

Factors Influencing the Quality of Academic Performance in Higher and Middle Secondary Schools of Trashiyangtse Dzongkhag.

ABSTRACT

The study on the factors influencing the quality of academic performance in higher and middle secondary schools of Trashiyangtse Dzongkhag was conducted in Partial Fulfillment of Publication Requirements for P1 Specialist Promotion. The purpose of this article includes: 1) to identify the factors that will determine the quality of academic performance of students; 2) to assess teachers' perceptions on factors that influence the quality of academic performance.

As the research focused mainly on educational article, it was convenient to adopt descriptive research and follow the mixed method as a research design. The quantitative data was collected from 100 school teachers through e-mail and four principals for in-depth study. The interviews were recorded using the mobile device and then transcribed to analyze and develop themes.

Data analysis is categorized to four themes: 1) teachers' perception of insufficient resources in school deteriorates the quality of academic performance; 2) Lack of professional development training for the teachers in the fields; 3) School culture contributes to improve the quality of academic performance; and 4) Principal's perspective on factors influencing the quality of academic performance.

The concerned agencies need to allocate enough resources, improve social ambience, conduct frequent in-service workshops for the teachers and as well act as change agent for further improvement of conducive environment in all the levels of schools across the country.

Keywords:

The Quality of Academic Performance, Trashiyangtse

INTRODUCTION

The quality of academic performance determines the effectiveness and sustainability of present and future nation builders such as the robust bureaucrats, professionals, entrepreneurs and so forth. "The Royal Government of Bhutan continues to accord high importance to education as an engine of growth in the nation building process"(1). Nation builders, policy makers, bureaucrats, professionals, businesspersons of past and present are all products of Bhutanese education system. However, changing time inevitably invites public debates for a quality of students' academic performance(1). After many public debates on the quality of education in media and other sources for a couple of years down the line, Ministry of education, on 33rd session of cabinet ministers meeting, approved the Ministry's proposal for the development of Education Blueprint (1).

To achieve the quality of academic performance in the education system, the ministry of education has geared towards rethinking about student learning, curriculum and assessment, high quality of principal leadership, triangle noble teacher and fostering a healthy, safe and supporting environment(1). If the nation is prone to poor academic performance, in the end the country will only have unproductive citizens.

Therefore, His Majesty the King symbolically handed over the Royal edict to the people of Bhutan on the reforms decreed for the education on December 17, 'a time bound Council for Education Reform be established to prepare a visionary and workable roadmap for the 21st century'(2).

Jarrel concluded that formative assessment is meant for monitoring students' learning progress and providing ongoing feedback by teachers as well as to develop this teaching learning to be and simultaneously helps to improve the quality of students' learning(3). Further, summative assessment determines the quality of academic performance and it is usually conducted towards the end of the academic term and decides to

promote the students to next higher grade. However, the summative assessment was implemented since the inception of modern education in Bhutan. The quality of academic performance purely depends on the end term tests results (4).

Inadequate physical infrastructure and lack of teaching learning materials and unavailable digital facilities in the schools keep the teachers handicapped. Over and above, un-enabling home, school, work and social environment deteriorates the quality of academic performance. Since a couple of years, the Ministry of Education began thrashing out three major challenges of the education system. These includes reviewing of curriculum across the country, giving an opportunity for professional growth program for every teacher and developing infrastructures for all the schools.

The study of this paper is to find out the paramount importance of factors influencing the quality of academic performance and its effectiveness in the dzongkhag level schools. Above all, to find out what factors affect the quality of academic performance in schools. This paper would definitely help the policy lobby and curriculum developers to apply new approaches to the measurement of quality of academic performance. This paper would answer the following questions: What is the quality of academic performance? What factors affects the quality of academic performance in the field? How is the quality of academic performance effective?

Purpose

According to (BCSEA 2016), press released on 16th February 2016, 2015 BCSE result, the cut-off point to class eleven standard for the academic year 2016 was decided at 58% in English with four best subjects which was drastically dropped compared to the previous consecutive years(5). Further, the summary of Bhutan's performance in PISA-D has alarmed the Bhutanese education system. It revealed delivering quality education is a challenge(6).

These depict the signs and symptoms of the poor quality of curriculum, teaching deliberation, lack of facilities, the absence of enabling environment and parental support. Parental support is the most triggering factors that affect the quality of academic performance in all levels of schools in Bhutan. The table below shows the tenth standard BCSE Results 2020 to 2021 of Trashi Yangtse Dzongkhag higher secondary and middle secondary schools' academic performance.

Table 1: Result analysis of BCSE for 2020-2021

Sl no.	Name of schools	APPEARED			PASSED			PASS PERCENT		
		F	M	TOT	F	M	TOT	F	M	TOT
1.	Bayling CS	58	61	119	57	59	116	98.2	96.72	97.48
2.	Kunzangling CS	58	31	89	56	31	87	96.55	100.00	97.75
3.	Ramjar MSS	24	28	52	24	28	52	100.00	100.00	100.00
4.	Tsenkharla CS	74	59	133	65	54	119	87.84	91.53	89.47
		214	179	393	202	172	374	95.6	97.06	96.175

Of 393 students who appeared the examination, 214 were female and 179 were male. The overall pass percent was 96.175%. However, 48,909 students from classes IV-XII scored lower than 40 percent in the 2021 midterm examinations (7).

Literature review

"Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, especially in school, college, and university"(8). Hattie states inspiring quality teaching empowers the determinants of learning(9). The factors influencing the quality of academic performance depends on both quality of teaching, and determination and interest of the learners, as well the presence of five amenities. Thus, if influencing factors are well equipped as mentioned above, there is no doubt of compromising the quality of academic performance.

The Constitution of the kingdom of Bhutan clearly states, “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 is made generally available and that higher education is equally accessible to all on the basis of merit.”(10)Higher education is open to all the children, but 70% of the students are disqualified due to a poor quality of their academic performance. Consequently, forcing those students to either look for tertiary institutes or continue education on their own.

