

Action Research On

How can we improve the academic achievement of upper primary students (IV - VI)?

Tshatsi Primary School

Tshering Yangzom (yangzomtshering52@education.gov.bt)

Sonam Pema (sonampema24@education.gov.bt)

Sonam (puenchas@education.gov.bt)

INTRODUCTION

Academic achievement refers to performance outcomes in intellectual domains taught at school, college, and university. As an indicator of intellectual education, academic achievement is the most important prerequisite for individual and societal prosperity.

Academic achievement motivation is critical particularly amongst the primary school students. With this motivation, individuals gain the essential momentum to successfully complete a task, achieve a goal or a certain degree of competence in their effort, so as to finally be able to acquire the required success in learning and academic achievements in the later part of life. But then, to experience the real excitement of success, one must experience bitterness of failure for once, and from our errors we can learn more than learning from our success, and this does not mean that children should deliberately fail to succeed, no one accepts that.

As a teacher we should look at failed experiences positively after going through them, to draw the required experiences for success then to invest failure in order to succeed and changing it from a painful memory to a situation providing us with the better performance from our children throughout the academic year. Childrens' failure in not achieving our academic goal does not mean giving up as long as it would not be the last objective in a person's life, but it should become a motivation for success and a ladder to climb and moving towards the best to achieve the goals and objectives. In fact, childrens' failure is always associated with frustration and fear because of its relation to punishment from teachers, parents and other which takes a form of disrespect, rebuke and punishment either physical or moral like, beatings and neglecting. Though, the fear of failure, committing mistakes, permanent feeling of guilt and not trying to succeed are the failure itself.

Therefore, it is on this premise that this paper examines the pertinent issues and measure in improving the quality in academic achievement of upper-primary students of Tshatsi Primary school.

I. PROBLEM STATEMENT

Though Tshatsi Primary School has done exceptionally well as per the ALS, 2021 (Academic Learning Score) and has even batched first among all the primary schools in the Dzongkhag, the result analysis of First-Cycle Examination 2022 is the concern of all. The result analysis of first-cycle examination 2022 showed the unsatisfactory result from upper primary level. As per the compact Annual Performance Agreement (APA) signing from teachers, Tshatsi Primary school aspires that school achieve 100% pass with the overall mean of 75%. However, the first-cycle result 2022, showed just 39.6 pass percent and 60.4 % failure from upper primary children with the mean of .

Upon the detailed analysis and deliberations during the consultative meeting over the first-cycle result, it was found that most of the teachers, students and parents are not satisfied with the result. Consequently, this may lead to frequent repetition of failure, despite their abilities that qualify them to get the best marks.

Therefore, the school sought to conduct this study to explore the factor affecting academic achievement of upper primary students and accordingly find measure to enhance the academic performance of the students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, Teacher-efficacy and psychological factors, namely, self esteem, self efficacy and motivation, have been used to explain academic achievement.

Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement. Sternberg (1997) proposed that learning styles are at least in part socialized, suggesting that they can, to some extent, be modified. Thus, being aware of learning styles of each child and their roles in academic achievement is taken as a great importance in this study.

Significance of the Study

The importance of study lies in the following points:

1. Explore factors affecting the academic performance of the upper primary students.
2. Formulate authentic interventions to enhance academic achievement of upper primary students.
3. Highlight and focus on the pedagogical layout of the 21st century teaching and learning process (Differentiated Teaching strategies and paradigm shift to Digital Pedagogy).
4. Help school in excelling academic achievement.

Research Question

Main question: How can we improve the academic achievement of upper primary students?

Sub-questions:

- 1-What are the factors affecting academic performance of upper primary students?
- 2-What are some of the most employed 21st century teaching and learning pedagogy in upper primary?

Aims of the research

- a) Find out the reasons that hamper academic achievements.
- b) Recognize the approaches to improve the classroom learning.
- c) Extract the required information using the data collection tools and interpret the data.
- d) Excel in academic performance.

Limitations of the Study

The study shall have only one limitation:

1. Limitation of time: The study will be carried out and applied during the academic year 2022. So, the time for intervention is limited.

II. LITERATURE REVIEW

The concept of academic failure can be defined as a stop of attempting because of the fear of committing errors; however, trying to achieve a goal can be considered a success even if it was less than expected. Aremu (2003) identifies poor academic performance as a performance that is adjudged by the examiner and some other significant as falling below an expected standard. Similarly Olivia Akrofi (June 2, 2020) states that, formal education is evaluated using academic performance and it is based on this that a learner is promoted to a higher class on the academic ladder.

Low academic performance is therefore a great concern for learners, teachers, parents and other stakeholders in the educational system. Academic performance is a huge challenge to learners because it is a product of their self-efficacy, teachers' efficacy, motivation, psychological and environmental interactions (Wayne, 2011; Samer & Mohammad, 2015).

II.i. Teachers' Self-Efficacy

The role of teacher has a huge impact on the learning process of students. Basically, teachers are vital for success or failure of an educational system; they implement the policies of an education system on the ground (Khurram & Sajida 2017). Thus, the more competent the teachers are, the more effective is the educational system. If the teachers are competent, they will impact students' performance. Teacher competency is based on self-efficacy (beliefs on own abilities) and lack of self-efficacy causes many psychological problems such as low confidence level and low self-esteem. Bandura (1997) defines self-efficacy as the organization of social, technical, and behavioral skills to achieve targets. Self-efficacy in the context of teaching refers to the ability to determine the outcomes of the students' work.

Teachers with a greater sense of self-efficacy beliefs are more willing to experiment new methods of teaching to meet the requirements of their students. Thus, sense of efficacy in a teacher has a strong positive impact on student performance (Gosky, 1988; Tschanne & Woolfolk, 2001) and if teachers have a low sense of self-efficacy, their students will show poor performance.

Shidler (2009) suggested that teachers with a high level of instructional efficacy believe more whole-heartedly in children's abilities to be successful and will devote more time and effort into the profession of teaching. Teachers with high self-efficacy will deliver content more clearly, using a more interesting delivery approach and will produce better outcomes (Vartuli, 2005).

Furthermore, these teachers will be more likely to reflect on their own practices and be more willing to adjust failed practices in an effort to better themselves within the profession (Vartuli, 2005). Goodwin (2010) furthers the key points made by Bandura (1997) and Tschannen-Moran and Hoy (2002) suggesting that good teachers possess a few simple, quantifiable attributes. Those include the ability to think quickly on their feet, knowledge of subject material, and knowledge of how to teach the subject material (Goodwin, 2010).

II.ii. Professional Development Programme

A strong correlation was also found between professional development programme to teachers and raised academic achievement (Bredeson & Scribner, 1996; Sparks, 1986). Hines and Kritsonis (2010) expand on professional development and the positive effects on student achievement stating that the model should: Consist of and engage teachers and tasks that reflect their work; Facilitate opportunities for teachers to ask questions about their practices; Provide teachers with the opportunity to observe and reflect and; Show teachers how their acquisition of these strategies meet the school's overall plan for addressing the instructional needs of students (Hines & Kritsonis, 2010, p. 9).

Principals also play an important role in modeling and empowering teachers to do their best and to continue to grow. Principals should make daily observations of the classrooms (Hines & Kritsonis, 2010). Additionally principals should hold post conferences with teachers that should provide them with opportunities for professional growth as well as effort feedback about their performance (Pintrich & Schunk, 1996).

II.iii. Mentor-Mentee System (Mentoring and Coaching)

A connection is established between student achievement and teacher interaction when using a mentor-mentee coaching to benefit students (Ross, 1992). Knight (2007) also expands on the mentor-mentee coaching model and found the program to be effective in Kansas. Ross (1992) found that student achievement was positively correlated with the use of personnel resources that effectively used a coaching model. Mentoring programs shows positive effects for mentees (e.g., better academic performance), as well as for mentors (e.g., more satisfaction) and the institution itself (e.g., reduced drop-out rates & academic excellence; Crisp & Cruz, 2009).

