reporting and Creativity Skill which is significant at 1% alpha, (f) 0.391 reveals a *positive moderate low correlation* between Reporting and Critical Thinking Skill which is significant at 1% alpha; and (g) 0.455 reveals a *positive moderately low correlation* between Reporting and Communication Skill which is significant at 1% alpha.

In general, the computed correlation coefficients reveal correlation between variables as follows: (a) 0.422 reveals a *positive moderate correlation* between Delivery and Creativity Skill which is significant at 1% alpha; (b) 0.257 reveals a *positive low correlation* between Delivery and Collaboration Skill which is significant at 5% alpha, (c) 0.487 reveals a *positive moderate correlation* between Delivery and Critical Thinking Skill which is significant at 1% alpha; and (d) .482 reveals a *positive moderate*

*correlation* between Delivery and Communication Skill which is significant at 1% alpha.

These correlations between Delivery and Four Cs Skills indicate that as Teaching Practices as to “Delivery” is more frequently delivered, the “Four Cs Skills” of Aeta learners tend to have more progress.

According to researchers from Flinders University (2013), several aspects of teaching in Australia warrant best practices that educators can use to enhance student-learning outcomes. University instructors must be skilled, knowledgeable, informed, and prepared in order to create optimum learning experiences (Flinders, 2013).

This also supports that teacher must deliver concrete, explicit, and engaging instruction, implement evidence-based classroom management and teaching strategies to be most effective (Macsuga-Gage, 2012). Teachers must prioritize the material they address to ensure that it meets the course’s learning objectives. Additionally, teachers must organize activities in strands, presenting content through small segments of instruction over several days, rather than planning one activity to address the entire concept. Teachers should assign students activities that promote understanding of skills and knowledge (Macsuga-Gage et al., 2012). Teachers must focus on engaging students to build their communication and social skills, learn how to work interdependently, and enhance their self-efficacy.

The computed correlation coefficients reveal correlation between variables as follows: (a) .536 reveals a *positive moderate correlation* between Evaluation and Creativity Skill which is significant at 1% alpha; (b) .495 reveals a *positive moderate correlation* between Evaluation and Critical Thinking Skill which is significant at 1% alpha; (c) .460 reveals a *positive moderate correlation* between Evaluation and Communication Skill which is significant at 1% alpha. These also indicate that as Teaching Practice as to “Evaluation” is more frequently conveyed, “Four Cs Skills” of Aeta learners tend to have more progress.



This affirms that learning improves through evaluation like formative assessment. Formative assessment is defined as “information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning” (Shute, 2007). It is part of a feedback process in which a learner can evaluate their response in light of the information received and make adjustments. It can be used to identify gaps in knowledge, help novice learners to identify important information, connect procedural errors or misconceptions. Feedback generated through formative assessment can also be used to improve teaching.

This also affirms that formative assessment is critically important for student learning. Without informative feedback on what they do, students will have relatively little by which to chart their development (Yorke, 2003).

Teachers have always evaluated student knowledge through recall test, or by asking content questions during a lecture, but researchers and practitioners are beginning to understand that a different type of teacher developed assessments can play an important role in supporting learning (Black & Wiliam, 1998) and in helping to transform teaching practice. In a seminal review of the literature on how people learn, the National Research Council also asserted that “appropriately designed assessments can help teachers realize the need to rethink their teaching practices”.

#### IV. CONCLUSIONS

The learners had a “good” level of creativity, collaboration, critical thinking skill and communication skills before and after the use of adapted teaching practices by the social studies teachers in the observed schools. Among the teaching practices in the field of social studies, the use of Multimedia was rated highest by the learners and the use of reporting was rated least. Teaching Practices in Social Studies as to Delivery and Evaluation were significantly correlated to the Four Cs of the 21<sup>st</sup> Century skills of Aeta learners. Multimedia was significantly correlated to Creativity Skill while Role playing was significantly correlated to Creativity, Critical Thinking Skill and Communication. Reporting was also significantly correlated with student’s Creativity, Critical Thinking Skill and Communication. Overall, Delivery practices were highly significant and positively correlated to Creativity Skill, Critical Thinking Skill and Communication skill. In addition, Evaluation practices were found to have highly significant and positively correlated to student’s Creativity skill, Critical Thinking skill and Communication skill.