Table 2: BHUTAN CERTIFICATE OF SECONDARY EDUCATION 2020 EXAMINATION

Type	APPEARED			PASSED			Failed			PASS PERCENT		
	F	M	N	F	M	N	F	M	N	F	M	TOT
PVT	157	96	253	145	85	230	12	11	23	92.36	88.54	90.91
REG	672	5818	12547	6494	5639	12133	235	179	414	96.51	96.92	96.70
SUPP	5	58	13	5	6	11	0	2	2	100.00	75.00	84.62
TOT	689	5922	12813	6644	5730	12374	247	192	439	96.42	96.76	96.57

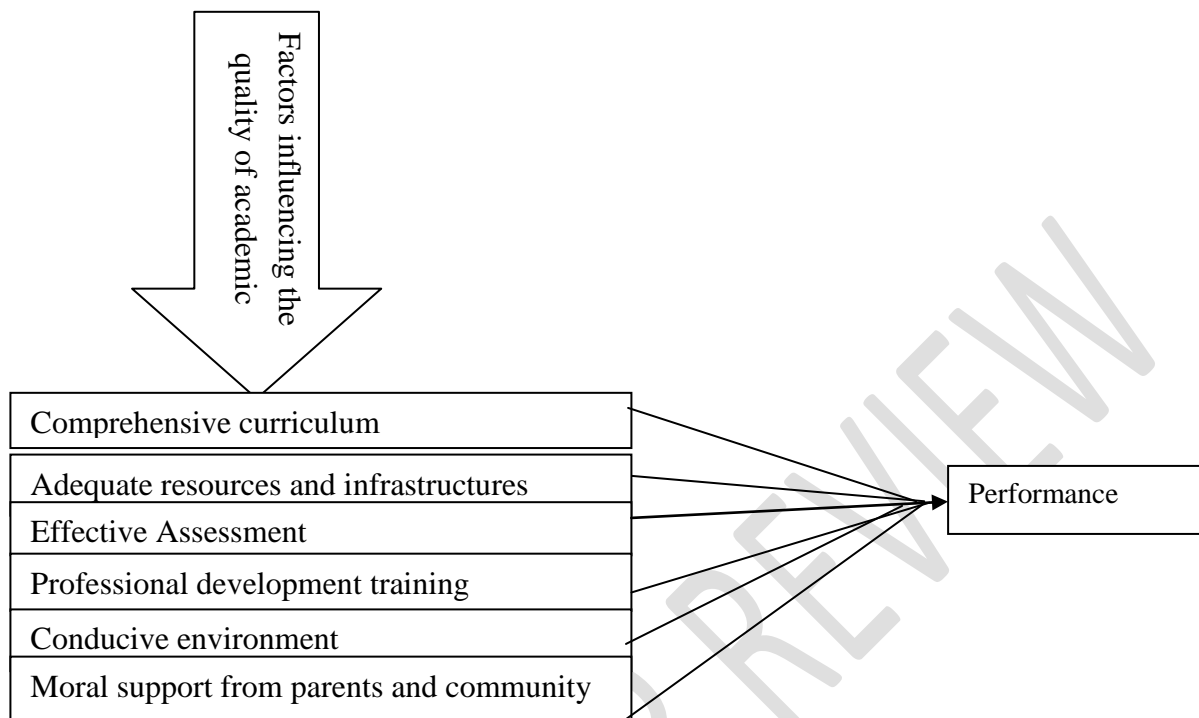
Of the 12,813 candidates who appeared the examination, 6891 were female and 5922 were male. The overall pass percent was 96.57%. There has been an increase in the pass percent by 2.94% compared to 2019 which was at 93.63%(11). However, The Bhutan Higher Secondary Education Certificate (BHSEC) result dropped in the overall pass percentage by 0.92 percent compared to 2019 by scoring overall pass percentage of 90.63(12). Similarly, of the 3912 graduates, only 1028 qualified from PE to seat for main examination (13).

Above all, the thought provoking statement was expressed by iDiscoveri Education and the Royal Education Council that ‘many students are performing below expectations of their grade level on both basic and advanced academic skills’(14). The majority of students’ performances in schools are found to be at a low level and beneath the expectations of their grade. However, iDiscoveri Education and REC state that students in private schools are likely to perform better while comparing with the primary schools in all across the country(14). iDiscoveri Education and REC concluded the findings in a nutshell that ‘Teachers–led chalk and talk, lack of proper instructional resources and lack of real measurement of learning is observed in the most classroom(14). Schools lack quality processes for developing teacher’s capacity, the autonomy, and resources to initiate academic improvement and essential physical infrastructure to support learning. The supporting systems for schools need a great degree of strengthening in the areas of teacher preparation, curriculum standards and resources, and incentives for quality’.

On another hand, education being the backbone of nation building process and thus, the Royal Government of Bhutan endeavors to keep it a top priority (1). The Bhutan Education Blueprint 2014-2024 acts as a reform intervention to check the current performance and emerging challenges of the education system as well as to achieve the quality of education. With objective to change school efficiency, the Ministry of education has introduced the decentralization policy in early 2012(1).Accordingly, the Ministry of Education has granted 19 state schools an autonomous body since 2014 coinciding with the 34th Birth Anniversary of His Majesty the Fourth DrukGyalpo(15).

The literature review states, if key systematic reform strategy initiatives are put in place, there is a possibility of bringing change in the quality of academic performance in the education system. Hence, rethinking in Bhutanese education system has initiated by Ministry of Education since 15th July 2016. In addition, concern stakeholders, policy lobby, policy makers, curriculum developers and educationists in the fields need to work hand in hand to tackle the low performance and find out the other alternative indicators to improve the quality of academic performance in all levels of schools in Bhutan.

Image 1: Theoretical framework
Independent variables



RESEARCH METHODOLOGY

Research methodology encompasses research design, sampling technique, and sample size, the methods of data collection, the instrument for data collection and procedures of the data analysis. Thus, survey methods are simple and suitable for this project research. The researcher can collect the data administering the survey method.

Research Design

According to Saunders et al. states a research design is a general plan of how the researcher will go about answering his or her research question(s) (15). It is similar to compass directions and road map for the discoverers. A research design shows a framework for the collection and analysis of data. The main purpose of this research design is to ensure the responses collected enables to answer the key questions as expected by the researcher.

The researcher found convenient to adopt descriptive research following the mixed method as a research design. The quantitative data gathered through e-mail from the teachers and qualitative data collected through in-depth interviewing of selected principals of TrashiYangtse Dzongkhag using an unstructured research approach.

Sampling techniques

To obtain reliable and accurate information, the primary data was collected by using a mixed method of qualitative and quantitative survey from 100 teachers and 4 principals from different levels of schools such as higher secondary and middle secondary schools of both urban and remote. For representation of individual levels of male and female, teachers and principals were chosen from each school.