Outcomes of mentoring programs do not only depend on the aims of a mentoring program, but also on the form of the relationship between mentor and mentee. Mentoring relationships can be differentiated as informal or formal (Chao, Walz, & Gardner, 1992; Zachary, 2000). Informal mentoring relationships are spontaneous, grow out of informal interactions between mentor and mentee, and are not structured. Mentor competence and mentee commitment are important characteristics for the quality of a mentoring relationship (Mullen, 2007). Formal mentoring relationships are specified by the goals and the structure of a mentoring program, and the mentee is assigned to the mentor (Zachary, 2000)

Teachers and administrators will need to devote time organizing personnel and schedules to ensure teacher (mentor) and students (mentee) are placed in a common planning and working time. The benefits can outweigh the scheduling complications however. Hemric, Eury, and Shellman (2010) further affirm the need to better connect teacher with students by stating the importance of implementing empowerment structures within the school setting as an effort to promote greater student achievement through bettering the teachers that deliver critical content.

Coaching, according to Toll (2006), engages the teacher and students for 1-2 hours per week. In this model Shidler (2009) suggests that conversations are focused on specific goals, with each participant listening and observing one another to gather information, which will lead to a plan for accomplishing specific goals.

II.iv. Learner's Self-Efficacy/Regulation and Motivation

Self-efficacy, trusting one's abilities and powers for learning and performance, is a key trait for the academic success of the students (Hill, 2002). Gardner (1983) describes a self-efficacious individual as one who believes in "one's capabilities to organize and execute the courses of action required in producing given attainments." McCombs & Marzano (1990) and Martinez-Pons (2002) classify self-efficacy into two categories, one of which is academic self-efficacy and states that it reflects a student's perceived capability with respect to the tasks a student is expected to perform in academic domain. Ollendick, Dailey, & Shapiro (1983) define self regulation as the process to activate and sustain thoughts, behaviors and emotions in order to reach goals. When goals involve learning, self-regulation is converted to self-regulate learning. Self-regulated learners have a combination of academic learning skills and self-control that makes learning easier, so they are more motivated (Murphy & Alexander, 2000).

In order to achieve their goals, needs and instincts, human beings acquire the sufficient motivation. Particularly with respect to students, motivation for academic achievement is of great importance. By such motivation students are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their school (Mohamadi, 2006). Accordingly motivation defines the reasons behind student's behavior and determines why they behave in a particular way. Motivated behaviors are energetic, oriented and permanent (Omidian, 2006).

Experts have divided motivation into two major groups of internal motivation and external motivation. While the individual influenced by the external motivation with an independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task (Mohamadi, 2006). Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviors (Shahraray, 2007), and they have presented motivation for academic achievement as one of the preliminary constructs for defining such type of motivation. Motivation for academic achievement is attributed to behaviors which lead to learning and achievement (Masaali, 2007). In other words, motivation for academic achievement is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performance spontaneously.

III. METHODOLOGY

III.i. Choice of Paradigm

This study adopted pragmatism as a philosophy, a method or world view (ideology). Philosophically it is seen that pragmatism is the most important and the only authentic contribution of action research. Pragmatism is a world view or paradigm that should underpin most mixed-methods research (Dean Whitehead, Flinders University, 2017) that are designed to solve problem.

III. ii. Research Design

This study used quantitative method of research. Through systematic investigation of students' academic performance; quantifiable data are gathered, performed statistical, mathematical and computational techniques. Information are collected from statistical data of student's academic achievements using sampling methods and sending out online survey questionnaires and polls.

The reason of embedding this method is because quantitative research methods have been one of many methods designed to help the school system learn the skills needed to effectively manage systems of schools (Bruno & Fox, 1973; Kowalski, McCord, Peterson, Young, & Ellerson, 2011). More recently, as research has shown the effect of quantitative method is that administrators and the superintendent can have on schooling outcomes, such as growth in student achievement, the professional development of principals, and the influence over school faculty and community (Bird, Dunaway, Hancock, & Wang, 2013; Bowers, 2008, 2010b, 2015; Bowers & Chen, 2015; Bowers & Lee, 2013; Honig, 2003, 2008, 2009, 2012; Wallace Foundation, 2013)

III. iii. Sampling

The researchers used probability sampling from the population of study composed of 52 students (male and female) of class IV, V & VI. It is random sampling where the opportunity of selection is fixed and known, the result is unbiased.

III. iv. Data Collection Tools

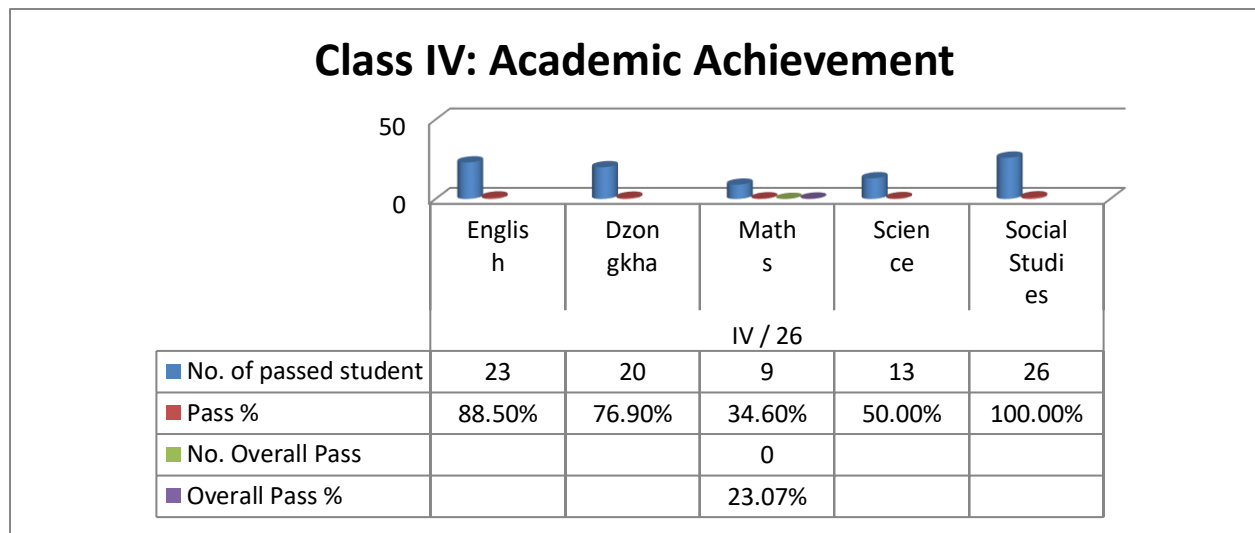
The data is collected for two times; 1 Base-line data and 2 Post intervention data after intervention. For both, the data collection tools are the same. The data is collected employing quantitative method of numeric data attained from student's academic score from first cycle and midterm examination. Statistic data is also collected through online survey questionnaires and polls.

III. v. Data Analysis

Data is analyzed using statistical analysis where findings are represented through graph, charts and the triangulation of baseline data and post intervention data.

