



The Study of Factors Affecting Grade X Students' Learning Outcomes in History Education

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Author's contribution

The sole author designed, analyzed and interpreted and prepared the manuscript.

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ABSTRACT

The purpose of this study was to examine the factors affecting the learning of grade ten students' history. The study sample consisted of 165 students and 18 teachers from four secondary schools under Paro Dzongkhag. Both qualitative and quantitative data were collected and analysed. Questionnaire on a 5-point Likert scale was used for the quantitative data collection and focus group interviews were used for the qualitative data collection. Quantitative data analysis was done using mean scores and standard deviation. The content of the focus group interviews was transcribed and thematic analysis was conducted on the transcript. The results of the study revealed that the learning of history in grade ten students were affected most by the school related factors such as curriculum, teachers, teaching techniques and resources. Non-school factors like students' attitude, and parental support had very less effect in learning history by grade ten students.

Keywords: Factors; learning; history; assessment; attitude.

1. INTRODUCTION

History education is considered important in Bhutanese school curriculum in order to shape

its citizens in inculcating the country's profound ancient wisdom and culture, competency to deal effectively with the modern world, preparation for right livelihood and informed civic engagement

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[1]. Bhutan has its identity as a country in its rich culture and tradition. The government planned to preserve its culture and tradition and providing history education to children is found important.

Curriculum development for Bhutanese history and geography for grades 6–8 started in 1990, and then for grades 9–10 in 1993. The review of history curriculum was carried out based on the feedbacks from the teachers and changes (integration of history up to grade viii) were made and used on trial basis between 1988 and 1990 [2].

The Bhutan Board of Examination (BBE) took on the conduct and certification of the class X examination, known as Bhutan Certificate of Secondary Education (BCSE) in 2001 from Council for the Indian School Certificate Examinations (CISCE), New Delhi, India [3]. This historic reform in the Bhutanese Education System gave a lot of importance to its national curriculum. At present, middle secondary schools (grade IX and X) study Bhutan History, Bhutan civics, Indian History, and World Development Since 1945.

Similarly, other researchers too consider history as important subject in schools. The significance of history education has increased as shown by intense popular interest and an increase in educational research in this field [4]. History helps us understand people and society. He argues that learning the ancestors and their ways of life help people to make good judgment in the present world [1].

The students' learning outcomes in history is not satisfactory in schools in Bhutan as per their academic scores. According to the statistics from the Ministry of Education (MoE), the BCSC grade X history performance from 2007 to 2010 have been quite poor. The average of three years was only 57.14% and it is well below expected range. In continuation to the above national statistics, the researcher also collected the final examination raw scores of grade IX students for two consecutive years (2010 & 2011) from three sample schools to assess the students' learning outcome in history. Looking at the low academic achievement of students in history, this study was carried out to find out the factors affecting the students' learning outcomes in history.

1.1 Research Objective

The study aimed to:

- Explore the factors that affect academic achievement of students in history and

- Examine the factors that affect attitude of students towards learning history.

1.2 Significance of the Study

This research, if taken into consideration by different stakeholders in education like the curriculum developers, teacher education colleges, teachers and the MoE at large, it would call for actions that will address the factors and come up with better curriculum and better teaching approaches, thus raising the standard of history education in Bhutan. This research will help the teachers to be aware of the factors affecting students' learning outcomes in history and accordingly change their teaching practices. They can make learning history more effective by exploring different teaching methodologies and adopting the right content oriented strategies for better learning outcomes. It will serve as a source of information for curriculum developers especially the factors affecting students' learning outcomes in history and take into consideration the factors when attempting to review the history curriculum. It will also help teacher education colleges in preparing teacher trainees with the effective strategies to teach history to the students.

2. LITERATURE REVIEW

One major question that has persisted throughout education is what factors are linked to learning outcomes of students? Learning outcomes and how it is measured is critical to education, along with identifying the characters of students who are achieving in the classroom. Research continues to attempt to determine the relationships between learning outcomes and the factors in the successful growth of the child in the classroom.

