

**A Report on Research about
Students' Attitude on Classroom Teaching Strategies in
Pemagatshel Middle Secondary School
2022**



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ABSTRACT

This study investigated the students' attitudes on teaching strategies practice by teachers in the class in Pemagatshel Middle Secondary School. The Researcher also looked at how different variables such as gender, boarder and day students were impacted by the different teaching strategies in the classroom. The researcher used a questionnaire to collect information. The questionnaires were administered to senior students of the school. The senior students included two sections of classes X and IX. All the respondents mentioned that they learnt "A Little" from the Individual Work given to them in the class otherwise they learnt "Quite a lot" and "A Good Deal" from other learning activities. Day students both boys and girls say that they are addicted to Mobile Games. School will have to find ways and means to rectify the findings of the research and bring improvements in the teaching learning process.

The Definition of Teaching Strategy:

Before we go to the definition of "Teaching Strategy", let us see, what is teaching and strategy separately first.

Definition of Teaching:

What is teaching?

There are so many definitions given by different educators and experts. Let me list down some for our reference.

- 1) Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. <https://infed.org/mobi/what-is-teaching/>
- 2) The job or profession of a teacher. Something that is taught: the ideas and beliefs that are taught by a person, religion, etc.
- 3) The process of guiding other people and helping them learn something and go beyond what's provided.
- 4) An educational process in which a teacher exchange knowledge with a student and vice-versa.
- 5) Teaching is the art and science whereby a lecturer conveys knowledge to students in a formal setting, employing a variety of methods. <https://www.igi-global.com/dictionary/broadcasting-transforming-social-construction-knowledge/29344>

Base on the above mentioned definitions, one may deduce and write that teaching is a process where teacher delivers knowledge and skills to the learners.

What is Strategy?

Next let us see what strategy is. According to Encyclopedia, Strategy refers to science or art of planning and directing large military movement and operations. Japketer, A. (2017) quotes Nickols (2016) who writes that strategy is a military word and is about achieving purpose. Therefore, one may say that strategy is the planning of any activities and implementing them to achieve purpose.

What are Teaching Strategies?

Now coming to the teaching strategies, the very topic that we are going to deal it. What are teaching strategies?

Some educators write that teaching strategies are instructional strategies and methods that teachers use to deliver curriculum to learners. <https://study.com/teach/instructional-strategies.html#:~:text=Teaching%20strategies%2C%20also%20known%20as,class%20size%2C%20and%20classroom%20resources>. While others refers to a plan of activities designed to help students learn particular course contents to achieve success in line with defined academic standards and techniques used by teachers when presenting information to students. <https://www.igi-global.com/dictionary/higher-education-quality-improvement-strategies-through-enriched-teaching-and-learning/29358>

In addition to the above, Zohud, N.W. (2015) writes that teaching strategies are the techniques that teacher use in the class room to help students learn and participate in the class. Zohud (2015) quotes (Herrell and Jordan, 2004) who write that teaching strategies are the approaches that can be used across curricular areas to support the learning students.

The Review of Literature

Teachers use varieties of teaching strategies to deliver his /her lesson to leaners in the class room. Teachers use different techniques to teach students in the class to bring maximum engagements of learners which may result high performance of students. Zohud (2015) quotes (Hismanoglu, 2000, Mccombs and Whistle, 1997) who suggest that learners become more active and engaged in the learning process and learn better when their teachers use different teaching strategies in the classroom. While Zohud further quotes (Cheesman, 2006) who is in the view that teaching strategies increase the critical thinking and the students' motivation to participate in the class.

Raba (2017) also expresses that good teaching strategy practices encourages cooperation among students in the class and hence active learning take place in the minds of students.

Japketer, A. (2017) quotes UNESCO (2012) which explained that when variety of teaching techniques are employed, teachers are able to guide students to learn and increase their capacities as learners.

But Hilmer, C.P. (1999) expresses his reservation that the teaching approach or related practices may not be the only factors in determining student success in the classroom because he believes that individual students seem to learn in different ways.

Hilmer, C.P. (1999) further expresses his view that teaching strategies should not be viewed in isolation from teaching approaches and practices. It may be that it is neither teaching strategies alone nor the approach alone nor the practices alone that determine student achievement but he said that it is more likely that a balance of factors related to all aspects of the teacher's and students' behavior in the classroom is responsible for successful learning.

While I believe that teaching strategy plays an important role in students' learning, we also know that motivation for learning should come from within of students.

The Statement of Problems

For the last few consecutive years, we have observed that the school's academic performance was declining. We want to find out the factors which affect the school's academic performance and address the problems at the earliest time possible.

The purpose of the study

The following are the purposes of the study.

- To analyze the students' attitude on the Teaching Strategies practice in the classroom
- To find out which variables (male, female, boarder students and day students) learned better

Research Methodology

Design of Study

Researchers have adopted survey method. The survey questionnaire was purposely used closed formed type so that students can express their views freely and easily.

Sample of the Study

Researchers administered the survey questionnaire to the senior students of the school. The senior students include two sections of class ten students and two sections of class nine students.

Variables of the Study

The variables of the study includes male, female, boarders and day students only.

Research Tools

The researchers used the questionnaire tool. Questionnaire tool of closed form type was administered to senior students of the school. A questionnaire is easy to administer confidentially. Often confidentiality is necessary to ensure that participants will respond honestly. Questionnaires are versatile, allowing the collection of both subjective and objective data through the use of open or close format questions.

Statistical Employment

The researchers used the five point Likert scale (Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree) for Part I and Part II. For Part III, researchers used three scale points (Often, Occasionally and Never) and further for Part IV, researchers used four scale points (Nothing, A Little, Quite a lot and A Great deal).

Data Analysis

The data collected during research has to be processed and analyzed. The processing of data primarily means editing, coding, classification and the tabulation of the data.

Researcher used the simple percentage method. Simple percentage is calculated based on the data collected from the respondents. Although it is said that use of percentage may lead to wrong conclusion, it is quite simple and commonly used method.