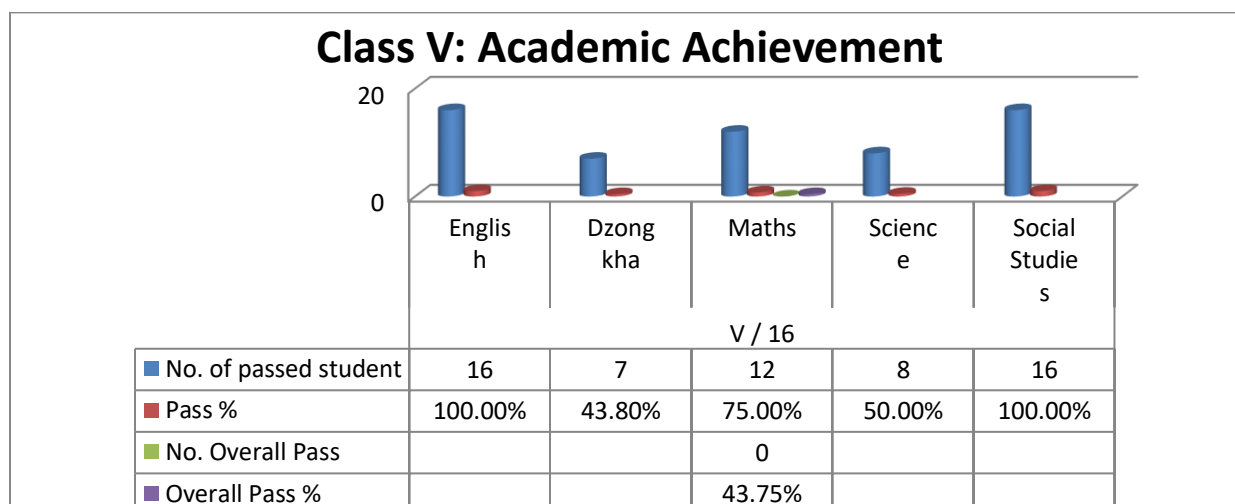
IV. BASELINE DATA

IV. i



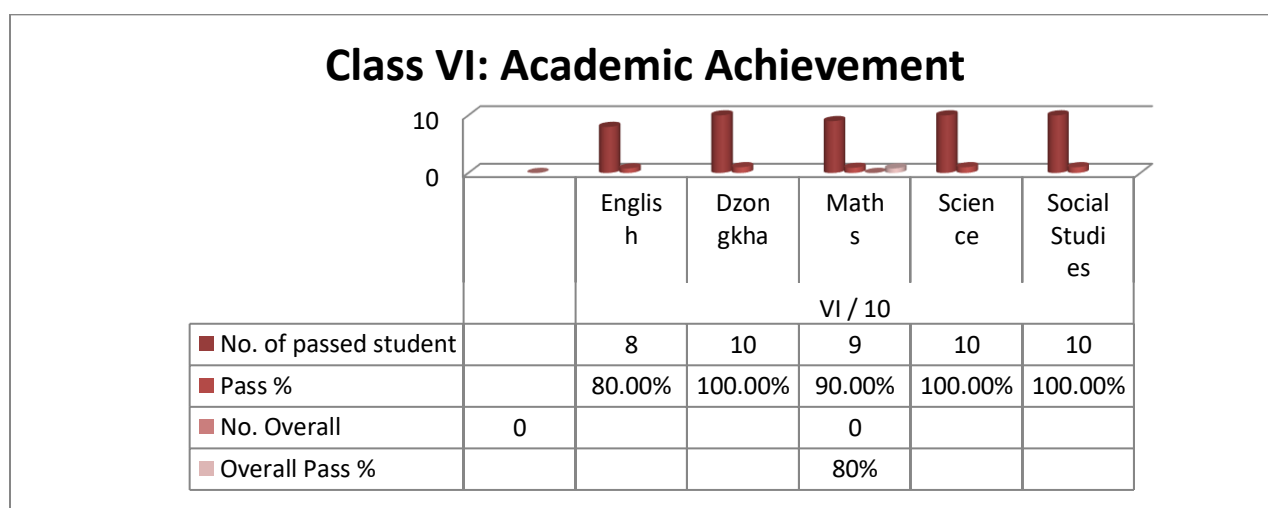
The above bar graph IV.i, shows the pass percentage of 26 students of Class IV in 5 subjects before the intervention. The Math subject has minimum pass percentage of 34.6% and the maximum in Social Studies with 100%. The pass percentages in other three subjects are 88.5%, 76.9%, 50% for English, Dzongkha and Science respectively. Out of 26 students (13 boys, 13 girls), 6 of them have passed (4 boys, 2 girls) making the pass percentage of the class to 23.07%.

IV.ii



As posited by graph IV.ii, the subject wise pass percentage of 16 students of Class V prior to the intervention. All the students have passed in two subjects i.e., English and Social Studies. However, only 43.8% of students have passed in Dzongkha and 50% of them have passed in Science. The percentage of passed students in Math subject is 75%. The overall pass percentage of Class V is 43.75% where 7 students (1 boy, 6 girls) have passed from total strength of 16 students (5 boys, 11 girls).

IV. iii



The baseline pass percentage of 10 students from Class VI in various subjects is shown in the above graph IV.iii. The Class VI students have 100% pass percentage in three subjects i.e., Dzongkha, Science and Social Studies. The pass percentage in English and Math's is 80% and 90% respectively. From the total of 10 students (6 boys, 4 girls), 8 students (5 boys, 3 girls) have passed making the overall pass percentage of Class VI to 80%.

Sample of IDP (Individual Development Plan) Template

Development Needs	Action Plan (recommended developmental intervention / resources needed)	Timeline

V.i,B: Individual Academic Road-Map

An academic roadmap was a strategic plan that defined a goal or desired outcome and included the major steps or milestones needed to reach it. It also served as a communication tool, a high-level document that helped us articulate strategic thinking ‘the why?’ behind both the goal and the plan for getting there. As stated by Arun Kapur (Serene Strength, 2020; p100), “A roadmap was a guide that allowed us to zoom into the individual pixel of an image without losing sight of the larger picture.”

The implementation process of roadmap was as follows:

- A specific amount of time was set right after the baseline data to work on roadmap.
- All teaching faculty had a roadmap born out of a desire to be better version of ourselves.
- Deliberated on individual roadmap over allotted time for presentation, so that, it had high level of richness and depth.
- Maintained check and balance to identify the progress and to celebrate the success through online shared drives.