Table 3: Population of study

Sl. No.	Schools	Total number	Sample size	Estimate retrieve per school	Remarks
1.	Bayling CS	39	20	17	
2.	KunzanglingCS	20	18	17	
1.	Ramjar MSS	21	18	12	
4.	Tshenkharla CS	46	25	23	
5.	Kheni LSS	18	12	7	
6.	Khamdang LSS	17	15	14	
7.	TrashiYangtse LSS	34	16	10	
Total		195	124	100	

Out of 195 entire teachers of TrashiYangtse Higher and Middle Secondary School, only 124 was sampled for study and finally, data was retrieved from only 100 participants. Pretesting helps to identify question sequence. Pretests not only help in reviewing the questionnaire, but also aids in making the necessary correction before the survey is actually conducted. Pretesting helps to thresh out unclear instructions, spelling mistakes, ambiguous terms, and confirmation of asking right questions and estimate time bound. Therefore, pretesting was carried out in the few schools to authenticate the validation of questionnaires and in the actual survey, pretest response had been excluded.

Convenience sampling is deemed suitable and feasible. It is easy to obtain the approval from the Chief District Education Officer and school leaders as well as from the concerned teachers who wish to take part as respondents of the questionnaires. To supplement each other, the mixed mode of qualitative and quantitative surveys were planned and used accordingly.

Data collection procedures

The structured questionnaire and closed-ended questions were used for collecting quantitative data from teachers and administered unstructured questionnaire or in-depth interviews for qualitative data collection from selected principals through one on one interview. However, drop and collect questionnaires from the respondents were suitable for this data collection. Therefore the researcher planned for distributing and collecting the questionnaires accordingly. The published and unpublished secondary data were collected from different sources through online educational journals using [google.com](http://www.google.com), newspapers, e-libraries and articles.

Before the researcher really began the interview and distributed the structured questionnaire, he explained the consent forms to the participants. Thus, requested all the participants to give their candid opinions. To obtain accurate information, the researcher also used the most convenient and comfortable language for the participants during the in-depth interviews. The interviewers and interviewee's conversation were recorded using the mobile devices and, paper and pen.

Data Analysis

Before analyzing the data, the primary data was thoroughly proofread in order to minimize errors. Doing so can also ensure its reliability. Later, the data was analyzed and interpreted using excel sheet and then put into convenient categories for analysis. This evaluation was done to see whether any connection between the variables exist or not. Both qualitative and quantitative methods were included for data analysis. To obtain the details of the questionnaires, the data was tabulated accordingly.

To suit for analysis, the findings of the research were drawn using a descriptive statistical method. It was then analyzed using graphs, pie chart, tables, percentage, etc. Prior to this, administrative approval from the competent authorities and individuals were taken accordingly. Participants were informed beforehand with regard to the research topic and its purposes. This mini research was focused only in Trashi Yangtse Dzongkhag and these findings will not be generalized.

This study would definitely help the policy lobby, curriculum developers, and concern policy makers to rethink for improvement of the quality of academic performance in Bhutanese education system and also support teachers and students to gear towards achieving excellence in academic performance rather than perfection.

RESULTS AND DISCUSSION

Figures of demographic profile

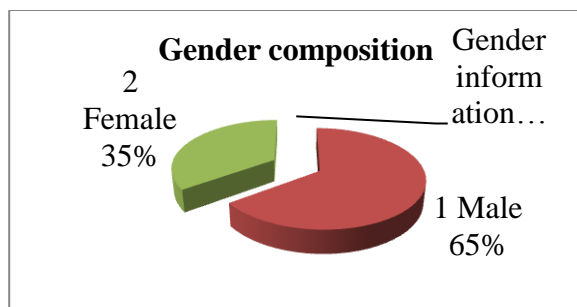


Figure 1. Sex composition of respondents

Above pie chart represents the sex composition of respondents who took part in survey questionnaires. Both male and female have participated and there were 30% of difference between the male and female.

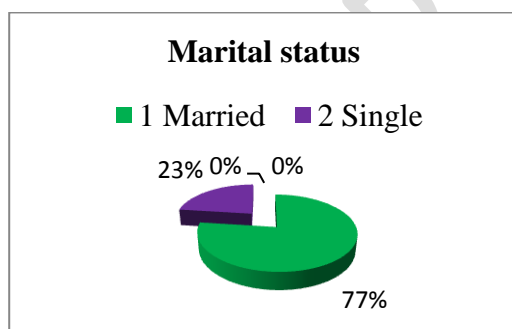


Figure 2. Marital status of respondents

Out of the 100 surveyed, (77%) of the respondents were found to be married and 23% were single.

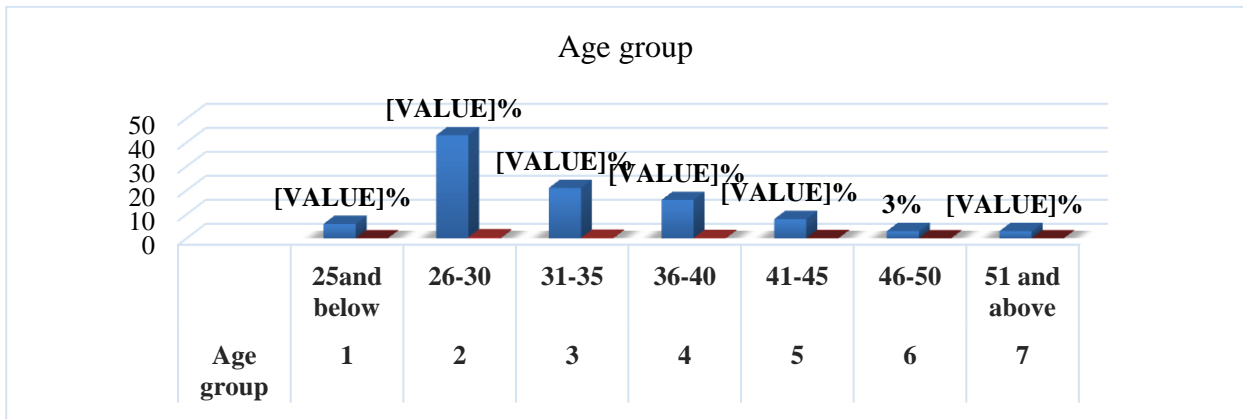


Figure 3. Age group of respondents

Out of seven age group of respondents, category 2 (age ranging from 26-30) were found to be 43% higher than any other age groups followed by age group (31-35) with 21%. The age group ranging from 36-40 was 16%, but rest age groups of five, six and seven were found to be mere countable.