#### RECOMMENDATION

In the light of the conclusions drawn, the following recommendations are offered:

1. Aeta Parents should be consciously aware of their complimentary role and influence on the development of the 21st century skills among their children. It is key that teachers extend their hands and open the doors first. Hence, School Administration and Teachers should adopt initiatives and establish good two-way communication. Teachers must create opportunities to connect, establish a School-wide structured opportunities for Aeta parents’ involvement and communicate often about the need for and importance of parental involvement.
2. School Administrators should encourage Aeta parents to avail alternative learning or informal learning or experiences to upgrade their knowledge and skills to be of assistance to the personal and academic growth of their children.
3. The teachers must engage the students more on learner-centered approach which improves and establish participation, retention of knowledge, boost performance at work and develops problem solving skills.
4. Teachers should expose students on experimenting, exploring, questioning, creating assumptions, using analysis, imagination, synthesizing information and evaluation. Students must be engaged to work in group setting and hold discussion with peers to adapt, to learn and to explore alternative perspectives and practice objective thinking salient for the enhancement of their skills.
5. Future researchers should conduct, support research and development that identifies best teaching strategies and practices for delivering instruction that fuses the Four Cs.

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# Research on the Path of Teaching Staff Construction in Independent Colleges

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## Abstract

*Independent college is an important part of higher education in China, and it is also the guarantee of providing applied talents for China's economic and social development. Therefore, the construction of teaching staff in independent colleges is particularly important, and its comprehensive strength of teachers directly affects the quality of personnel training in independent colleges. Compared with public colleges, the overall faculty of independent colleges is still relatively weak, which is not conducive to the overall promotion of the school-running level of independent colleges. In order to better promote the construction of teachers in independent colleges, Promote the improvement of the school-running strength and teachers' level of independent colleges, Taking the construction of teaching staff in an independent college in Zhejiang Province as an example, On the basis of a profound analysis of the shortcomings faced by the construction of the teaching staff in this college, this paper puts forward some countermeasures to improve the construction of the teaching staff in this independent college, in order to make suggestions for the construction of the talent team in this independent college and provide case reference for the construction of the teaching staff in other independent colleges of the same type in China.*

**Keywords— independent college, Teaching staff, Talent construction, Case reference, Problem.**

## I. INTRODUCTION

Independent college is the product of the innovation of higher education running system in China, and it is a new running mode of popularization of higher education. The construction of teaching staff in independent colleges is the key to the quality of personnel training, and it is also the foundation for the survival and development of independent colleges [2]. The construction of teachers has always been a potential obstacle to the development of independent colleges [4]. The construction of teaching staff in independent colleges is faced with some problems, such as insufficient number of teaching staff, large mobility, unreasonable structure, lack of “double-qualified” teachers and weak scientific research ability [3]. The shortcomings in the construction of teachers have always been the key internal cause that restricts the deepening reform and

connotation development of independent colleges [5]. As the first independent college established in Zhejiang Province, compared with public schools, this independent college is faced with a series of problems, such as weak teachers, weak scientific research ability, low output of high-level scientific research achievements, and insignificant achievements in discipline construction. In order to effectively promote the construction of teachers in independent colleges and enhance the overall strength of running schools and comprehensive strength of independent colleges, this paper takes an independent college in Zhejiang as an example to study the path of building high-quality teachers in this independent college, in order to provide reference suggestions for the construction of teachers in the same type of independent colleges.

## II. THE CURRENT SITUATION AND CHARACTERISTICS OF THE FACULTY OF THE COLLEGE

The college is established by a university in Zhejiang Province. Like other independent colleges, the teaching staff has its particularity from the beginning of its establishment. Its teachers mainly come from the parent and are recruited independently, and a few teachers are part-time by off-campus teachers. There is a significant gap between the age distribution, educational background composition and professional title structure of the teaching staff of independent colleges and ordinary public undergraduate colleges, especially under the background of the transfer of independent colleges, the teaching staff of independent colleges is facing the challenge of poor stability.

### (1) Young teachers are the main force of teachers

Figure 1 makes a statistical analysis of the age structure of teachers in the college in 2020. From the age distribution, the number of teachers aged 20-29 accounts for 13%, the number of teachers aged 30-39 accounts for 45%, the number of teachers aged 40-49 accounts for 28%, and the number of teachers aged 50-60 accounts for 14%, among which young teachers (20-39 years old) A further analysis of young teachers' work experience shows that most young teachers come to work directly after graduation, lacking in teaching experience and scientific research experience, and not having the working experience of their own professional enterprises or related institutions. At the same time, Figure 2 also makes distribution statistics on different levels of topics established by teachers of all ages during the 13th Five-Year Plan period, From the distribution structure, it can be seen that teachers aged 30-39 are the group with the largest number of projects at department level and above. Although the total number of projects is 29 more than that of teachers aged 40-49, the number of projects at provincial level and above is 9 less than that of teachers aged 40-49. It can be seen that teachers aged 30-39 are the main force of scientific research in XX Independent College and have the potential to sprint high-level scientific research achievements.