Sample of Roadmap Template

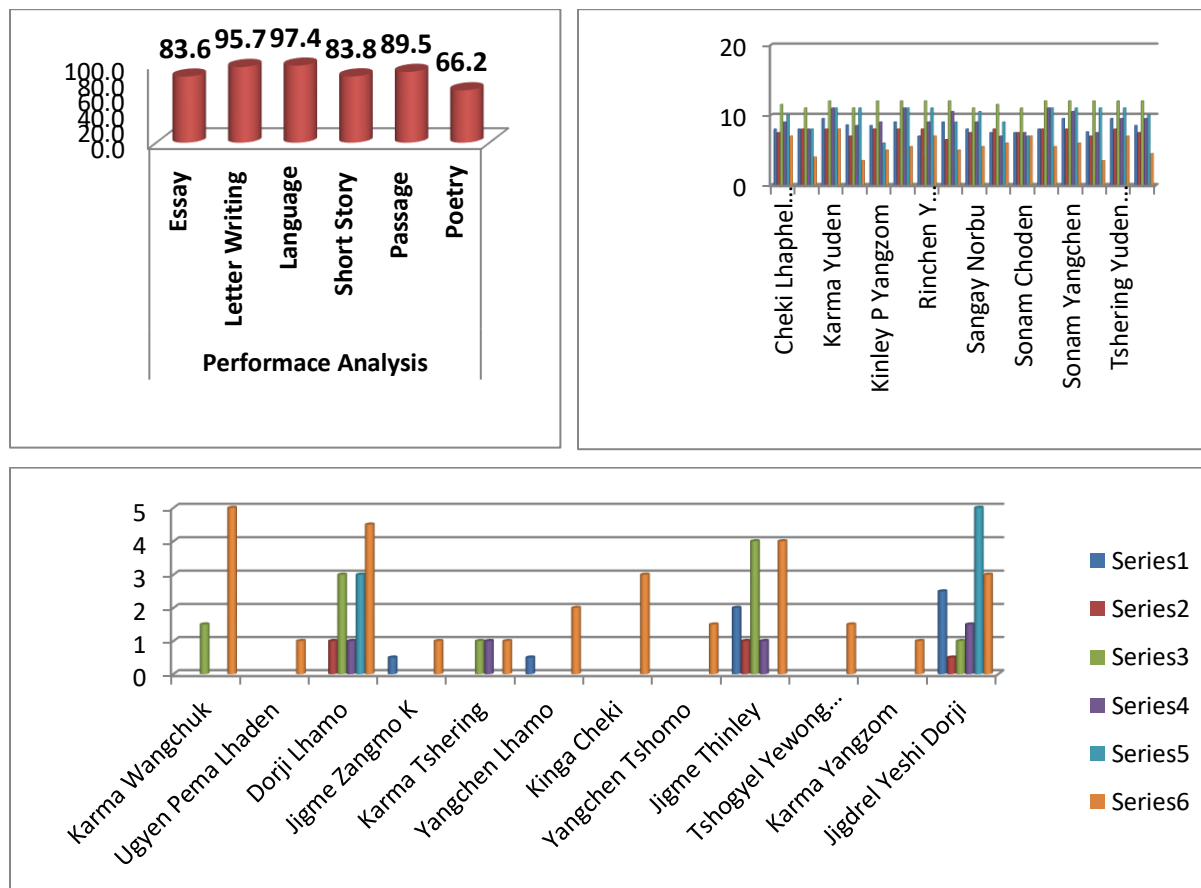
Areas of Development	Goals	Action Plan	Resources	Timeline	Watermarks	Remarks
Academic						
Intellectual						
Spiritual						
Emotional						
Physical						
Social						

V.i,C: Individual Subject Performance Analysis

The statistical analysis and evaluation of each subject examination result provided the theoretical basis for teaching quality and management. The statistical analysis of examination result was an important work for the management of examination. Its conclusions were the theoretical basis for teaching evaluation, research and reform. By analyzing examination results, the teachers got to know how much knowledge students have obtained.

Individual Subject Performance Analysis of each child by respective subject teacher helped us understand how our students are learning, and how they have performed in each area of the syllabus and competency area. We used the information to identify areas of strength and weakness in order to focus our teaching where it's most needed. The information also helped us identify overall trends of our school's performance and provide constructive feedback for individual students.

Few Sample of Subject Performance Analysis



V.i,D: Individual Feedback Analysis

Teachers' performance evaluation system or feedback was a potential tool for improving student's achievement by increasing the effectiveness of the teacher's workforce. By letting student give more frequent, specific feedback on classroom practice lead to improvements in teacher's performance and student's achievement. As part of the study, students provided feedback to teachers through the set questionnaires distributed in the form of 'Google Forms' on following performance measures:

1. Teachers' efficacy (Teaching style and methodologies)
2. Classroom Practices (Teachers' mannerism/Behavior)
3. Use of teaching learning materials
4. Timely assessment and interventions
5. Punctuality (Teachers' timely attendance in the class)
6. Areas of development (Change that teachers need to embed for better performance)

Sample data spreadsheet of feedback responses

Teacher X

1. How does your English Teacher teaches you in the class?	2. How do you define your English teacher based upon her teaching style?	3. My madam assess my work,	4. My teacher always come on time,	5. I can approach my teacher anytime.	6. My madam uses teaching learning materials.	7. What could be some of the improvement that you would love to see in your English teacher?
Outstanding	Outstanding	Everyday	Strongly Agree	Strongly Agree	Sometimes	All are ok.
Outstanding	Very Good	Twice in a week	Strongly Agree	Strongly Agree	Sometimes	All are good.
Outstanding	Outstanding	Everyday	Strongly Agree	Strongly Agree	Always	I request my teacher to keep it up with good teachings.
Outstanding	Outstanding	Everyday	Strongly Agree	Strongly Agree	Most of the time	I understand well and teach good
Outstanding	Outstanding	Twice in a week	Strongly Agree	Strongly Agree	Most of the time	I understand well
Outstanding	Outstanding	Everyday	Strongly Agree	Strongly Agree	Never	all are find.
Very Good	Very Good	Twice in a week	Strongly Agree	Agree	Always	Yes

Teacher Y

1. How does your English Teacher teaches you in the class?	2. How do you define your English teacher based upon her teaching style?	3. My madam assess my work,	4. My teacher always come on time,	5. I can approach my teacher anytime.	6. My madam uses teaching learning materials.	7. What could be some of the improvement that you would love to see in your English teacher?
Outstanding	Outstanding	Everyday	Strongly Agree	Strongly Agree	Sometimes	Fine la
Very Good	Very Good	Once in a week	Agree	Strongly Agree	Sometimes	OK
Good	Outstanding	Everyday	Strongly Agree	Strongly Agree	Always	Teach good
Outstanding	Outstanding	Once in a month	Agree	Disagree	Sometimes	Talk less
Good	Good	Once in a month	Agree	Disagree	sometimes	If not angry fine la
Good	Good	Twice in a month	Agree	Agree	Never	Smile in class la
Very Good	Very Good	Once in a week	Agree	Agree	Never	Please don't angry

V.ii. Professional Development Programme at school

Teacher professional development is a common practice used in schools. With the ongoing transition of paradigm shift in the education system, it is inevitable that we as a teacher we need to have a continual professional development programme as an obligation that is committed in improving student's academic achievement. As addressed by His Majesty the Fifth King in March 31, 2014, we cannot give what we do not have. So to meet the challenge of running schools in the 21st century, school management and teachers made sure to document ourselves to attend minimum of 100 hours of professional enhancement programme.

Record of Professional Development Programme attended by each teacher

Topic	Facilitator	No. of Participants	Hours
Placed Based Education (SBIP)	Mr. Sangay Dorji (Teacher)	12	12 hours
Action Research (SBIP)	Mrs. Tshering Yangzom (Teacher)	12	5 hours
Driglam Namzha (SBIP)	Mr. Lodroe Zangpo (Teacher)	16	4 hours
EMIS V2 (SBIP)	Mrs. Nidup Tshomo (ADM)	12	12 hours
New SPMS (SBIP)	Mr. Sonam (Principal)	12	4 hours
Digital Literacy (SBIP)	Mr. Sangay Wangpo & Mrs. Tshering Yangzom (Teacher)	12	4 hours
BPST (NBIP)	Mrs. Tashi Ihamo and Mrs. Yuden (TPSD)	8	2 hours
EMIS V3 (SBIP)	Mrs. Karma Dema (Ast. ADM)	12	5 hours
ASE (UpShift) (SBIP)	Mr. Chopel (Teacher)	12	20 hours
Coding and CodeMonkey (SBIP)	Mr. Sangay Wangpo & Mrs. Tshering Yangzom (Teacher)	12	4 hours
Orientation on school working Documents (SBIP)	Mr. Sonam (Principal)	16	6 hours
New Assessment Criteria (SBIP)	Mr. Sonam (Principal)	7	2 hours
Mindset towards Mathematic (SBIP)	Mrs. Sonam Pema (Teacher)	7	4 hours
Whole School Scouting Programme (SBIP)	Mr. Sonam (Principal) & Mrs. Tshering Yangzom (Teacher)	12	4 hours
Students Safety Measures (SBIP)	Mr. Sangay Wangpo & Mrs. Sonam Pema	12	3 hours
Cultivating reading and writing habits	Mrs. Chador Wangmo (Writer)	12	2 hours
Menstruation and Hygiene Management (SBIP)	Mrs. Sonam Pema	14	2 hour
Digital Teacher (NBIP)	Mr. Sonam Tobgay & Ms. Phuntsho Wangmo	7	4 hours
Instructional Leadership	Mr. Sonam	8	2 hours
Academic Roadmaps	Every Teachers	8	2 hours

V.iii, Mentor-Mentee Coaching

It is hard to mention a single type of mentoring intervention done, since every mentoring process had different needs and purposes. The basic layout of the process was;

- Each teachers were assigned with 13 students (Teacher as mentor and students as mentee)
- Need analysis was done in the first stage of the program (Mentor and mentee came together and determined the needs and goals for designing a mentoring program)
- Implementation of the planned programme
- Evaluation of the executed program to succeed and to be effective

IV.iii.A: Mentor-Mentee Circle Time

Every Wednesday, the morning SUPW and assembly was called off and that time was used for ‘mentor-mentee circle time’. It happened in both informal and formal setting where mentor engaged mentee for 1hour per week. In that model conversations were focused on specific goals, with each participant listening and observing one another to gather information, which led to a plan in accomplishing specific goals.