Learning outcomes: Different researchers, educationists, philosophers, and psychologists defined learning outcomes in their own ways. Learning outcomes is the acquisition of knowledge, skills and abilities from ones educational experiences [5]. Learning outcomes is what a student is able to know, understand and demonstrate at the end of the course to obtain a passing grade [6].

The measurement of learning outcomes is carried out in a systematic way with proper criteria to benefit people throughout the institution, from students to the faculty of the administration. Measurement of students'

learning outcomes means determining if intended learning has actually occurred [7]. Learning outcomes determine different aspects of educational structure; process and outcomes and they are evaluated through formative individual evaluation and summative individual evaluation process [8]. Looking at the pass percentage of students in the grade X and XII is the standard way of assessing students' learning outcomes in Bhutanese education system [9].

Students' attitude: Historians used their own understandings of evidence to write books on history as a discipline which is difficult to generalize [10]. He further commented in his report that ideas of students that work well in the everyday world are not always applicable to the study of history. So, teachers should know what ideas their students are working with to clear their misconceptions. College students in United States described high school history experience as a "drill and kill of names, dates and events" in preparation for the advanced placement test [11].

2.1 Factors Affecting History Learning

Learning is a complex process and influenced by many interacting variables [12].

Teacher: Teacher is an important person in the educational system, as he is the individual vested with the responsibility of imparting knowledge to learners. Teacher's efficiency depends on their qualification, teaching experience, gender, media, subject relevancy, and teaching methods. A great teacher treats students like oysters—they stimulate, explore and maybe even irritate sometimes, but they often produce a pearl [13]. Teachers must build strong and successful teacher-student relationships based on their own personalities and teaching styles [14].

Teaching strategy: Considering the fact that the researchers and the educationists commented on the qualities a teacher should possess, this research further explains how teaching strategy affects the students' learning outcomes. Beliefs about learning and pedagogy provide the lens through which we interpret teaching [15]. Co-operative, role playing, hands-on project, audio-visual aids and simulation methods best fit in teaching history [16]. Quality teaching facilitates the learning of diverse students and raises achievement for all learners [17]. The participants in GNH workshop focused on the use of local resources in teaching history make it

more relevant for students than textbooks alone could do [18].

Student learning resources: Schools have diverse set of students from a whole range of industries, occupational backgrounds and ages. School program must be designed not only to provide students with a flexible and convenience way of study, but also to help students to improve their competitiveness within the job market and enable them to achieve their career ambitions.

Classroom atmosphere: Students like a "positive" classroom environment in which their learning is maximized. They need safe, nurtured, and intellectually stimulated atmosphere in the classroom. The classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses [19]. They also stated that educational research supports creating an atmosphere of mutual respect, where students feel free in asking questions and expressing their thoughts and feelings.

School library resources: In schools the students need resources to explore and gain new knowledge. Without resources, the children never grow and learn. School resources is something that included books, film or picture used by teachers or students to provide information [20]. Computer and internet are the most powerful resources for educational purposes in the modern education system. A wide range of reading materials, learning resources and information in library helps to support the development of successful learners and confident individuals [21]. Educators who receive substantial help are more effective when carrying out worthwhile innovations that increase all students' potential for success [22].

2.1.1 School administration

Effective school management requires managers who succeed in carrying out the organizational goals of their schools, utilizing the following leadership skills: planning; organizing; staffing; directing; controlling; and decision making [23]. The competent principal chooses a time frame that fits the planning agenda, and develops strategies to monitor progress.

School-Based Management (SBM) offers a way to promote improvement by decentralizing control from central district offices to individual

school sites. It attempts to give school constituents-administrators, teachers, parents and other community members more control over what happens in schools [24]. Effective school management generally comes from engagement in instructional leadership and at the same time, effective leadership also involves administrative accountability and a workable bureaucracy [25].