Table I: Frequency Distribution of the Rating on the Five Point Likert Scale of the Male Boarder Students (37 Respondents)

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I have a clear vision in my life	8(21.6%)	19(51.3%)	10(27.02%)		
I am serious about my studies	9(24.3%)	19(51.3%)	9(24.3%)	1(2.7%)	1(2.7%)
I have enough time to study	2(5.4%)	12(32.4%)	9(24.3%)	12(32.4%)	1(2.7%)
There is no disturbances of any sort for my studies at home, class and hostel.	4(10.8%)	14(37.8%)	9(24.3%)	5(13.5%)	5(13.5%)
I have full support from my parents for my studies	37				
I am bit addicted to mobile games	3(8.1%)	9(24.3%)	4(10.8%)	9(24.3%)	12(32.4%)
I do not feel like studying as there is no job available in future	8(21.6%)	8(21.6%)	5(13.5%)	10(27.02%)	6(16.2%)
I write my class work, homework and project myself	9(24.3%)	19(51.3%)	7(18.9%)	1(2.7%)	1(2.7%)
I copy class work, homework and project from friends	1(2.7%)	4(10.8%)	16(43.2%)	8(21.6%)	8(21.6%)
I used study hours to read the text and notes	5(13.5%)	15(40.4%)	9(24.3%)	3(8.1%)	4(10.8%)
I used the study hours to write home work and project.	5(13.5%)	13(35.1%)	14(37.8%)	3(8.1%)	3(8.1%)
My class room is very conducive to study	9(24.3%)	21(56.7%)	3(8.1%)	1(2.7%)	3(8.1%)

Part II: Assessment and Curriculum

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I am aware of the new system of assessment	23(62.1%)	11(29.7%)	2(5.4%)		1(2.7%)
New system of assessment makes me study hard	8(21.8%)	20(54.0%)	6(16.2%)	1(2.7%)	2(5.4%)
I learn more when teacher teaches from text books	11(29.7%)	20(54.0%)	6(16.2%)		
I learn better when teacher teaches without text books	2(5.4%)	13(35.1%)	15(40.5%)	5(13.5%)	2(5.4%)
The topics of the text books are lengthy and irrelevant.	3(8.1%)	11(29.7%)	13(35.1%)	8(21.6%)	2(5.4%)
School informs students about school's vision and mission	19(51.3%)	15(40.5%)	2(5.4%)		1(2.7%)
Teacher gives full attention to everyone in the class	16(43.2%)	14(37.8%)	5(13.5%)	1(2.7%)	1(2.7%)
Learning will be better if teachers use white board and marker pens in the class	17(45.9%)	8(21.8%)	9(24.3%)	1(2.7%)	2(5.4%)
Internet facilities are available to every student in school	11(29.7%)	9(24.3%)	9(24.3%)	7(18.9%)	1(2.7%)

Part III: Pedagogy

Statements	Often	Occasionally	Never
The teacher talks and students respond.	18(48.6%)	19(51.3%)	
The teacher talks, students respond and makes notes.	11(29.7%)	22(59.4%)	4(10.8%)
The teacher hands out printed notes, talks and students listen	26(70.2%)	10(27.02%)	1(2.7%)
The teacher organizes a discussion involving the whole class	18(48.6%)	18(48.6%)	1(2.7%)
The teacher organizes group discussion	27(72.9%)	10(27.02%)	

The students organize a group discussion, teacher joins in.	17(45.9%)	16(43.2%)	3(8.1%)
Students teach peer friend in the class	15(40.5%)	20(54.05%)	2(5.4%)
The teacher organizes a video, students watch/listen and make notes	25(67.5%)	11(29.7%)	1(2.7%)
The teacher organizes a video, students watch/listen only	7(18.9%)	25(67.5%)	5(13.5%)
Students are involved in a problem solving exercise	14(37.8%)	20(54.05%)	4(10.8%)
The Teacher organizes an outside visit	5(13.5%)	20(54.05%)	12(32.4%)
The Teacher conducts a short answer test	26(70.2%)	10(27.02%)	1(2.7%)

Part IV: Teaching Strategy.

How much do you think you learnt from?

Statements	Nothing	A little	Quite a lot	A great deal
Individual work?	1(2.7%)	15(40.5%)	14(37.8%)	7(18.9%)
Pair work?		11(29.7%)	21(56.7%)	5(13.5%)
Group work?		10(27.02%)	8(21.6%)	19(51.3%)
Class discussion?	2(5.4%)	5(13.5%)	23(62.1%)	8(21.6%)
Using Textbooks?	2(5.4%)	10(27.02%)	19(51.3%)	6(16.2%)
Using Power Point presentation?	1(2.7%)	11(29.7%)	16(43.2%)	9(24.3%)
Using Video Clip?		15(40.5%)	13(35.1%)	9(24.3%)
Using Handouts?	1(2.7%)	6(16.2%)	16(43.2%)	14(37.8%)
Using worksheets?		14(37.8%)	13(35.1%)	10(27.02%)

Courtesy: Questionnaires of Part III and Part IV are extracted from Kent, Ashley (1996)

Table II: Frequency Distribution of the Rating on the Five Point Likert Scale of the Female Boarder Students (42 Respondents)

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I have a clear vision in my life	14(33.3%)	10(23.8%)	17(40.4%)		1(2.3%)
I am serious about my studies	12(28.5%)	25(59.5%)	5(11.9%)		
I have enough time to study	2(4.7%)	22(52.3%)	10(23.8%)	6(14.2%)	2(4.7%)
There is no disturbances of any sort for my studies at home, class and hostel.	4(9.5%)	15(35.7%)	11(26.1%)	6(14.2%)	6(14.2%)
I have full support from my parents for my studies	41(97.6%)			1(2.3%)	
I am bit addicted to mobile games		9(21.4%)	9(21.4%)	15(35.7%)	9(21.4%)
I do not feel like studying as there is no job available in future	3(7.1%)	8(19.04%)	13(30.9%)	10(23.8%)	8(19.04%)
I write my class work, homework and project myself	11(26.1%)	22(52.3%)	8(19.04%)	1(2.3%)	
I copy class work, homework and project from friends		10(23.8%)	16(38.09%)	12(28.5%)	4(9.5%)
I used study hours to read the text and notes	6(14.2%)	20(47.6%)	12(28.5%)	4(9.5%)	
I used the study hours to write home work and project.	11(26.1%)	16(38.09%)	10(23.8%)	2(4.7%)	3(7.1%)
My class room is very conducive to study	9(21.4%)	21(50%)	9(21.4%)	2(4.7%)	1(2.3%)

Part II: Assessment and Curriculum

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

I am aware of the new system of assessment	16(38.09%)	18(42.8%)	4(9.5%)	2(4.7%)	1(2.3%)
New system of assessment makes me study hard	20(47.6%)	16(38.09%)	4(9.5%)	1(2.3%)	
I learn more when teacher teaches from text books	14(33.3%)	20(47.6%)	9(21.4%)		
I learn better when teacher teaches without text books	2(4.7%)	12(28.5%)	17(40.4%)	7(16.6%)	4(9.5%)
The topics of the text books are lengthy and irrelevant.		17(40.4%)	13(30.9%)	10(23.8%)	2(4.7%)
School informs students about school's vision and mission	22(52.3%)	17(40.4%)	2(4.7%)	1(2.3%)	
Teacher gives full attention to everyone in the class	23(54.7%)	11(26.1%)	6(14.2%)	2(4.7)	
Learning will be better if teachers use white board and marker pens in the class	14(33.3%)	12(28.5%)	13(30.9%)		3(7.1%)
Internet facilities are available to every student in school	11(26.1%)	16(38.09%)	12(28.5%)	2(4.7%)	1(2.3%)