V.iii. B: Feedback and Remediation

Constructive feedback and remedial teaching was another solution adopted for low achievers. The process involved, identification of the low achievers, application of remedial teaching with regular assessment and individual performance analysis which guided teachers to understand the effectiveness of the remedial teaching. The goal of remedial instruction was to provide low-achieving students with more chance to reinforce the basic knowledge in common subject and competency, so that they met minimum academic standards.

The tables given below are some of the assessment techniques that school adopted to explore the student’s level of academic performance and according assist with the remediation program.

Assessment Guidance templates for teachers

Quarter	Activity	Monitoring and Evaluation documents and strategies
First Quarter (Apr-May)	Diagnostic Test	A diagnostic test with Table of Specification (ToS), Analysis of students score, re-reading Assessment Tools
	Profiling of the learners	Learner's profile form
	Formative and summative assessment	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	1st Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
	Computation of Grades	E-Class Record, Grade Sheets, Consolidation of Grades in All Learning Area
Second Quarter (June-July)	Formative and summative assessment	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	2nd Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
	Computation of Grades	E-Class Record, Grade Sheets, Consolidation of Grades in All Learning Area
Third Quarter (Sep-Oct)	Formative and summative assessment	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	2nd Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
	Computation of Grades	E-Class Record, Grade Sheets, Consolidation of Grades in All Learning Area
Fourth Quarter (Oct-Nov)	Formative and Summative Assessment	Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	4th Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
	Achievement Test	Achievement test with TOS, Frequency of Scores, Diagnostic test and Achievement test Results Form with Mean Percent Increase, Post-reading Assessment and Reading Profile Report
	Computation of Grades	E-Class Record, Grade Sheets, Summary of Quarterly Grades, Consolidation of Grades in All Learning Areas, Report on Promotion and Learning Progress and Achievement

Remediation program after the assessment

Remedial Program was an additional learning program designed to close the gap between **what a student knew and what he/she was expected to know**. The program helped struggling learners shore up for their basic skills. This extra support offered more individualized instructions than full class instruction and it was conducted at the students pace. The subject teachers focused on those children who did not meet the target set by the concern subject teachers.

Methods:

Who	When	Where	How
The subject teachers focused on children who did not meet the target set by the concern subject teachers.	The concern subject teachers conducted the remedial programme during lunch break, interval time and after 8 th period according to the interventions action plan.	Any open space as per the convenient of the teacher and the students <i>within school compound only</i> .	The extra support offered more individualized instructions than full class and it was conducted at the students pace.

Few Samples of Remediation Action Plans and Timetable are given below;

(Remediation Action Plan of Teacher Y)

1. Essay Writing		
Name	Action	Timeline
1. Rinchen Yezer Wangmo	1. Reteach the concept and format of narrative essay.	8/10/2022
2. Sangay Pem	2. Discuss and deliberate on (Brainstroming, Topic Webbing, Drafting and Prewriting)	15/10/2022
3. Sonam Choden	3. Design a lesson on three components of essay writing (Introduction, Body part and Conclusion)	22/10/2022
4. Tshering Samdrup	4. Provide children with duplicating paper and let them write atleast 5 narrative essay following the writing Process.	29/10/2022
		5/11/2022
		12/11/2022 - 30/11/2022

(Remediation Action Plan of Teacher Y)

Chapter 6 (Guru Rinpoche & Lord Buddha)		
Name	Action	Timeline
1. Dorji Lhamo	1. Reflection on the chapter (KWL- Chart)	2. 1) 12/10/2022
2. Jigdreng Yeshe Dorji	Reteach the Concept that are not clear (Impt. Points)	2) 13-9/10/2022
3. Rinzin Chophel	3. Show a documentary movie of Guru Rinpoche & Lord Buddha	3) 17/11/2022
4. Karma Rangdrol	4. Let children read a book 'Life of Lord Buddha' amd conduct book talk and write book review	4) 22/11/2022
5. Namgay Yangzom	5. Quiz on the chapter	
6. Dorji Wangchuk	6. Chapter Test with all level of competency questions	
7. Tshering Penjor		
8. Kintsho Kelden Tshoki		

V.iv. Learner's Self-Efficacy and Motivation

To help children reach up to the optimum level of their academic-self efficacy and also to stimulate their capabilities and intrinsic motivation in completing task, the school faculty facilitated following intervention strategies:

1. To Increase Self-Efficacy

- Morning Study Time:* Student's call of duty started as early as 5:50 am. For the duration of 20 minutes (5:50 am to 6:10 am) students were made offer prayers for their inner peace and contentment. After that for the duration of 1 hour (6:20am to 7:20am) children were engaged for independent/ self-study time under the stick and constructive monitoring of teachers on regular basis.
- Evening Study Time:* Right after the instructional hour i.e. 3:20pm, for the duration of 40minutes (3:20 to 4:00pm), children were engaged for the reflective sessions where they wrote reflections on what they have learnt during the day and also completed their

homework. For the duration of another 1 hour (6pm to 7pm), children were engaged for the evening study time as same as the morning study hour.

- c. Night Study Time: Similar to morning and evening study hour, children were also engaged for the night self study time from 8pm to 9pm under the monitoring of warden and matron.
- The important, yet another intervention is that the morning and evening study time were stretched when nearing the examination time. (Morning study hour started as early as 4:30 to 5am, evening study hour started as early as 4:30 to 5 pm and night study prolonged to the furthest of 11pm)

2. To Increase Motivation

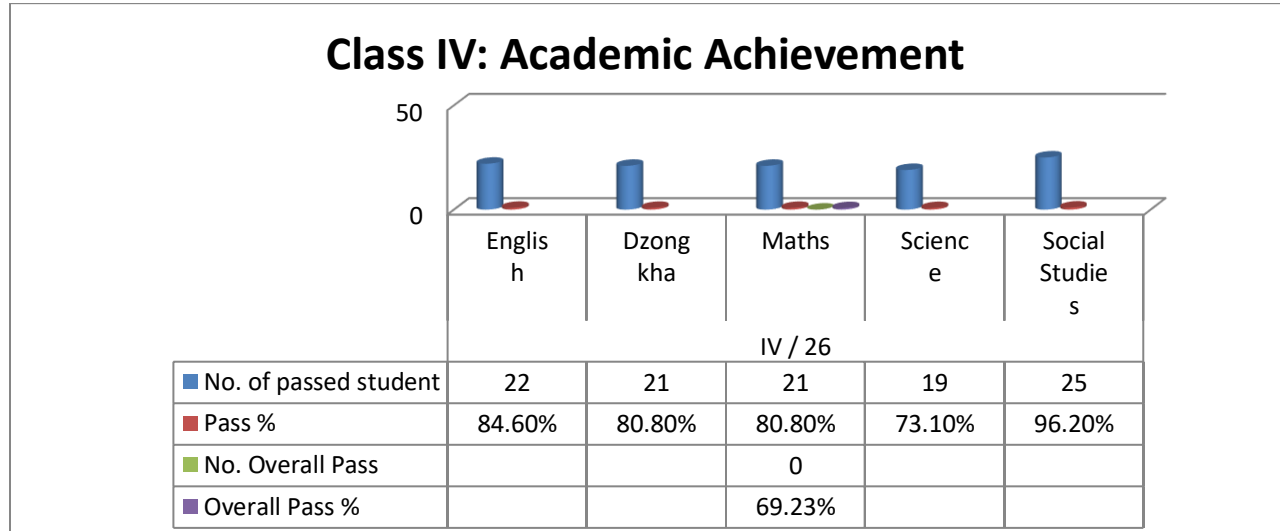
Though intrinsic motivation such as verbal reinforcement and gambits occurred on the daily basis, school also identified the prominent activities and provided extrinsic motivations such as token of appreciation and merit of certificates and etc... Few samples of activities and motivational awards are as listed below.