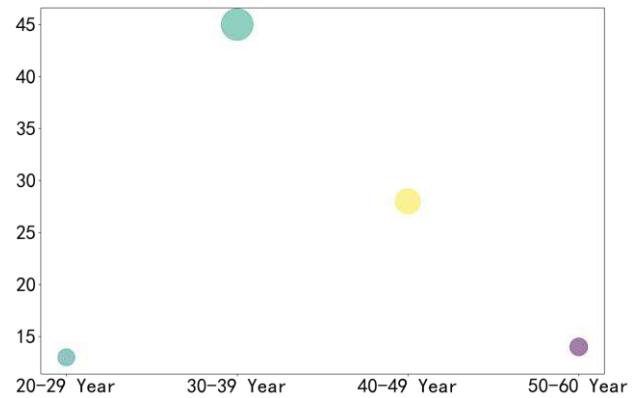


Fig.1: Age structure of teachers in xx Independent College in 2020

### (2) the academic structure of the teaching staff is not reasonable

Figure 2 makes distribution statistics on the educational background structure of teachers in XX College in 2020. From the statistical results, the number of bachelor's degree accounts for 31%, the number of master's degree accounts for 57%, and the number of doctoral degree accounts for 9%. It can be seen that the educational background structure of teachers in XX College is mainly based on master's degree. Fig. 4 makes a further statistical analysis on the number of subjects with different academic qualifications and different levels in XX Independent College, Judging from the number of projects established, The number of national projects awarded by teachers with master's degree is obviously lower than that of teachers with doctoral degree, Although the total number of projects established by teachers with master's degree at departmental level and provincial level is higher than that of teachers with doctoral degree, considering the proportion of teachers with master's degree and doctoral degree in XX College, it is not difficult to know that the total number of projects established by teachers with master's degree is slightly superior to that of teachers with doctoral degree, but the projects established at provincial level and above are far less than those with doctoral degree. Generally speaking, colleges and universities should improve their own school-running level and make great breakthroughs in scientific research. The proportion of doctoral teachers is higher than that of master's teachers. Obviously, the proportion of doctoral teachers in XX College needs to be improved as a whole.



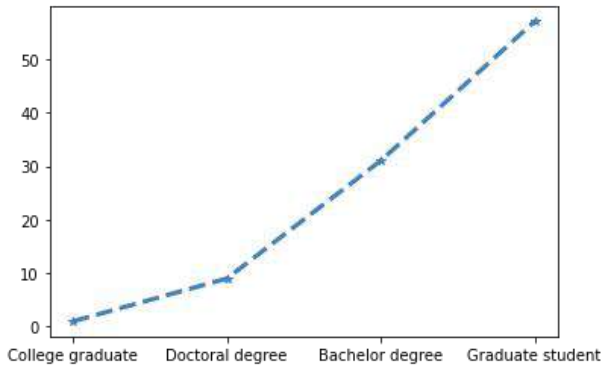


Fig.3: Teacher Education Structure of XX College, XX University, Zhejiang Province in 2020

**(3) the overall proportion of teachers with senior titles is small**

Figure 3 analyzes the professional titles of teachers in XX College in 2020. From the distribution of professional titles, junior professional titles account for 31%, intermediate professional titles account for 44%, deputy senior professional titles account for 19%, and positive senior professional titles account for 5%. It can be seen that the number of teachers with intermediate professional titles in XX Independent College is the highest, while the number of senior professional titles is relatively small. At the same time, Figure 6 makes statistics on the projects established by teachers with different titles at different levels during the 13th Five-Year Plan period in XX College. From the project establishment results, it can be seen that teachers with intermediate titles have the largest number of departmental projects, but compared with the indicators of the number of projects established at provincial and ministerial levels and above, teachers with senior titles have significant advantages. Generally speaking, the proportion of senior professional titles in a university reflects the strength of running a university. The more senior professional titles, the stronger the comprehensive strength of the university. However, it is obvious that there is still a large gap in the proportion of senior professional titles in XX Independent College, especially the number of positive senior professional titles, which is not conducive to the development of running a school in XX College.