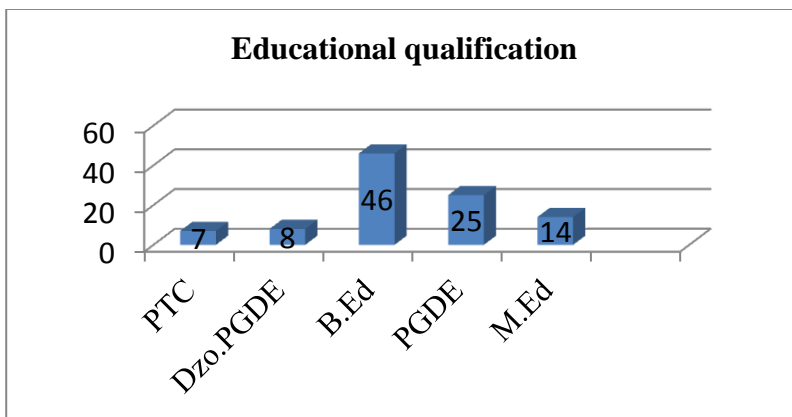
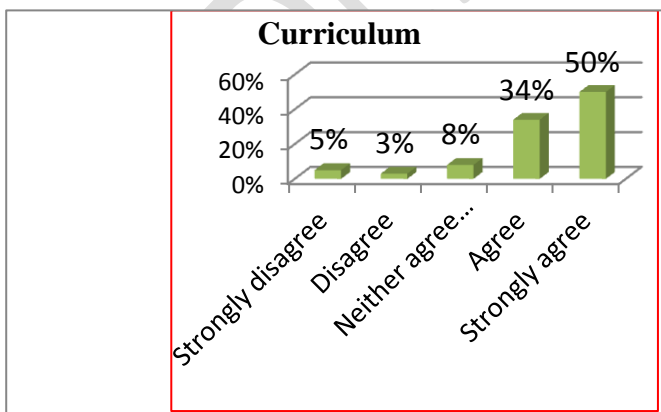


Figure 4. Educational qualification of respondents.

Figure 4 represents the educational qualification of the respondents. Out of 100 respondents, 46% with bachelor in education found to be dominating. PTC followed with 7%, PGDE with 25% and M. Ed, 14%.



1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Figure 5. Outcome reports on existing curriculum.

The findings indicated that of the 100 respondents, 5% strongly disagreed and said existing curriculum is uncomfortable for them to teach in the classroom. However, 50% strongly agreed followed by 34% who agreed and said the existing curriculum is convenient and comfortable to teach, while 8% of the respondents were not sure of it.

Report on poor in reading habits deteriorates the academic performance.

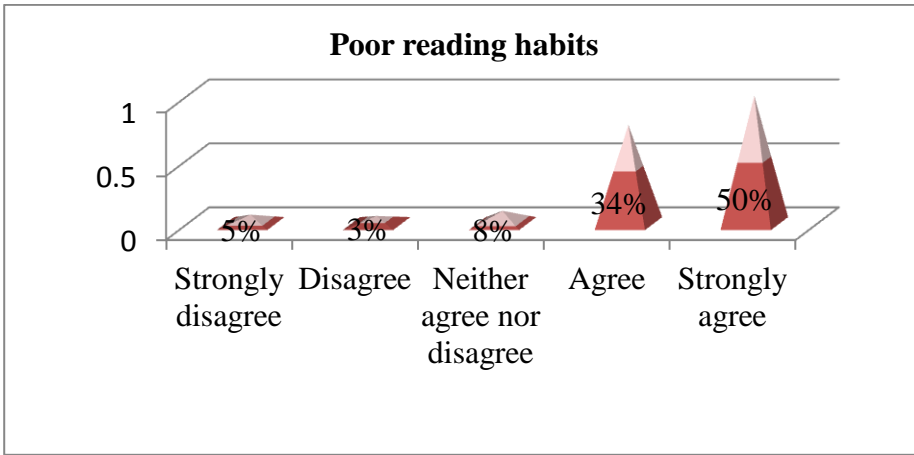


Figure 6. Poor in reading habits deteriorates the academic performance.

The findings revealed that 50% of the respondents strongly agreed, followed by 34 % who agreed and said poor reading habits deteriorates the academic performance. The participants expressed that lack of interest in reading habit directly or indirectly affects the quality of academic performance. However, 5% of the respondents strongly disagreed, followed by 3% who disagreed. 8% of the respondents said they neither agree nor disagree to it.

Report on inspiring teachers can help to improve the quality of academic performance.

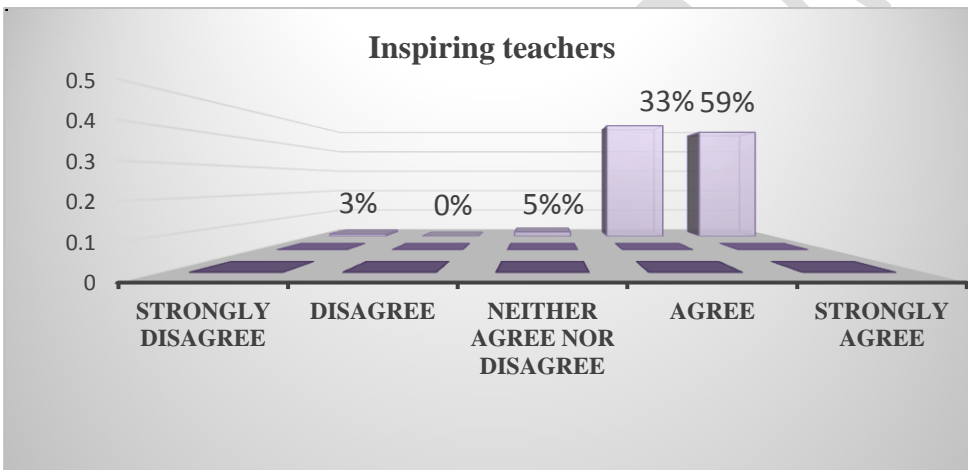


Figure7. Inspiring teachers can bring changes in academic performance

The findings indicated that 59% of the respondents strongly agreed, followed by 33% who agreed and said inspiring teachers can really influence in academic performance. The reasons could be inspiring teachers can bring changes beyond demonstration and explanation. Thus, inspiring teachers help to produce excellence in academic performance. However, 5% of respondents were not sure about it, while 3% remained strongly disagreed.