Part III: Pedagogy

Statements	Often	Occasionally	Never
The teacher talks and students respond.	22(52.3%)	20(47.6%)	
The teacher talks, students respond and makes notes.	21(50%)	21(50%)	
The teacher hands out printed notes, talks and students listen	27(64.2%)	15(35.7%)	
The teacher organizes a discussion involving the whole class	23(54.7%)	19(45.2%)	
The teacher organizes group discussion	29(69.04%)	12(28.5%)	

The students organize a group discussion, teacher joins in.	24(57.1%)	15(35.7%)	3(7.1%)
Students teach peer friend in the class	24(57.1%)	18(42.8%)	
The teacher organizes a video, students watch/listen and make notes	30(71.4%)	12(28.5%)	
The teacher organizes a video, students watch/listen only	12(28.5%)	22(52.3%)	7(16.6%)
Students are involved in a problem solving exercise	19(45.2%)	22(52.3%)	1(2.3%)
The Teacher organizes an outside visit	11(26.1%)	21(50%)	10(23.8%)
The Teacher conducts a short answer test	31(73.8%)	11(26.1%)	

Part IV: Teaching Strategy.

How much do you think you learnt from?

Statements	Nothing	A little	Quite a lot	A great deal
Individual work?	1(2.3%)	20(47.6%)	18(42.8%)	3(7.1%)
Pair work?	2(4.7%)	8(19.04%)	25(59.5%)	7(16.6%)
Group work?	2(4.7%)	5(11.9%)	8(19.04%)	29(69.04%)
Class discussion?	4(9.5%)	7(16.6%)	11(26.1%)	22(52.3%)
Using Textbooks?	2(4.7%)	14(33.3%)	15(35.7%)	11(26.1%)
Using Power Point presentation?		7(16.6%)	19(45.2%)	15(35.7%)
Using Video Clip?		9(21.4%)	13(30.9%)	18(42.8%)
Using Handouts?	2(4.7%)	6(14.2%)	18(42.8%)	16(38.09%)
Using worksheets?	1(2.3%)	9(21.4%)	17(40.4%)	15(35.7%)

Table III: Frequency Distribution of the Rating on the Five Point Likert Scale of the Male Day Students (17 Respondents)

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

I have a clear vision in my life	10(58.8%)	7(41.1%)			
I am serious about my studies	6(35.2%)	9(52.9%)	2(11.7%)		
I have enough time to study	3(17.6%)	6(35.2%)	4(23.5%)	4(23.5%)	
There is no disturbances of any sort for my studies at home, class and hostel.	2(11.7%)	5(29.4%)	8(47.05%)		2(11.7%)
I have full support from my parents for my studies	14(82.3%)	3(17.6%)			
I am bit addicted to mobile games	3(17.6%)	9(52.9%)	2(11.7%)	2(11.7%)	1(2.3%)
I do not feel like studying as there is no job available in future	4(23.5%)	3(17.6%)	3(17.6%)	4(23.5%)	3(17.6%)
I write my class work, homework and project myself	4(23.5%)	8(47.05%)	3(17.6%)	2(11.7%)	
I copy class work, homework and project from friends	3(17.6%)	5(29.4%)	5(29.4%)	3(17.6%)	1(5.8%)
I used study hours to read the text and notes	3(17.6%)	9(52.9%)	5(29.4%)		
I used the study hours to write home work and project.	3(17.6%)	11(64.7%)	2(11.7%)	1(5.8%)	
My class room is very conducive to study	4(23.5%)	6(35.2%)	6(35.5%)	1(5.8%)	

Part II: Assessment and Curriculum

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I am aware of the new system of assessment	8(47.05%)	7(41.1%)		2(11.7%)	
New system of assessment makes me study hard	9(52.9%)	8(47.05%)			

I learn more when teacher teaches from text books	6(35.2%)	7(41.1%)	2(11.7%)	1(5.8%)	
I learn better when teacher teaches without text books	1(5.8%)	7(41.1%)	6(35.2%)	2(11.7%)	1(5.8%)
The topics of the text books are lengthy and irrelevant.	1(5.8%)	6(35.2%)	6(35.2%)	4(23.5%)	
School informs students about school's vision and mission	7(41.1%)	7(41.1%)	3(17.6%)		
Teacher gives full attention to everyone in the class	11(64.7%)	5(29.4%)	1(5.8%)		
Learning will be better if teachers use white board and marker pens in the class	10(58.8%)	4(23.5%)	2(11.7%)	1(5.8%)	
Internet facilities are available to every student in school	7(41.1%)	7(41.1%)	1(5.8%)	2(11.7%)	

Part III: Pedagogy

Statements	Often	Occasionally	Never
The teacher talks and students respond.	9(52.9%)	8(47.05%)	
The teacher talks, students respond and makes notes.	3(17.6%)	13(76.4%)	1(5.8%)
The teacher hands out printed notes, talks and students listen	15(88.2%)	1(5.8%)	
The teacher organizes a discussion involving the whole class	11(64.7%)	6(35.2%)	
The teacher organizes group discussion	11(64.7%)	6(35.2%)	
The students organize a group discussion, teacher joins in.	4(23.5%)	10(58.8%)	3(17.6%)
Students teach peer friend in the class	5(29.4%)	11(64.7%)	1(5.8%)

The teacher organizes a video, students watch/listen and make notes	8(47.05%)	9(52.9%)	
The teacher organizes a video, students watch/listen only	5(29.4%)	11(64.7%)	1(5.8%)
Students are involved in a problem solving exercise	11(64.7%)	6(35.2%)	
The Teacher organizes an outside visit	2(11.7%)	7(41.1%)	8(47.05%)
The Teacher conducts a short answer test	8(47.05%)	9(52.9%)	

Part IV: Teaching Strategy.

How much do you think you learnt from?