Activities	Recognition Award
Academic Toppers	Token Prize and Certificate of Merit
Best Speaker from each class (Morning speeches)	Certificate of Appreciation
Highest Reader (No. of book read, reviewed and book talk)	Certificate of Appreciation
Best performer during the literary activities	Token Prize
Excellence in academic as well as behavior	Nominations for the better scope of study

VI.POST INTERVENTATION DATA

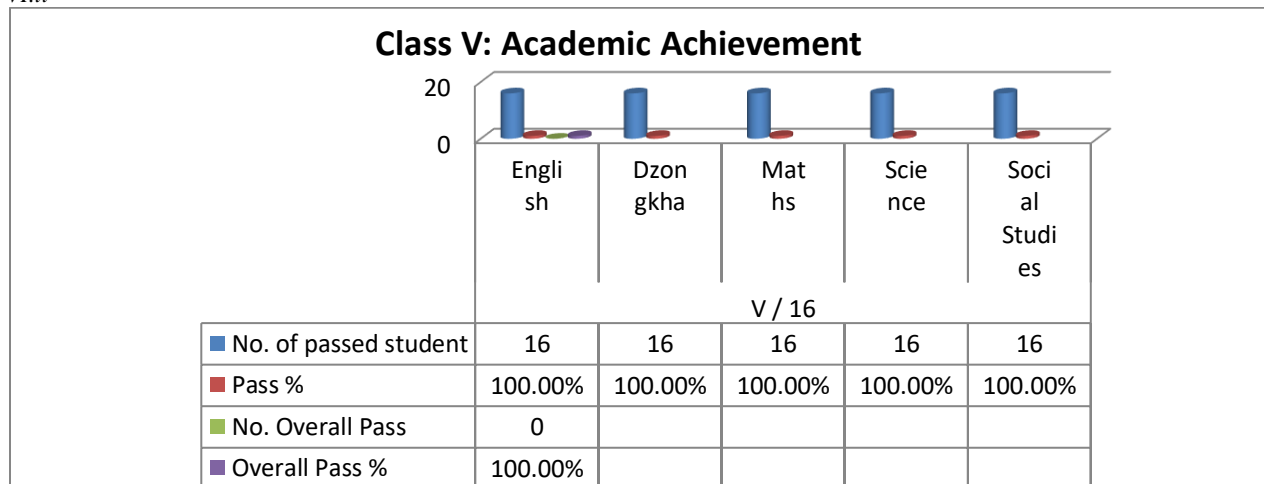
The post intervention data is the students' performance in various subjects after the intervention was carried out by the teachers.

VI.i

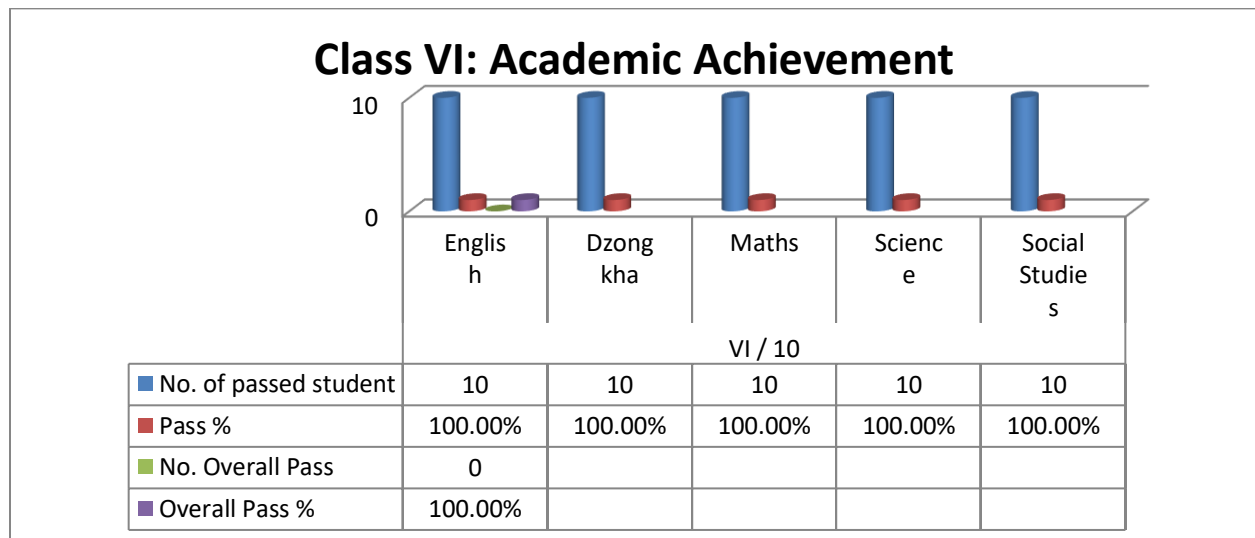


The above graph VI.i, shows the subject wise post intervention performance of the 26 students of Class IV. The Science subject has minimum pass percentage of 73.1% and the maximum in Social Studies with 96.2%. The pass percentage in Dzongkha and Maths is equal i.e., 80.8% and the English has 84.6%. Out of 26 students (13 boys, 13 girls), 18 of them have passed (9 boys, 9 girls) lifting the overall pass percentage in Class IV to 69.23%.

VI.ii



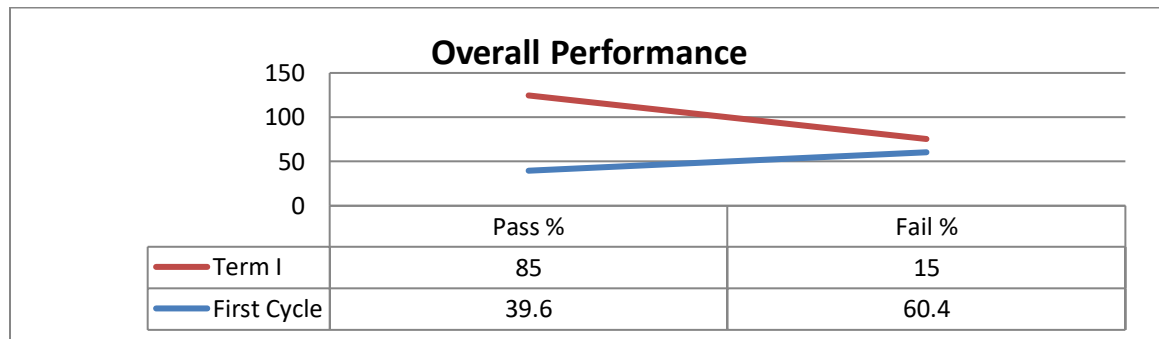
As depicted by above graph VI.ii, the subject wise pass percentage of 16 students in Class V after the intervention. All the students have passed in all the subjects making the overall pass percentage to 100%.