Teachers are active in providing the instant feedback to the students

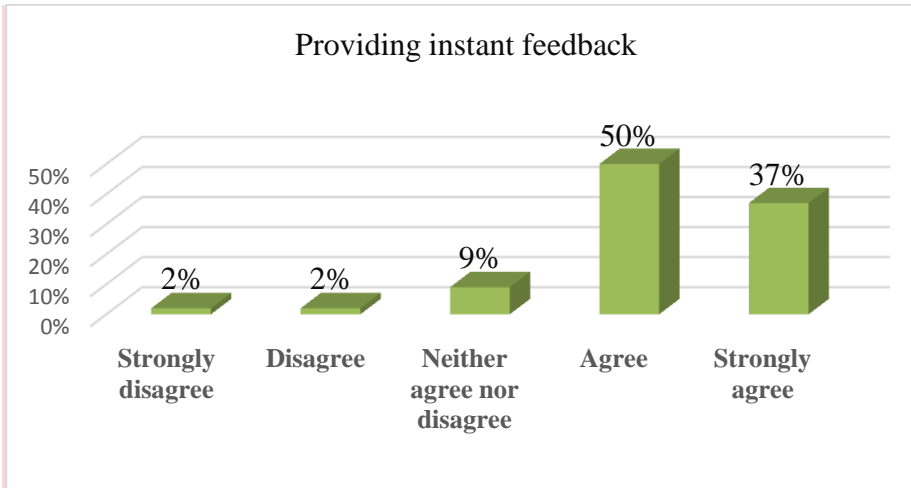


Figure 8. Teachers are active in providing the instant feedback to the students.

Out of 100 respondents surveyed, 50% of them agreed, followed by 37% who strongly agreed and found to be positive towards being active in providing the frequent feedback to the students. However, only 9% of them indicated to be neither agreed nor disagreed on providing instant feedback.

Report on present teaching pedagogy.

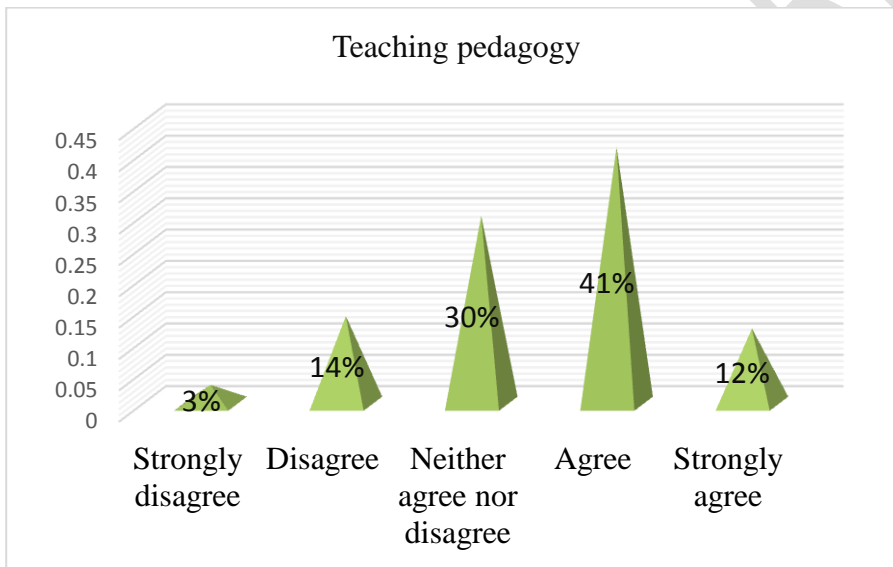


Figure 9. Teachers are happy with the present teaching pedagogy.

The findings indicated that 30% of the respondents neither agreed nor disagreed with regard to present teaching pedagogy and said teachers were neither happy nor unhappy about it, while 14% of them disagreed followed by 3% of the teachers strongly disagreeing. The reasons could be the training duration on pedagogy being too short, the participants could not learn much.

However, 41% of the respondents happily agreed followed by 12% who strongly agreed regarding the present teaching strategies. The reasons could be they got the opportunity to learn the 21st century teaching pedagogy of 45 Kagan's structures that are relevant to all the grades.



Figure10. Professional development training is must for the teachers.

The findings indicated that 2% of the respondent strongly disagreed with regard to professional development training. However, 67% of them strongly agreed and 24% of the participants agreed regarding the need of professional development training programs for teachers.

The teachers would have felt the impact of the professional development programme they attended on renewed pedagogy and the twenty-first-century competencies. Professional development training is of paramount importance for the teachers to explore and self-discover their teaching strategies and skills.

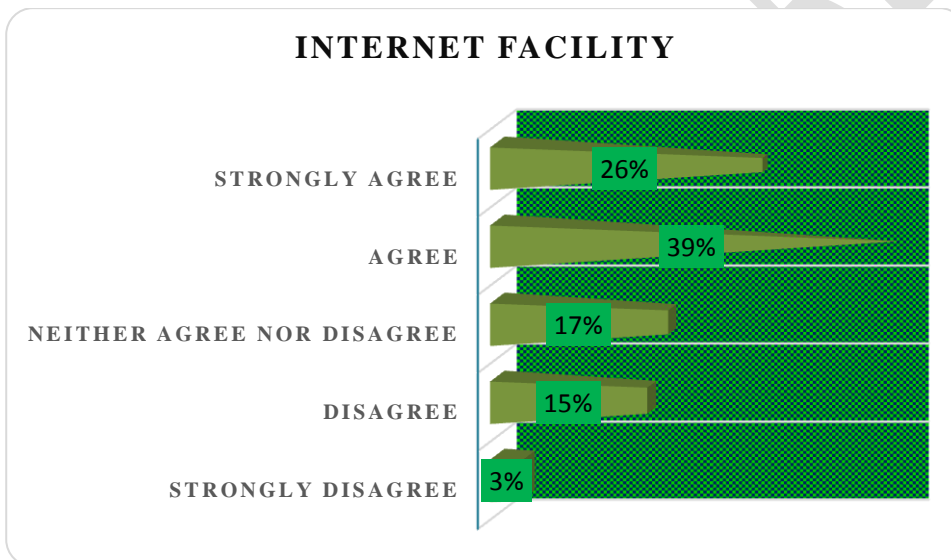


Figure 11. School is access to internet facility.

The findings indicated that 39% of the teachers agreed and 26% of them strongly agreed. They said that to some extent, school has access to internet facility. The reason could be, the teachers whose schools are at the road head or in the town could have expressed the same as they do not experience network problem unlike the ones residing in remote places. However, 15% of teachers disagreed followed by 3% strongly disagreeing with regard to access to internet facility. The reason could be to provide equal opportunities throughout the nook and corner of the country.