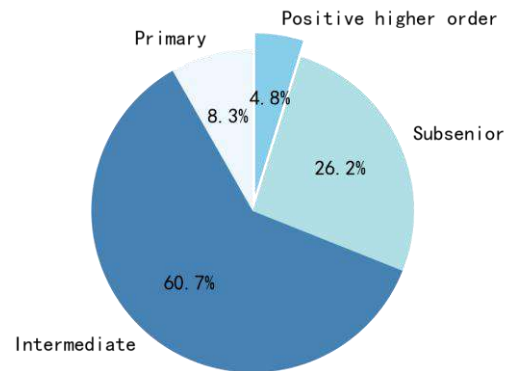


Fig.3: Distribution of teachers' titles in XX College, XX University, Zhejiang Province in 2020

**(4) the discipline construction lacks strong teacher support**

The level of discipline development is an important embodiment of the influence of running a university. High-level discipline construction is backed by strong teachers, and the strength of disciplines in independent colleges reflects the strength of school teachers. During the period from 2013 to 2020, XX College carried out two rounds of applied discipline construction. Although some achievements have been made in personnel training and teacher construction, there has been no major breakthrough in the establishment of major scientific research achievements, and the scientific research achievements of members of various disciplines are not concentrated enough. Secondly, there is a certain gap between XX Independent College and independent colleges in the province, In the list of discipline construction in Zhejiang Province during the 13th Five-Year Plan published by the Education Department of Zhejiang Province in December 2016, Of the 22 independent colleges in Zhejiang Province, 23 disciplines declared by 12 independent colleges are listed as provincial construction disciplines, but the disciplines declared by XX Independent College are not selected. It can be seen that the overall teachers' strength behind the discipline construction of XX Independent College needs to be further strengthened and improved.

**(5) The stability of the teaching staff is facing challenges**

The transfer of independent colleges is the policy demand and inevitable trend of building a high-quality higher education system [6]. Of the original 22 independent

colleges in Zhejiang Province, 5 have been converted into public colleges, 1 independent college has been converted into private colleges, and the transfer plan of the remaining 16 independent colleges is not clear yet. Since the independent college was planned to start the transfer in the second half of 2020, the transfer plan has not been clear, and the follow-up direction of running the college is unclear, which has brought confusion and anxiety to the college teachers to a certain extent. Some teachers can't work with peace of mind, while some teachers leave their jobs and move to other units. Furthermore, because XX College is a private undergraduate college, except for the teachers from the parent XX University in Zhejiang Province and the newly recruited individual excellent doctoral teachers every year, the teachers of other colleges have no career compilation. Working in colleges and universities, the identity of career establishment is an important basis for college teachers to have a sense of belonging to the unit. The vast majority of young teachers in XX College have no career establishment identity, which greatly affects the stability of the teaching staff.

### III. THE RESEARCH ON THE PATH OF TEACHING STAFF CONSTRUCTION IN XX COLLEGE

The construction of teaching staff is an important part of the development of independent colleges, and it is also an important human resource guarantee for the development of colleges. To move towards a higher level of development, the comprehensive strength of independent colleges needs to break through the bottleneck of various talents at present, and more effective teaching staff is needed as a guarantee. The construction of teaching staff is a systematic, multi-faceted and long-term project, which requires multi-party concerted efforts to promote its implementation and improve the level of teaching staff construction.

#### (1) Take multiple measures and do a good job in the construction of young teachers

Young teachers in independent colleges are not only the main force engaged in teaching work, but also the main force engaged in scientific research work. Improving their teaching ability and scientific research ability can not only improve the overall teaching strength and teaching level of independent colleges, but also promote the college to sprint

high-level scientific research achievements. On the promotion of teaching, Independent colleges should encourage teachers to participate in various teaching skills competitions, Help young teachers to promote training, learning and teaching by competition. On this basis, independent colleges can also hire a group of teachers with excellent teaching performance to guide new teachers, and assign some new young teachers to them, so as to help young teachers gradually improve their teaching ability through the mode of passing on and helping others. In the promotion of young teachers' scientific research, independent colleges should continue to do a good job in project declaration and guidance at or above the provincial and ministerial levels, training in scientific research methods and building scientific research innovation teams, etc., and promote young teachers to produce more high-level and high-quality scientific research results through cultivation modes such as bringing new advantages and bringing weak advantages.

#### (2) Go hand in hand with multiple lines to improve the overall academic qualifications of teachers

In view of the embarrassment that the distribution of teachers' academic qualifications in independent colleges is mainly based on master's degree, in order to build a rational echelon of teachers' academic qualifications, teachers' own efforts and the help of colleges can comprehensively promote the overall academic qualifications of teachers in colleges. For teachers with master's degree who are willing to upgrade their academic qualifications, independent colleges can appropriately reduce their teaching tasks, reduce teaching and scientific research assessment indicators, and give certain financial support for upgrading their academic qualifications to encourage them to improve their academic qualifications by studying for in-service doctors. Independent colleges can also strengthen cooperation with universities with the right to grant doctoral degrees at home and abroad, and promote a group of master's degree teachers to study for doctoral degrees through university-level cooperation.