Statements	Nothing	A little	Quite a lot	A great deal
Individual work?		10(58.8%)	5(29.4%)	2(11.7%)
Pair work?		2(11.7%)	11(64.7%)	4(23.5%)
Group work?		3(17.6%)	4(23.5%)	10(58.8%)
Class discussion?		6(35.2%)	7(41.1%)	4(23.5%)
Using Textbooks?		3(17.6%)	11(64.7%)	3(17.6%)
Using Power Point presentation?		5(29.4%)	9(52.9%)	3(17.6%)
Using Video Clip?		4(23.5%)	8(47.05%)	4(23.4%)
Using Handouts?		1(5.8%)	11(64.7%)	4(3.5%)
Using worksheets?		5(29.4%)	9(52.9%)	3(17.6%)

Table IV: Frequency Distribution of the Rating on the Five Point Likert Scale of the Female Day Students (17 Respondents)

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I have a clear vision in my life	4(23.5%)	9(52.9%)	3(17.6%)	1(5.8%)	
I am serious about my studies	8(47.05%)	7(41.1%)	2(11.7%)		

I have enough time to study	1(5.8%)	7(41.1%)	6(35.2%)	3(17.6%)	
There is no disturbances of any sort for my studies at home, class and hostel.	4(23.5%)	7(41.1%)	5(29.9%)	1(5.8%)	
I have full support from my parents for my studies	16(94.1%)	1(5.8%)			
I am bit addicted to mobile games	2(11.7%)	8(47.05%)	4(23.5%)	3(17.6%)	
I do not feel like studying as there is no job available in future	1(5.8%)	7(41.1%)	6(35.2%)	2(11.7%)	1(5.8%)
I write my class work, homework and project myself	4(23.5%)	7(41.1%)	3(17.6%)	3(17.6%)	
I copy class work, homework and project from friends		6(35.2%)	7(41.1%)	3(17.6%)	1(5.8%)
I used study hours to read the text and notes	3(17.6%)	8(47.05%)	5(29.4%)	1(5.8%)	
I used the study hours to write home work and project.	4(23.5%)	5(29.4%)	7(41.1%)	1(5.8%)	
My class room is very conducive to study	2(11.7%)	6(35.2%)	8(47.05%)	1(5.8%)	

Part II: Assessment and Curriculum

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I am aware of the new system of assessment	5(29.4%)	9(52.9%)	3(17.6%)		
New system of assessment makes me study hard	4(23.5%)	8(47.05%)	4(23.5%)	1(5.8%)	
I learn more when teacher teaches from text books	3(17.6%)	11(64.7%)	2(11.7%)	1(5.8%)	
I learn better when teacher teaches without text books	2(11.7%)	5(29.4%)	4(23.5%)	5(29.4%)	1(5.8%)

The topics of the text books are lengthy and irrelevant.	1(5.8%)	4(23.5%)	8(47.05%)	3(17.6%)	1(5.8%)
School informs students about school's vision and mission	5(29.4%)	7(41.1%)	3(17.6%)	2(11.7%)	
Teacher gives full attention to everyone in the class	6(35.2%)	3(17.6%)	4(23.5%)	1(5.8%)	3(17.6%)
Learning will be better if teachers use white board and marker pens in the class	12(70.5%)	4(23.5%)	1(5.8%)		
Internet facilities are available to every student in school	4(23.5%)	7(41.1%)	2(11.7%)	2(11.7%)	2(11.7%)

Part III: Pedagogy

Statements	Often	Occasionally	Never
The teacher talks and students respond.	11(64.7%)	6(35.2%)	
The teacher talks, students respond and makes notes.	5(29.4%)	12(70.5%)	
The teacher hands out printed notes, talks and students listen	6(35.2%)	11(64.7%)	
The teacher organizes a discussion involving the whole class	13(76.4%)	4(23.5%)	
The teacher organizes group discussion	9(52.9%)	8(47.05%)	
The students organize a group discussion, teacher joins in.	8(47.05%)	5(29.4%)	4(23.5%)
Students teach peer friend in the class	6(35.2%)	11(64.7%)	
The teacher organizes a video, students watch/listen and make notes	8(47.05%)	9(52.9%)	
The teacher organizes a video, students watch/listen only	3(17.6%)	14(82.3%)	
Students are involved in a problem solving exercise	6(35.2%)	11(64.7%)	
The Teacher organizes an outside visit	2(11.7%)	8(47.05%)	7(41.1%)
The Teacher conducts a short answer test	10(58.8%)	7(41.1%)	

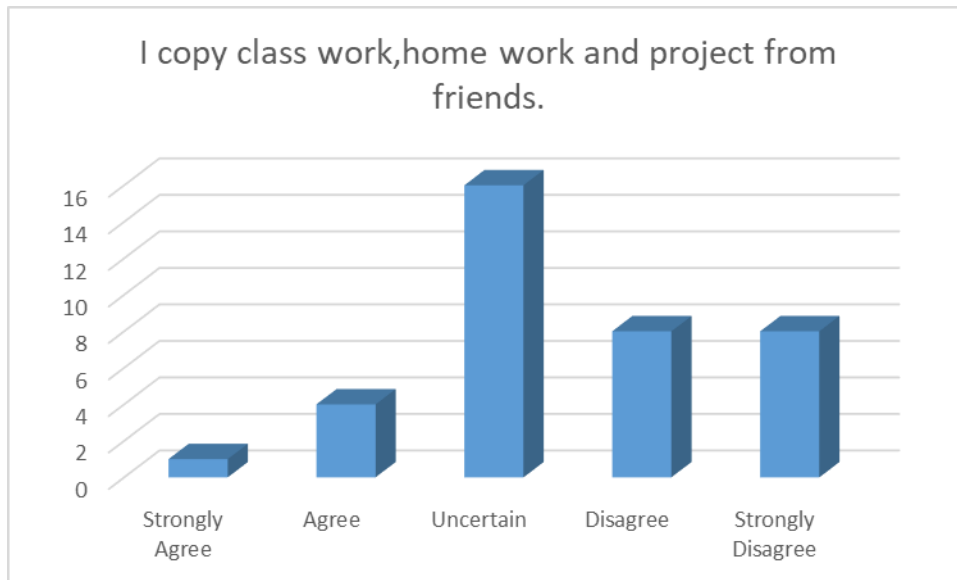
Part IV: Teaching Strategy.

How much do you think you learnt from?