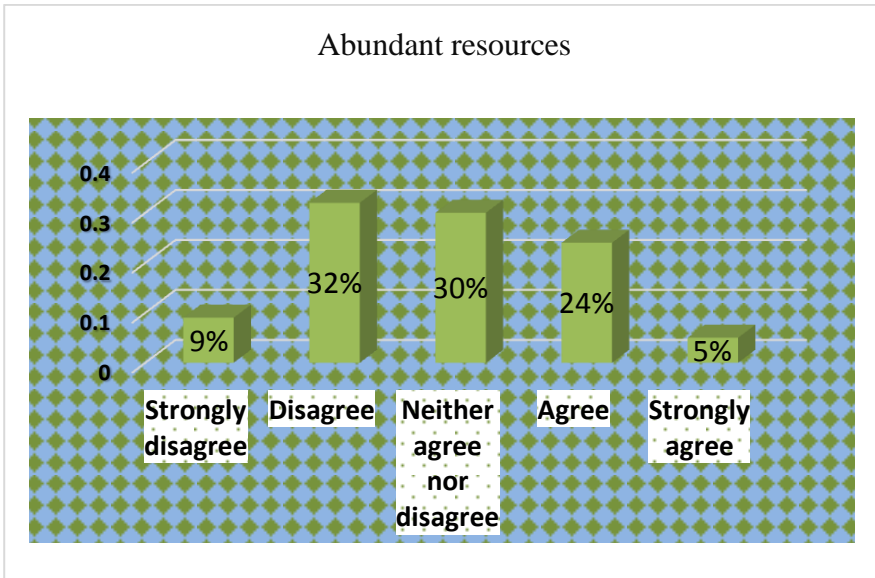


Figure12. Abundant resources in the school

Of the 100 teachers, 24% of participants agreed, followed by 5% of the respondent, who strongly agreed on abundant resources stacked in the school. The reason could be depending upon the concerned agencies or school management team. However, 32% of them disagreed followed by 9% of the teachers strongly disagreeing with regard to abundant resources. The reason is very simple that government provides resources once in the academic year, but the resources are limited and gets exhausted in the middle of the year. 30% of participants neither agreed nor disagreed.

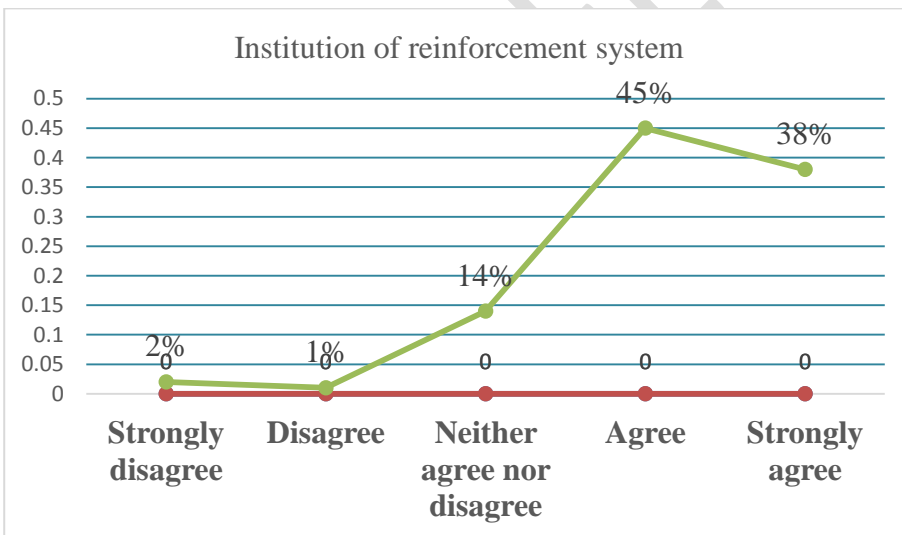


Figure 13. Institution of reinforcement system helps to improve the quality of academic performance.

The findings indicated that 18% of the respondents disagreed, followed by 2% who strongly disagreed with regard to institution of reinforcement system to improve the quality of academic performance. The reasons could be an institution of reinforcement system is just a temporary measure to improve the quality of academic performance. However, 45% of the respondents agreed, followed by 38% who strongly agreed regarding the institution of motivating factors to contribute in improving the quality of academic performance.

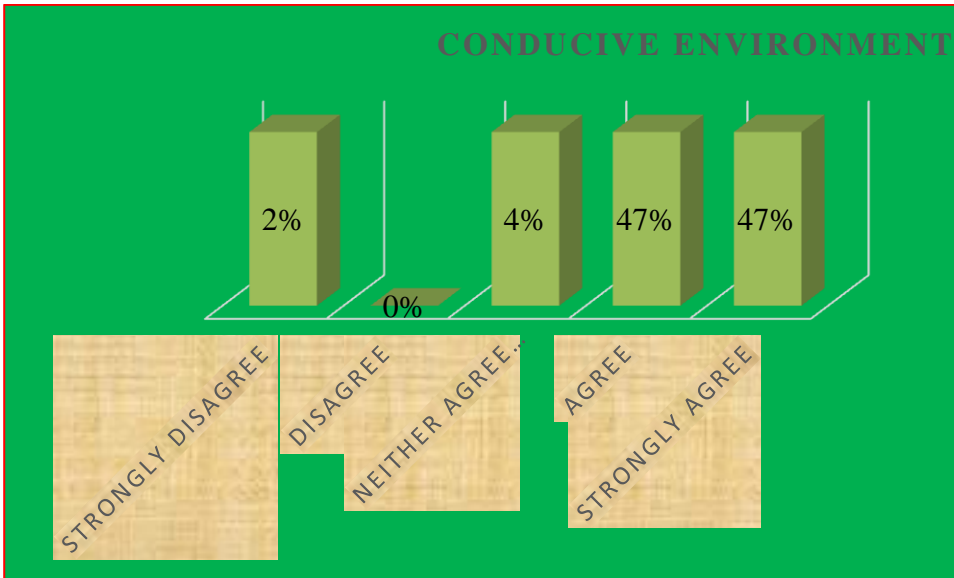


Figure 14. Conducive environment helps to groom the student's attitude.

The findings indicated that 4% of the respondents neither agreed nor disagreed with regard to conducive environment. However, both the respondents of strongly agreed and agreed were at 47% respectively. The participants expressed that conducive environment has immense impact on grooming the students' attitude and it directly or indirectly contributes to improvement of the quality of academic performance.