#### (3) Multi-point support to increase the proportion of teachers with senior titles

The proportion of senior professional titles is an important window to show the overall strength of teachers in a university. It is the key for independent colleges to

upgrade their own school-running level and increase the proportion of teachers with senior professional titles. Generally speaking, the key factor of whether a teacher can be awarded a senior professional title is how many high-level scientific research achievements he has obtained. In order to achieve high-level scientific research results, first, teachers are required to be able to deeply grasp the frontier trends of disciplines, and second, they can closely integrate their own research with the needs of today's economic and social development. In order to help teachers create the support of these two elements, independent colleges can strengthen and deepen cooperation with well-known universities at home and abroad, and send a group of teachers to further their studies as visiting scholars, so as to better grasp the forefront trends of disciplines. Secondly, teachers are encouraged to take more posts in local enterprises and institutions, and participate in various horizontal projects undertaken by local industry colleges, so as to better grasp the key points, difficulties and hot issues of local economic and social development and better combine their research direction with regional development.

#### **(4) Multi-dimensional structure, reserve strong talents for discipline construction**

The construction of a high-quality discipline system can not be separated from the support of a strong talent system. To build a discipline system with a leap in vertical comparison and a bright spot in horizontal comparison, independent colleges need to effectively reserve and consolidate the construction of talent team through the introduction and education of talents inside and outside the school. On the one hand, XX College needs to introduce high-level scientific research talents outside the school according to the needs of the construction of various disciplines, further enrich the team strength of various disciplines, and promote the output of high-quality scientific research results of various disciplines. On the other hand, internally, we should speed up the training of talents in various disciplines and vigorously enhance the scientific research ability of young teachers. At the same time, do a good job in the construction of scientific research and innovation teams, promote the formation of a good atmosphere for young teachers to gather and carry out scientific research under the guidance of scientific research backbones, adhere to the "result orientation", and build a

group of high-level scientific research and innovation teams with strong scientific research and innovation ability and close scientific research cooperation among members.

#### **(5) Take a multi-pronged approach to do a good job in stabilizing the teaching staff**

At present, there are four main ways for independent colleges to be transferred: to private schools, to public schools, to terminate schools and to merge and transfer. The independent college has officially announced that "it will not merge with higher vocational colleges" and take the path of merger and conversion, so the remaining alternative conversion schemes are three paths: conversion to private, conversion to public and termination of running schools. Turning to public is the best option in the eyes of most teachers, But it also faces many problems such as the source of funds for running schools, However, no matter which transfer path the college takes, in order to better stabilize the teaching staff and push the college to the "lane" of stability, the college should link all forces to clarify the transfer direction as soon as possible, especially when formulating specific transfer plans, it should listen to the ideas and suggestions of college teachers. Furthermore, under the premise that conditions permit, young teachers should be helped to solve the problem of post establishment as much as possible, so that young teachers can have a better sense of belonging to the unit, and at the same time, they can do a good job in teaching and scientific research in their own posts with more peace of mind.

## **IV. CONCLUSION**

In a word, At present, there is a certain gap between the teaching level, teaching staff construction and scientific research level of independent colleges in our province and public schools. Under the background of mass entrepreneurship and innovation, independent colleges must improve the comprehensive level of teachers, increase the number of teachers with dual qualifications and dual abilities, and improve the talent introduction policy, so as to not only learn to "hematopoiesis" but also effectively "blood transfusion", thus reducing the gap with state-owned university. When developing the construction of teachers in independent colleges, We must establish a people-oriented development strategy, Especially under the background of the transfer in that year, We should improve teachers' right

to participate and speak, attach importance to the cultivation of talent resources of teachers' echelon, build an efficient management mode of teachers, and reasonably set up reward and punishment mechanism and multi-dimensional evaluation mechanism, so as to effectively improve the teaching level and scientific research ability of teachers in independent colleges and improve the quality of running schools [7].

High-quality teachers are an important guarantee for independent colleges to train high-quality applied talents, produce high-level scientific research achievements, do a good job in the construction of various disciplines and improve the strength of running schools, and are also the capital guarantee for realizing education equity. All independent colleges in our province should carry out the construction of teaching staff according to local conditions and "one school, one policy". So as to build a team of teachers with abundant vitality, strong professional ability and good stability, promote the independent colleges in our province to become influential universities in the region and even the whole country, and continuously deliver all kinds of high-quality applied talents for the national economic and social development.

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