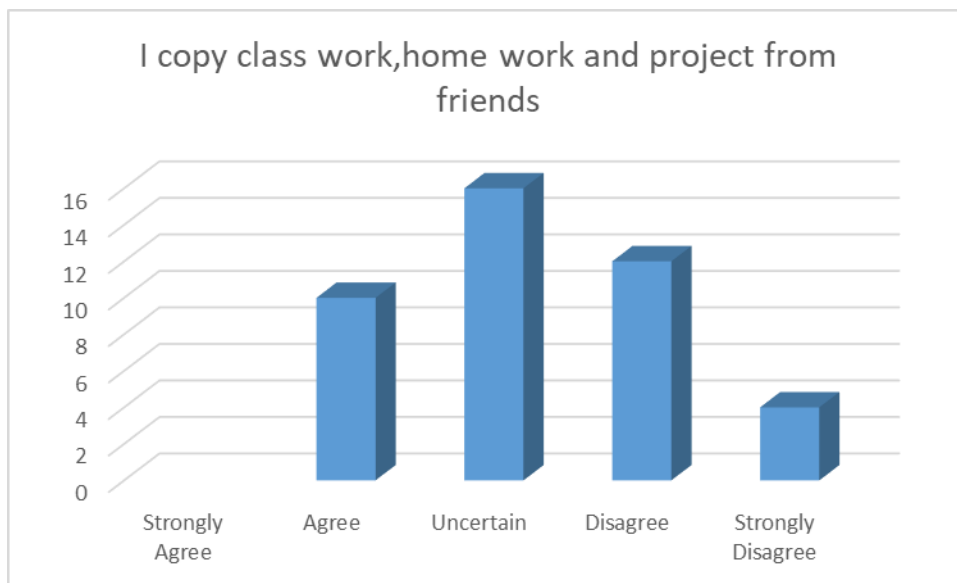
Statements	Nothing	A little	Quite a lot	A great deal
Individual work?		12(70.5%)	5(29.4%)	
Pair work?		5(29.4%)	9(52.9%)	3(17.6%)
Group work?	1(5.8%)		6(35.2%)	10(58.8%)
Class discussion?		3(17.6%)	7(41.1%)	7(41.1%)
Using Textbooks?		3(17.6%)	11(64.7%)	3(17.6%)
Using Power Point presentation?		5(29.4%)	9(52.9%)	3(17.6%)
Using Video Clip?	3(17.6%)	4(23.5%)	7(41.1%)	3(17.6%)
Using Handouts?	1(5.8%)	4(23.5%)	7(41.1%)	5(29.4%)
Using worksheets?	1(5.8%)	5(29.4%)	8(47.05%)	3(17.6%)

Findings and Interpretation

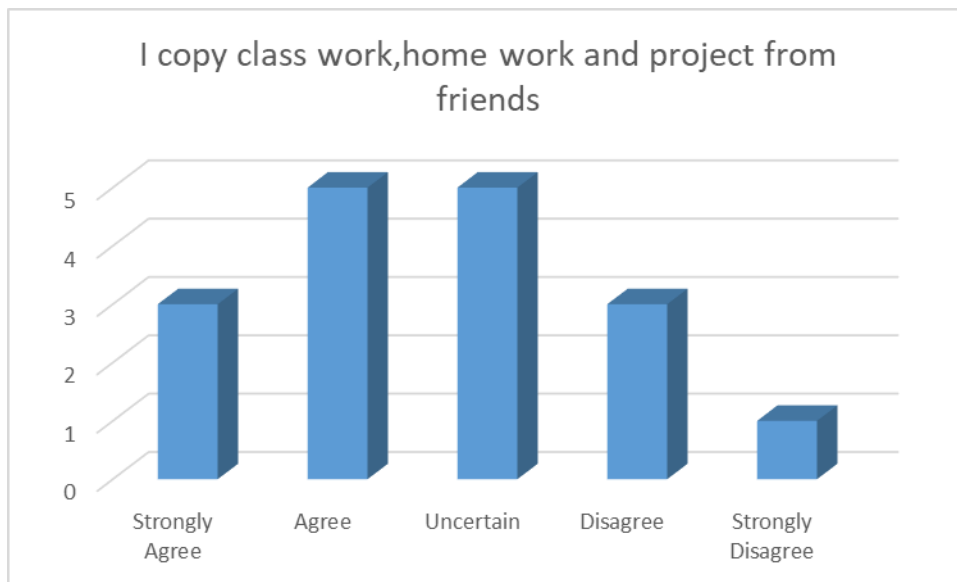
- 1) While boys have clear vision for their future life, some girls do not seemed to have clear vision for their future life (about 40.4% of girls are uncertain). Both boys and girls are serious about their studies.
- 2) Although, there were no issues of mobile games with boarder boys and girls but the day students both boys and girls are found to be addicted to mobile games.
- 3) There are cases where students copy homework and project from friends in general. But it is very much true with day student boys and girls. For example, (10.8% of boarder boys rated agree, 23.8% boarder girls rated agree, 29.4% of day student boys rated agree and 35.2% of day student girls rated agree)