The post intervention performance of 10 Class VI students in various subject is shown in the Table 6. All the students of Class VI have passed in all the subjects, making 100% overall pass percentage.

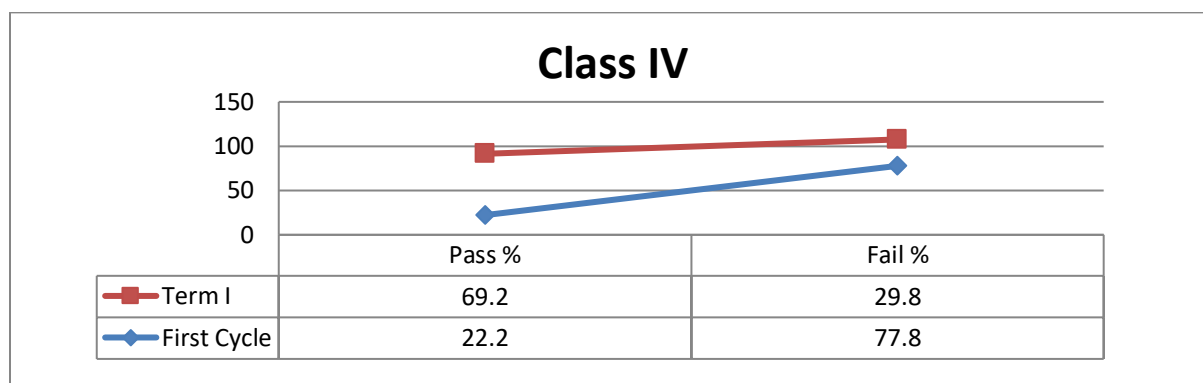
VII DATA TRIANGULATION (Baseline & Post-Intervention Data)

VII.A



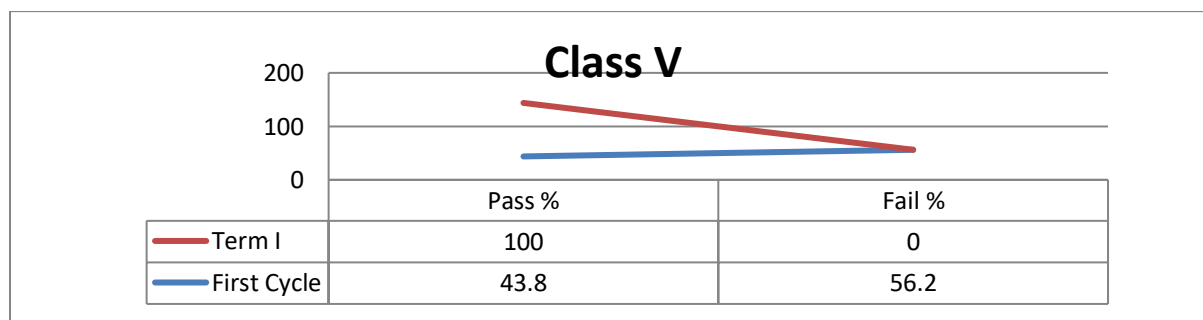
From the correlation of base-line data and post-intervention data, it is found that there was huge improvement towards children's academic performance. As posited by the above line graph (VI. A), there is huge difference between the pass and failure percent of the first cycle and second cycle performance. In the first cycle, the overall pass percent was only 39.6% (9 out of 24 boys and 12 girls out of 29 girls), where as the failure percent was 60.4% (15 boys out of 21 and 17 girls out of 29). In second cycle/Term I, the overall pass percent 85% (17 out of 21 boys and 25 out of 29 girls) where as fail percent was only 15% (4 out of 21 boys and 4 out of 26 girls)

VI. B



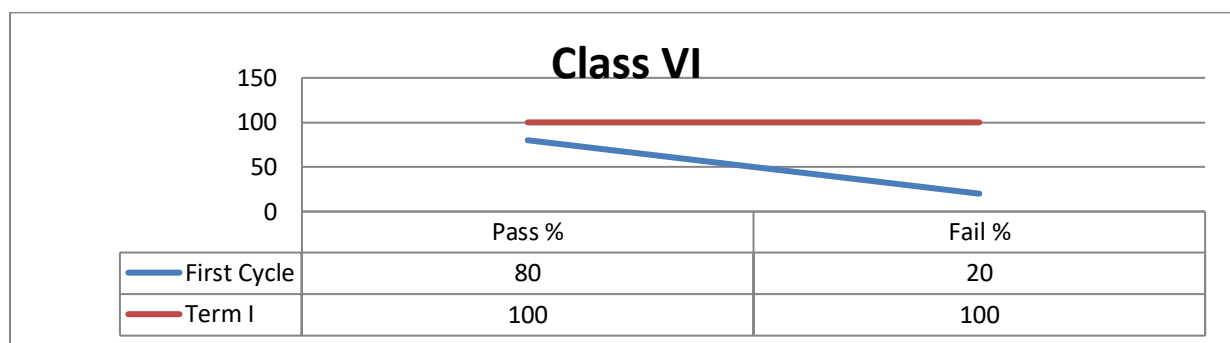
As depicted by the above graph (V. B), the correlation of base-line data and post-intervention data of class IV academic performance, it showed vast difference children's performance in first cycle and second cycle. In the first cycle, the pass percent was only 22.2% (4 out of 13 boys and 2 out of out of 13 girls), where as the failure percent was 77.8% (9 out of 13 boys and 11 girls out of 13 girls). In second cycle/Term I, the pass percent 69.2% (9 out of 13 boys and 9 out of 11 girls) where as fail percent was only 29.8%(4 out of 13 boys and 4 out of 11 girls)

VI. C



As formulated by the above graph (V. C), the correlation of base-line data and post-intervention data of class V academic performance, it showed drastic improvement in children's performance in first cycle and second cycle. In the first cycle, the pass percent was only 43.8% (1 out of 5 boys and 6 out of out of 11 girls), where as the failure percent was 56.2% (4 out of 5 boys and 6 out of 13 girls). In second cycle/Term I, the pass percent 100% (5 out of 5 boys and 11 out of 11 girls) where as fail percent was 0.00% (Nobody failed in second cycle)

VI. D



As formulated by the above graph (V. D), the correlation of base-line data and post-intervention data of class V academic performance, it showed improvement in children's performance in first cycle and second cycle. In the first cycle, the pass percent was 80% (5 out of 6 boys and 3 out of 4 girls), where as the failure percent was 20% (1 out of 6 boys and 1 out of 4 girls). In second cycle/Term I, the pass percent 100% (6 out of 6 boys and 4 out of 4 girls) where as fail percent was 0.00% (Nobody failed in second cycle)

VII. FINDINGS AND DISCUSSIONS

The finding of this study formulates that, Teacher's Self-Efficacy, Professional Development programme for teachers, Mentor-Mentee programme, Learner's Self-Efficacy and Motivation plays an integral part in enhancing the academic performance of children as stated by (Wayne, 2011; Samer & Mohammad, 2015). With numerous interventions placed with teacher's efficacy, such as; IDP (Individual Development Plan), Academic Roadmap, Individual Subject Performance Analysis and Feedback Analysis received from children, this study held the view that student performances are linked with teacher's self-efficacy as stated by (Gosky, 1988; Tschanne & Woolfolk, 2001).

This study also proved that there is a strong correlation between professional development programme to teachers and raised in academic achievement as cited by (Bredeson & Scribner, 1996; Sparks, 1986). With huge interventions on teacher's professional development programme and with the attainment of 105 PD hours by each teacher, it justified that PD

programmes to teachers helped in acquisition of strategies that met the school's overall plan for addressing the instructional needs of students as posited by (Hines & Kritsonis, 2010, p. 9).