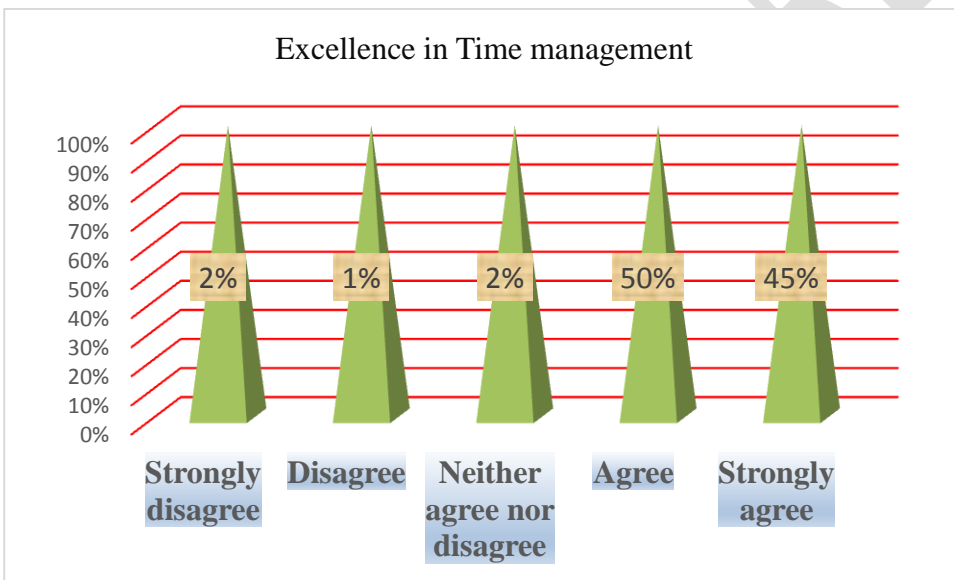


Figure 15. Excellence in time management can determine the quality of academic performance.

The findings indicated that 2% of the respondents strongly disagreed, followed by 1% disagreeing on the same. They felt that only in the excellence of time management cannot determine the quality of academic performance, while 7% of the respondents remained unsure of it. However, 50% of the respondents agreed. 45% of the respondents strongly agreed that excellence in time management gears to determine the quality of academic performance. The reasons could be excellence in time management curbs the idle brain or waste of time and determines the quality of academic performance.

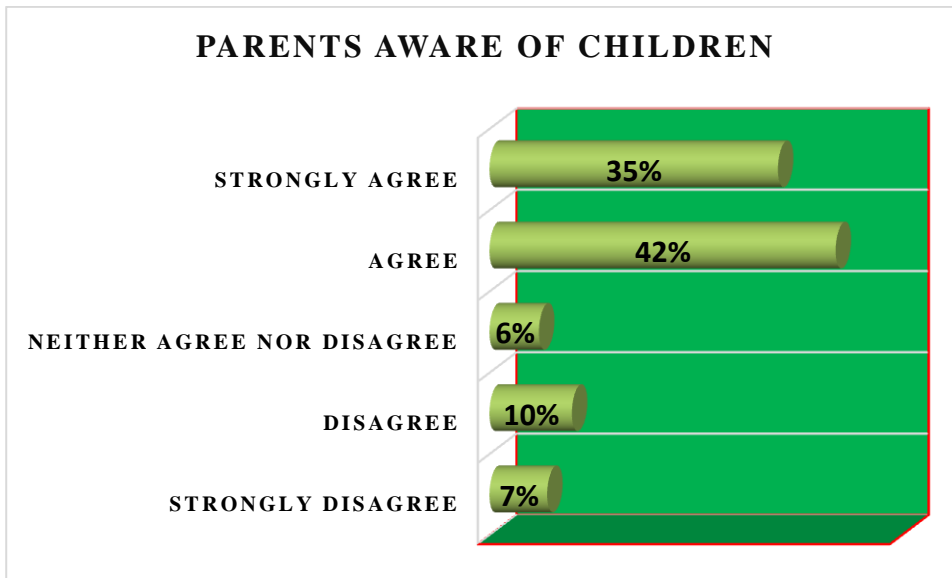


Figure 16. Parents are aware of their children's progress.

Of the 100 teachers surveyed, 42% of them agreed and followed by 35% of the participants strongly agreed and said that parents are aware of their children's progress, while 6% of them neither agreed nor disagreed or not sure about it. However, 7% of them strongly disagreed with another 10% who disagreed on the parents' awareness of their children's progress. The reasons could be most of the parents of students in remote schools are illiterate and they are not aware of their children's academic performance.

Principals' perspective on factors influencing the quality of academic performance

❖ The report on academic performance and its' importance

Assessment in the area of students' learning across all subjects in a given academic session determines the academic performance. Most of the views expressed by the principals on academic performance and its importance differed from one another. Some of them mentioned that academic performance is excelling in the classroom learning. While some are of the view that the academic performance is the achievement of all stakeholders as well as it measures the success of all stakeholders determining how much track they have kept of their students' progress in learning.

❖ The factors that influence the quality of academic performance and its' indicators

Some of the Principals stated that quality of academic performance depends on the quality of teachers, curriculum, socio-economic background of students, study culture of the school, teacher- student ratio and school leadership. Some interviewee expressed that timely correction of students' note; involvement of community in the school, presence of physical ambience could supplement the students' improvement in the quality of academic performance. In addition, availability of adequate teaching learning resources, environmental factors such as social ethics, cultural heritage, inborn quality and parental background helps to improve the quality of academic performance.

One interviewee said that the quality of academic performance depends on students' interest and hard work. Some of them said that coverage of syllabus, parental support, teachers' commitment, classroom environment and culture supplement to improve the quality of academic performance.

Some of the principals smartly reported that they have the indicators to measure the academic performance such as academic target setting, content oriented reading during study hours, result analysis, effective school level monitoring support services, class tests, unit tests, the test results, and academic performance of the school takes care of the quality of academic performance.

❖ The importance of the quality of academic performance for the students

The participants believed that the quality of academic performance help in building four strands of learning, assurance of critical thinking, creative thinking, innovation, communication and ensure all round

development. Some of them expressed that quality of academic performance will determine their future, boost their morale and will provide an opportunity to explore further in their field of interests. Some interviewee expressed that it also showcases the quality of teachers and the kind of support provided by the school for the enhancement of their academic performance. However, some reported that it could judge the students' achievement.