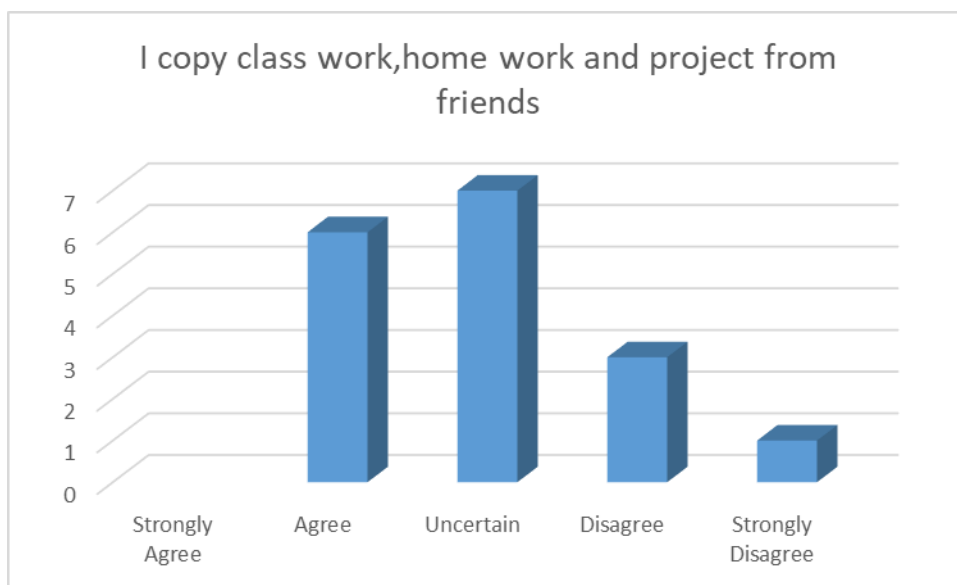
Boarder Boys' Opinions



Boarder Girls' Opinions

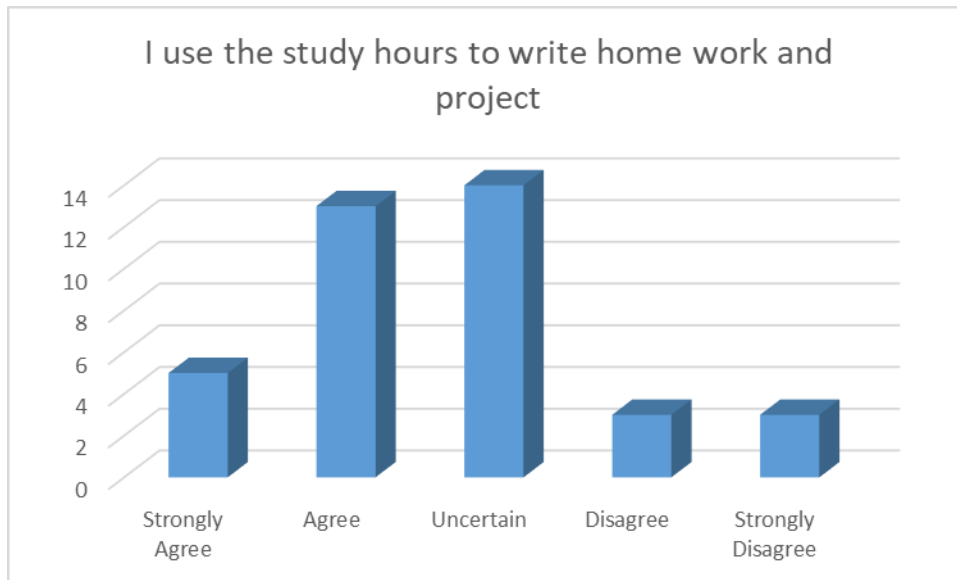


Day Student Boys' Opinions

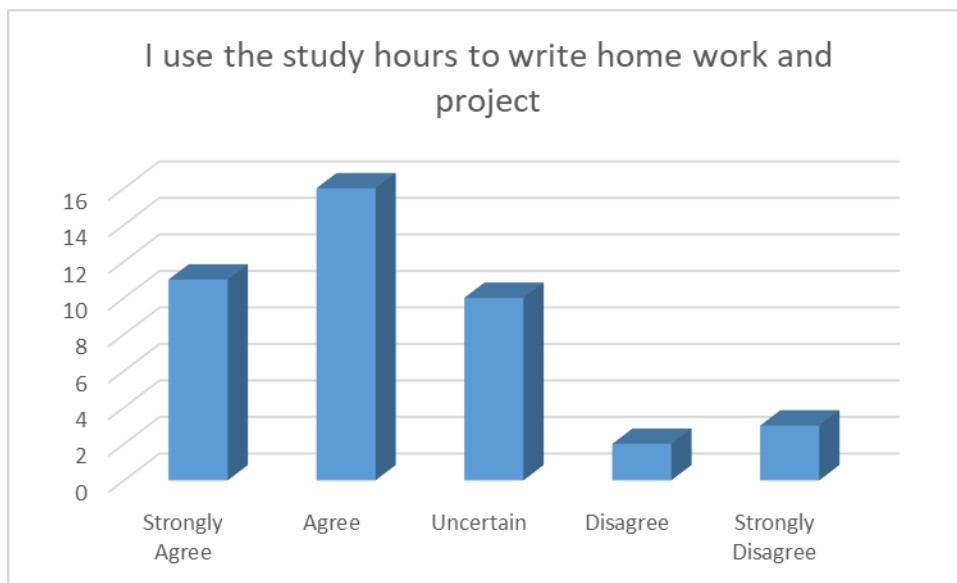


Day Student Girls' Opinions

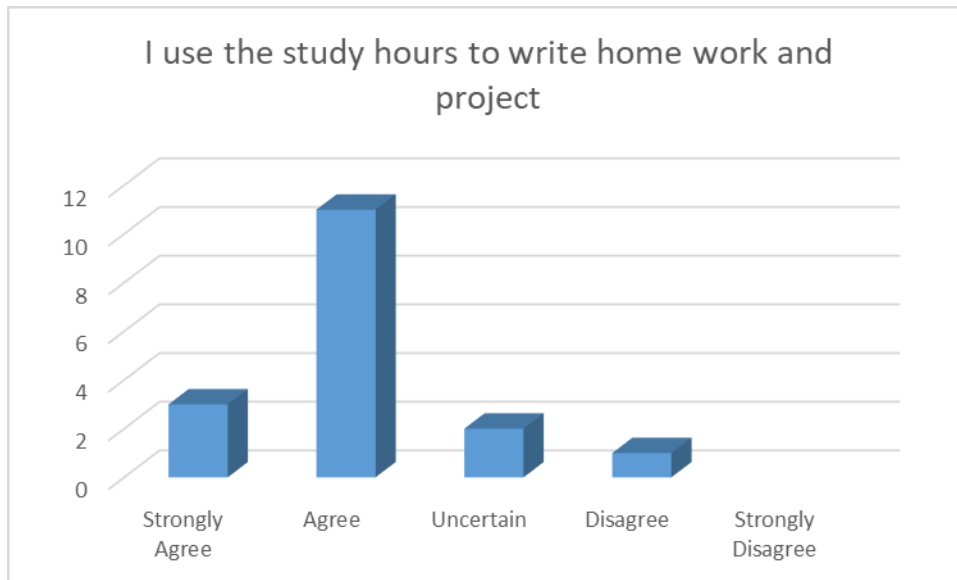
- 4) A good number of students both boarders and day students write home work and project during study hours. It seems they have less time to read or revise the lesson they had learned in the class. Some students suggested there should be homework time table. Some students said that they are burden with so many homework and notes to be copied.



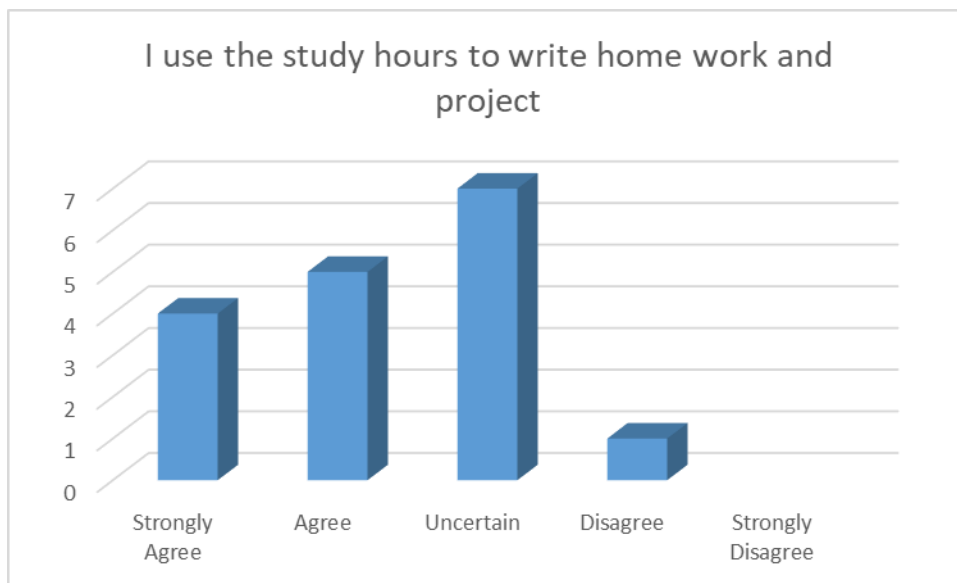
Boarder Boys' Opinions



Boarder Girls' Opinions



Day Student Boys' Opinions



Day Student Girls' Opinions

- 5) Students both boarders and day students are aware of the new assessment system.
- 6) Although both boarder boys and girls are informed of the school's vision and mission, a few day students are not aware of the same.
- 7) Although boarder students are access to internet facilities in school, a few day students do not have same facilities.
- 8) A few day student girls say that teachers do not give attention to every student in the class.