Selvarajan and Vasanthagumar (2012) recommended that remedial teaching is one of the most acceptable solutions for low achievers. Therefore, this study identified some of the low achievers children through the individual subject performances analysis and applied remedial teaching through mentor-mentee coaching with regular assessment and analysis are carried to understand the effectiveness of the programme. Therefore this study agrees furthermore Crisp & Cruz, 2009, who stated, Mentoring programs shows positive effects for mentees (e.g., better academic performance), as well as for mentors (e.g., more satisfaction) and the institution itself (e.g., academic excellence)

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable change in learners through appropriate methods. With differentiated teaching strategies implemented in interventions to enhance learner's self-efficacy and motivations, the findings supported Chang (2010) who sustained that teaching methods work effectively especially if they suit learners' needs since every learner interprets and responds to questions in a unique way. As posited by (Mohamadi, 2006), enhancing student's self-efficacy and motivation stimulated students to successfully complete an assignment, achieving a goal or a degree of qualification in second cycle examination (Post-intervention data).

As mentioned by Mohamadi (2006), this study agreed that through motivation students are stimulated to successfully complete an assignment, achieve a goal or a degree of qualification in their school. With many interventions as stated in section VI.iv, through both intrinsic and extrinsic motivations it helped in defining the reasons behind student's behavior.

VIII. RECOMMENDATIONS

This study proposes following recommendations;

1. School should continue to embrace programmes to augment;
 - ✓ Teachers' Self-Efficacy (Classroom observation, IDP, Academic Roadmap)
 - ✓ Professional Development Programme for the teachers
 - ✓ Learners' Self-Efficacy and Recognition Awards
2. Teachers should continue enhancing;
 - ✓ Mentor-Mentee Coaching
 - ✓ Validation of data attainment of each subject performance form every child in each competency
 - ✓ Analysis on feedback received from children and execution of feed-up and feed-forward.
 - ✓ Incorporating differentiated teaching strategies to address learners variability
3. This study also recommends the fellow teachers to conduct similar research in their respective subject and teaching classroom to further authenticate the findings and also to further bring excellence in academic achievement.

REFERENCE

- Ayeni, A.J. 2011. "Teachers professional development and quality assurance in Nigerian Secondary Schools," *World Journal of Education*, 12:143-149
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York, NY: W.H. Freeman and Company
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bowers, A. J. (2008). *Promoting Excellence: Good to great, NYC's district 2, and the case of a high performing school district*
- Bowers, A. J. (2015). Site Selection in School District Research: A Measure of Effectiveness Using Hierarchical Longitudinal Growth Models of Performance. *School Leadership & Management*, 35(1), 39-61. doi: 10.1080/13632434.2014.962500
- Bowers, A. J., & Lee, J. (2013), Carried or Defeated? Examining the Factors Associated With Passing School District Bond Elections in Texas, 1997-2009. *Educational Administration Quarterly*, 49(5), 732-767. doi: 10.1177/0013161x13486278
- Brendeson, P., & Scribner, J. (1996), Professional development through action research: A collaborative school/ university project. *Planning and Changing*, 27(1), 74-88.
- Bruno, J. E., & Fox, J. N. (1973); *Quantitative Analysis in Educational Administrator Preparation Programs*, Columbus, Ohio: The ERIC Clearinghouse on Educational Management, University Council for Educational Administration.
- Chang, W. 2010, "Interactive Teaching Approach in Year One University Physics in Taiwan: Implementation and Evaluation," *Asia-Pacific Forum on Science Learning and Teaching* 3, 2002.

Chao, G. T., Walz, P. M., & Gardner, P. D. (1992); Formal and informal mentorships—A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology*, 45(3), 619-636. doi:10.1111/j.1744- 6570.1992.tb00863.x

Crisp, G., & Cruz, I. (2009), Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education*, 50(6), 525-545. doi:10.1007/s11162-009-9130-2

Goodwin, B. (2010). Good teachers may not fit the mold. *Educational Leadership*, 68(4), 79-80.

Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation, *Teaching and Teacher Education*, 4(1), 63-69

Hemric, M., Eury, A., & Shellman, D, (2010); Correlations between perceived teacher empowerment and perceived sense of teacher self-efficacy; *Journal of Scholarship and Practice*, 7(1), 37-50

Hines, M. T., & Kritsonis, W. A. (2010), The interactive effects of race and teacher self efficacy on the achievement gap in school, *National Forum of Multicultural Issues Journal*, 7, 1-14

Honig, M. I. (2003). Building Policy from Practice: District Central Office Administrators' Roles and Capacity for Implementing Collaborative Education Policy, *Educational Administration Quarterly*, 39(3), 292-338

Honig, M. I. (2008). District Central Offices as Learning Organizations: How Sociocultural and Organizational Learning Theories Elaborate District Central Office Administrators' Participation in Teaching and Learning Improvement Efforts. *American Journal of Education*, 114(4), 627-664. doi: 10.1086/589317

Honig, M. I. (2009). No small thing: School district central office bureaucracies and the implementation of new small autonomous school initiatives. *American Educational Research Journal*, 46(2), 387-422.

Honig, M. I. (2012). District Central Office Leadership as Teaching: How Central Office Administrators Support Principals' Development as Instructional Leaders. *Educational Administration Quarterly*, 48(4), 733-774. doi: 10.1177/0013161x12443258

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Sage.

Mullen, C. A. (2007): Naturally occurring student faculty mentoring relationships: A literature review. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 119-138). Malden, MA: Blackwell.

Pintrich, P. R., & Schunk, D. H. (1996); *Motivation in education: Theory, research, and applications*. Englewood Cliffs: Prentice Hall Merrill.

Olivier, E., Archambault, I., & Dupéré, V. (2018): Boys' and girls' latent profiles of behavior and social adjustment in school: longitudinal links with later student behavioral engagement and academic achievement. *Journal of School Psychology*, 69, 28–44.

Ross, J. A. (1992). Beliefs that make a difference: The origins and impacts of teacher efficacy. Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies. Canada.

Selvarajan, P., & Vasanthagumar, T. (2012): The impact of remedial teaching on improving the competencies of the low achiever. *International journal of social science & interdisciplinary research*, 1(9), 49-58

Shidler, L. (2009). The impact of time spent coaching for teacher efficacy on student achievement. *Early Childhood Educational Journal* 36, 453-460

Tschannen-Moran, M., Hoy, A. E. (2002): The influence of resources and support on teachers' efficacy beliefs. A paper presented at the annual meeting of the American educational research association, Session 13:82 on April 2, 2002. New Orleans: LA.

Toll, C. (2006): The literacy coach's desk reference. Urbana, IL: National Council of Teachers of English.

Vartuli, S. (2005): Beliefs: The heart of teaching. *Young Children*, 60(5), 76-86

Wallace Foundation. (2013). *Districts Matter: Cultivating the principals' urban schools need*. New York, NY

Wayne, J., & Youngs, P. (2003): Teacher characteristics and student gains: A review. *Review of Educational Research*, 73(1), 89-122.

Zachary, L. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass

Woolfolk, A. E. (1998). *Educational psychology* (7th Ed) Boston: Allyn & Baker

Retrieved from: [Roadmap Basics: What is a Roadmap? \(productplan.com\)](https://productplan.com) on 12th July, 2022

Retrieved from: [The Teacher Success Roadmap - Teach 4 the Heart](#) on 20th August, 2022

Retrieved from:
<https://www.researchgate.net/publication/355261503> [Teacher Professional Development and Student Achievement in a Developing Country](#) on 23rd September, 2022

Retrieved from:
[\(PDF\) The Statistical Analysis and Evaluation of Examination Results of Materials Research Methods Course \(researchgate.net\)](#) on 10th October, 2022