❖ **The kind of curriculum to have if given an opportunity**

The participants prefer to have liberal form of curriculum, where students could learn on their own and teachers will remain as the source of inspiration, while some of them definitely prefer to have open curriculum, flexible and concise, comprehensive, where students can learn as per their interests and a few interviewee prefer to have contextualized one which is more relevant to the students.

❖ **Issuing of teaching learning materials to the teachers**

Most of them said that teaching learning materials are issued to all the teachers as and when they require and do necessary follow up by the respective head of department. Some interviewee agreed that they issue their teaching learning materials biannually.

❖ **The existing continuous assessment can improve the quality of academic performance**

Some principals felt that if the existing continuous assessment is used stringently or strictly, there is nothing impossible but it is very crucial to follow the continuous assessment norms accordingly. Some of the participants said that the continuous assessment structure would compromise the academic performance, but if used constantly with fair and just, it could definitely help to develop the receptive and productive modes respectively.

❖ **Frequency of feedback provided to their teachers**

Some principals reported that the structure basis is given twice in a month, but general feedbacks are provided as and when needed.

❖ **Professional development program for teachers could improve the quality of academic performance**

Most of them were positive about it and said that professional development is the main key to improving the quality of academic performance. Some believed that professional development programs would really boost or enable teachers to upscale their knowledge and skills. Some of them reported that professional development could enhance professional competency of the teachers.

❖ **The school environment affects the quality of education.**

Most of the participants shared similar views and opinions with regard to school environment. The school environment has a significant impact and correlation with quality of education. Positive School culture will help build unity, ownership, team spirit and collaboration which will have larger impacts on academic performance. Motivated and inspired individuals will definitely give their best in whatever they do; thus, improving the quality. On the contrary, if the working environment is not favorable, the result would be negative.

Recommendations

a. The findings indicated that 50% of respondents decisively or strongly agreed followed by 34% agreed and said existing curriculum is convenient and comfortable to teach, while 8% of them were not sure about it. However, during the face-to-face interview with the principals, most of them suggested to have open or liberal and contextualized curriculum which is more relevant to the students. The concerned agency and stakeholders need to rethink about it and frame accordingly.

b. The quality of academic performance depends on the quality of teachers, curriculum, socio-economic background of students, and study culture of the school, teacher- student ratio and leadership. Further,

environmental factors such as social ethics, cultural heritage, inborn quality and parental background, available of adequate teaching learning resources, helps to improve the quality of academic performance.

However, 32% of them disagreed followed by 30% of the teachers neither agreeing nor disagreeing with regard to abundant resources. The reason is very simple that resources provided by government once in fiscal year gets exhausted in the middle of the year. Therefore, ministry should allocate abundant budget and supply adequate resources for all the schools.

c. Most of the participants were positive about it and said that professional development is the key to improving the quality of academic performance. Some believed that professional development programs would really boost or enable teachers to upscale their knowledge and skills. Above all, the findings indicated that 67% of them strongly agreed with another 24% of the participants agreeing to it. The reasons could be renewed pedagogy and the twenty-first-century competencies. Thus, the concerned stakeholders must conduct frequent in-service workshops and seminars for the teachers.

d. The findings revealed that 50% of the respondents strongly agreed, followed by 34% who agreed and said poor reading habits deteriorates the academic performance. The participants expressed that lack of reading habit directly or indirectly affects the quality of academic performance. Thus, concerned stakeholders must support by providing appropriate reading materials and guidance and on the varieties of reading activities to arouse their interest in reading and inculcate better learning outcome.

e. The findings show that only 15% of respondents disagreed followed by 3% who strongly disagreed with regard to access to internet facility in the schools. The reason could be the life is full of technology, but absence of technology in the real classroom situations. Therefore, stakeholders need to plan properly, distribute equally and increase the speed of the internet.

f. The findings indicated that 50% of the respondents agreed, followed by 45% with regard to the excellence in time management determine the quality of academic performance. The reasons could be excellence in time management curves the idle brain and waste of time. Therefore, schools must ensure to allot equitable and effective time management for teaching periods for all the grades, study periods and non-academic activities.

g. The findings indicated that both the respondents of strongly agreed and agreed reached at 47% respectively. During the interview, most of the principals suggested that the school ambience affects the performance of the students. Thus, physical and social ambience of schools must be improved in order to make students learn better and achieve the quality of academic performance. Hence, all stakeholders require to maintain the school environment suited to our students' needs.

h. The existing continuous assessment can improve the quality of academic performance if concerned authority and teachers used it stringently.

CONCLUSION

The main focus of this paper was to learn about the factors influencing the quality of academic performance and its effectiveness in the dzongkhag level schools. In nutshell, of the 100 respondents, 50% of them felt comfortable and decisively agreed on new normal curriculum followed by 34% agreed and said it is convenient and comfortable to teach, but principals expressed the need of having a comprehensive, liberal, open and contextualized one which is more relevant to students.

As His Majesty stated "*to ensure that teachers are not to disconnected from their students, the professional development of teachers should integrate technology, digitalization, artificial intelligence, and automation*"(16). Thus, most of the participants were positive about it and said that professional development is the main key to improving the quality of academic performance. Some believed that professional development programs would really boost teachers to upscale their knowledge and skills. Above all, the findings indicated that 67% of them strongly agreed and 24% of the participants agreed respectively. The

reasons could be renewed pedagogy and the twenty-first-century competencies. Thus, the concerned stakeholders must conduct frequent in-service workshops and seminars for the teachers.

Availability of adequate teaching learning resources help to improve the quality of academic performance. However, 32% of them disagreed followed by 30% of the teachers who neither agreed nor disagreed with regard to abundance of resources. The reason is very simple that resources provided by government once in a fiscal year gets exhausted in the middle of the year. Therefore, concerned ministry and stakeholders must act as agent of change for further improvement and allocate sufficient budget and supply adequate resources to all the schools.

Above all, the findings of conducive environment indicated that both the respondents of strongly agreed and agreed reached at 47% respectively. As interviewees suggested that the school ambience will help build unity, ownership, synergy which will have greater impacts on performance of the students; thus, school environment must be improved in order to motivate students learn better and achieve the quality of academic performance. All stakeholders require to maintain the school environment suited to our students' needs.

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TIMELINE

Sl. No.	Task↓ Weeks→	Time period								
		1	2	3	4	5	6	7	8	9
1.	Frame the topic and develop the Article Structure									
2.	Collect secondary data & review literature									
3.	write up consent letter & submit									
4.	Develop data collection Forms									
5.	Collect data									
6.	Enter and analyze data									
7.	Write up article									
8.	Present findings and seek feed back									
9.	Submit final article									