- 9) Some boarder boys are in the opinion that they have no enough time to study (reading and revising the lesson learnt in the class). But boarder girls and day student both girls and boys disagree and say they have enough time to study.

Part IV: If you have any comments or suggestions, write below.

After School or eight period we dont get free to fresh up because Monday, Tuesday and Friday we do pray and directly go to study and Wednesday and Thursday club and scout. We are heavy and pack schedule, little had a free to ~~study~~ study more on revision.

Student's view 1

Part IV: If you have any comments or suggestions, write below.

Negative

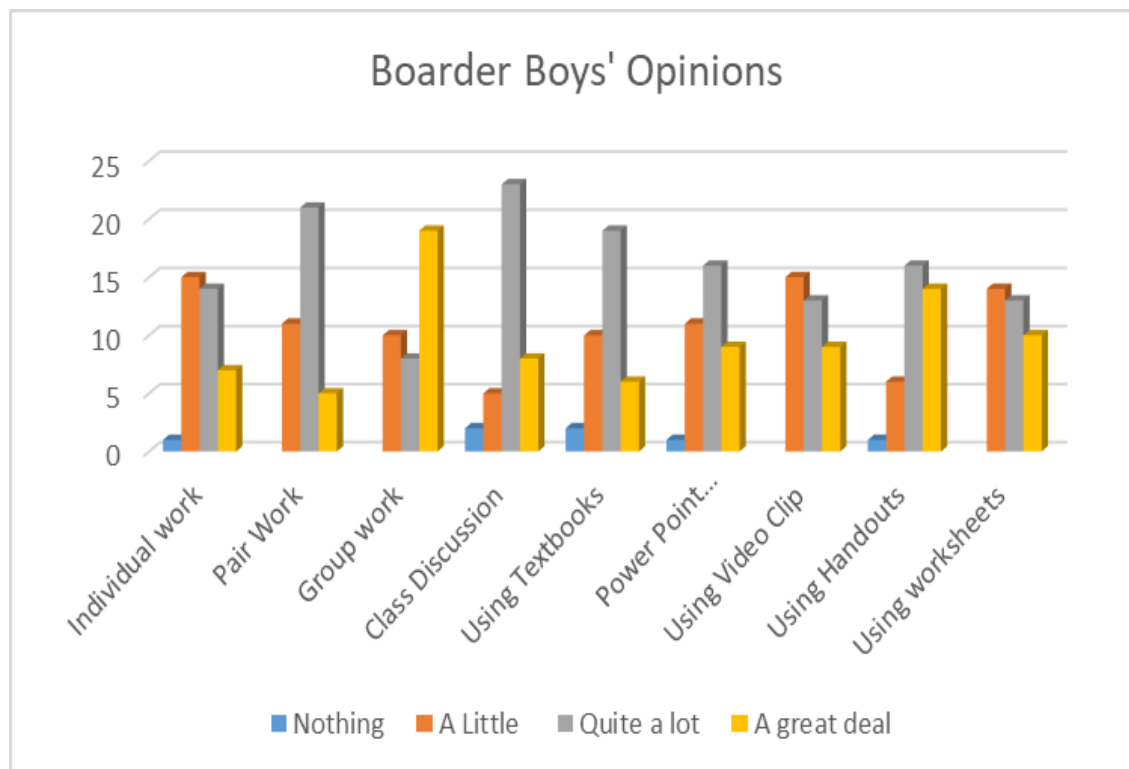
- * We students are suffering from 50 minutes in the school. On top of that we have to take extra classes, remedial and we dont get time to study in free times. Though we know that it is for our sake but our brain also needs rest.
- * We boarders dont get time for break and our schedule are always packed. During free time we used to ~~study~~ ^{we study but} do a self study but now only at study time ~~that~~ study time we have to write homework we dont get time and our exam is too near it gives us frequent sickness because of no rest. We need old time back!

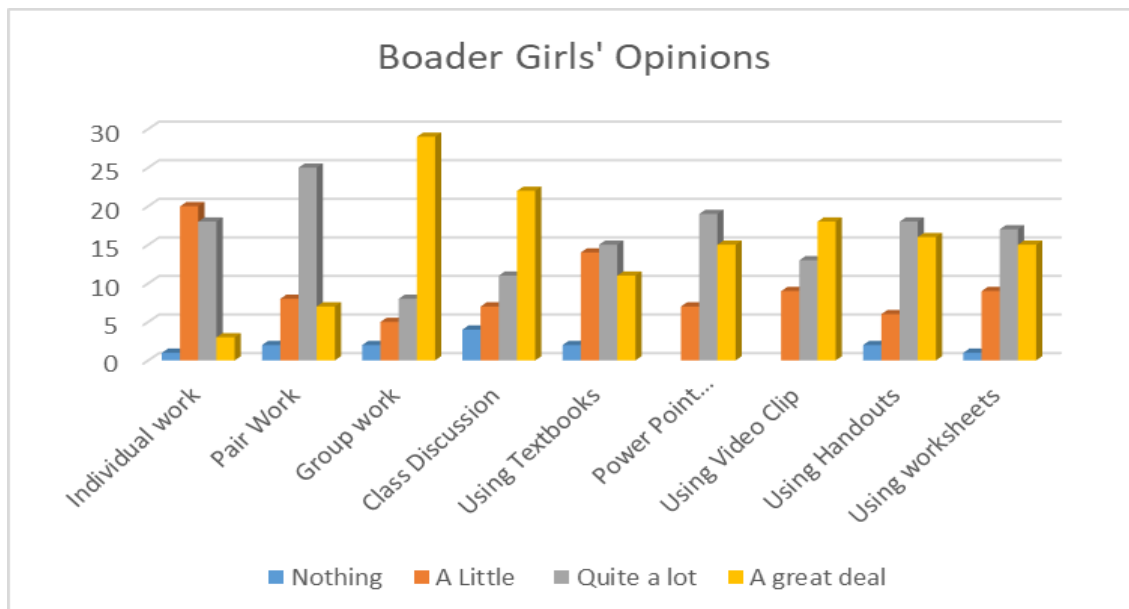
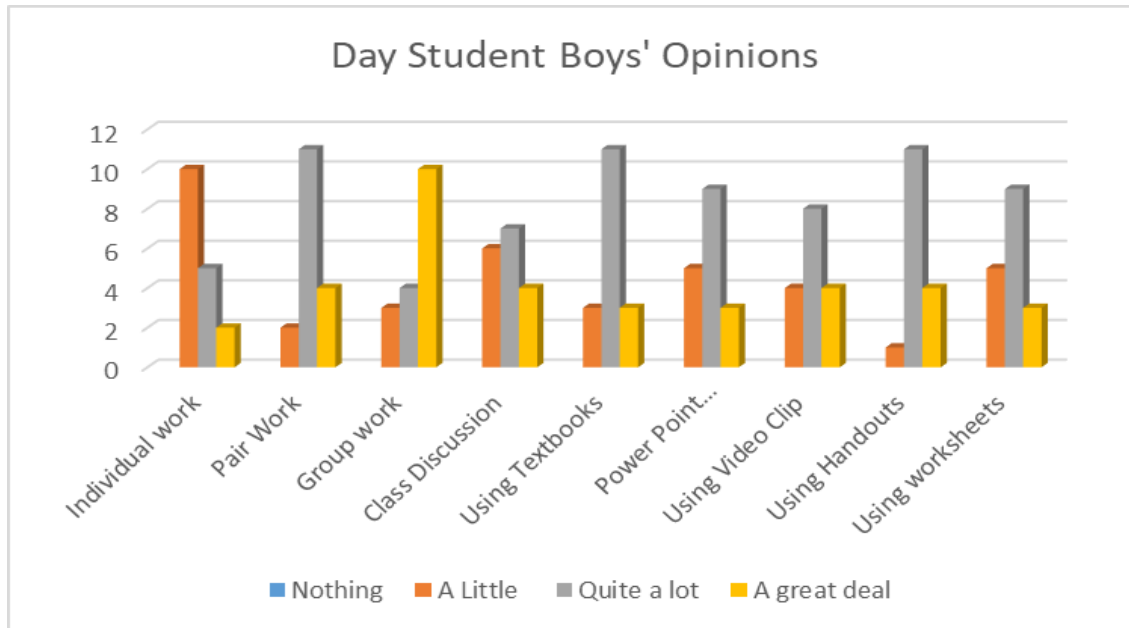
Positive

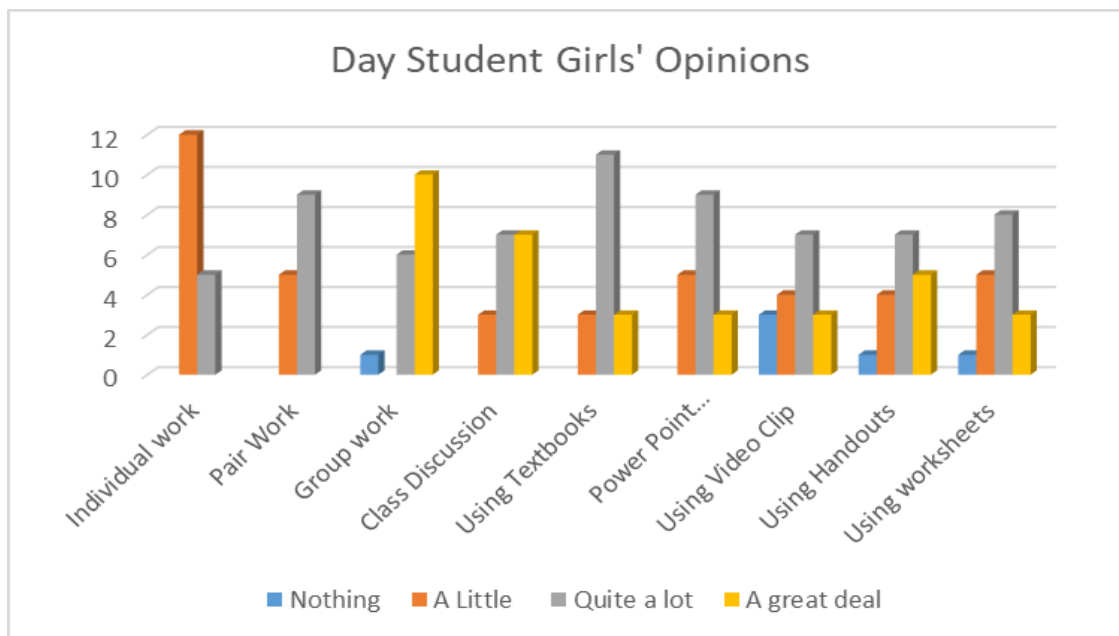
- * The warden and matrons are always guiding us during study hours which makes us more comfortable and happy. They help us in our study though teaching staff are not available.
- * Because of councillor we got study tips for exam and we thank for it la!

Student's view 2

- 10) All respondents agree and say that they may learn well, if the green board is replaced by white board and marker pens in the class.
- 11) In Part III (Pedagogy), all the respondents agree and say that teachers practice all the strategies either often or occasionally except the teachers do not take students to outside visit for learning.
- 12) All the respondents agree and say that they learn a little from an individual work organized by teachers in the class.







- 13) Boarder boys also say that they learn a little from the video clip shown by a teacher in the class. But boarder girls and day students both boys and girls say that they learn quite a lot from the video clip shown by teachers in the class.
- 14) Generally all the respondents say that they learn quite a lot and a great deal from the group work, pair work, and power point presentation etc.

Suggestions and Recommendations

- 1) School should make boarder girls have visions for their future life.
- 2) School should talk with parents of the day students and suggest some control measures
- 3) School should discuss and develop a policy to address the issue (copying homework and project writing from friends)
- 4) School should also discuss and develop a policy to address the issue of writing homework and project during study hours
- 5) Since a few day students are not aware of the school's visions and missions, these students should be informed the same.
- 6) Also a few day students do not have access to internet facilities, school should discuss and come up ways and means to make them access to internet facilities.
- 7) Although, majority of students say that they have enough time for their study, some boarder students have different perspectives. They (32.4%) say they have heavy schedule and they do not have time to study. They feel that they are burden with so many activities. School may review the school's timing.
- 8) Students also express their concerns to update teaching learning materials in the class. Students say that green board may be replaced by white board and chalk by marker pens.

- 9) Students expressed that teachers practice varieties of strategies either often and occasionally. But they have reservations for some teaching methodologies. For example, they expressed that they learnt a little from the individual work given to them. A few of them even mentioned that they learnt a little from video clip shown to them in the class. Therefore, teachers should rethink of the mentioned teaching strategies and find the ways and means to improve the pedagogical practice.

Conclusion

This is the first research paper carried out in the school to find out the factors which might have influenced the students' academic performance. As mentioned in the Statement of Study in the beginning that in the last few years our school's performance has decline and we felt that a research done and find out where goes wrong and rectify it at the earliest.

As per the findings and suggestions, school may review its policies and address the issues. We pray and hope that it may bring improvements in the system and students may receive benefits from this research.

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