2.1.2 History curriculum in Bhutan

History curriculum started in Bhutan with curriculum and instruction borrowed from India. Students were taught Indian history and world history in schools. Later the MoE felt the need to include Bhutanese history to preserve Bhutanese age old tradition and culture and to develop the sense of civic responsibility in the students.

2.1.3 Related research

Many researchers have carried out researches on factors or other aspects to find out the students' learning achievements in history or in academics in general. The findings from the research on social studies and motivation factors suggest that change in teaching techniques based on content and students' interest lead to motivation and higher academic achievement [16]. Many researchers have come to an agreement that students' learning outcome is affected by various variables such as teacher and teaching, parents, teaching strategy, teacher's qualification, contextual students' textbook, classroom management, teaching and learning materials and students' environment. Study on the impacts of teaching history in Dzongkha also pointed to the quality of teachers and curriculum that might impact the effectiveness of history lesson [26].

After studying the theoretical ideas, views or perceptions of the educationists and other researchers in the literature review and in the related literature, it is concluded that the students learning outcomes in history is influenced significantly by teachers' attitude, teaching strategies, teachers' qualification, comfortable

classroom atmosphere, teaching and learning materials and school administration. These factors are strongly recommended by the former researchers as key for the ongoing researchers to help them in the study of students' learning outcomes. Currently there is no research done on the factors affecting history learning in Bhutan. This research will help in identifying the factors and inform all the stakeholders on the same.

3. RESEARCH METHODOLOGY

In consideration of the research questions, this study employed a combination of both quantitative and qualitative approaches. In the quantitative method, SPSS was used to process the data from survey questionnaires. Mean and standard deviation are used for the descriptive analysis and independent sample t-test was used for the inferential analysis to find the significance difference between the opinions of teachers and students. In the qualitative method, group interviews were conducted in each of the four secondary schools. The description of both approaches is as follows:

3.1 Population

The targeted population in this study comprises of 290 grade X students and 18 history teachers in four secondary schools in Paro, Bhutan.

Sample Size: The following table from "Determining sample size for research activities: Educational and Psychological Measurement" was used for determining the number of samples for this study [27]. The total sample of 165 students were drawn by using Krejcie and Morgan Chart for the quantitative data collection. Qualitative group interviews will be done with 6 participants (3 boys and 3 girls) randomly selected from volunteers of each school. Due to the less population of history teachers teaching in grade 10, all the teachers were included in the study. Detailed information is presented in Table 1.

Table 1. List of secondary schools and sample of grade ten students from Paro district

Population (Grade X students)	Total	Random selection
Shari Higher Secondary School	85	48
Drugyal Higher Secondary School	90	51
Lango Higher Secondary School	50	29
Kangku Middle Secondary School	65	37
	290	165

3.2 Research Instrument

The researcher had used two methods for data collection: survey and group interview for both history teachers and grade ten students. In order to validate the items in the questionnaire and also to measure specific objectives listed by the test developer, an evaluation using the index of item-objective congruence (IOC) was followed in developing the questionnaire [28].

Questionnaire for History Teachers and students

Part A: Demographic Information

Part B: *Questionnaire*: Questions consisted of factors affecting the learning of history in grade X such as: teacher and teaching techniques, resources, curriculum and textbooks, learners' attitude and social factor for both teachers and students. For all the questionnaires, the evaluation scale for measuring the respondent's response for a learning outcome in history had values ranging from 1, representing strongly disagree, to 5, corresponding to the strongly agree. Students leveled their agreement for each of the statements in the questionnaire. The responses were weighted using the Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1).

Group Interview: In order to explore the factors affecting the students' learning outcomes, the researcher decided to follow up the use of the quantitative instrument with qualitative group interviews with 6 participants (3 boys and 3 girls) volunteers from each school.

4. RESULTS AND DISCUSSION

4.1 Demographic Information of Students

One hundred and sixty-five questionnaires were distributed in four sample schools and one hundred and sixty-three which was 98.8 % of the total sample responded to the questionnaire. The profile of students are presented in Table 2.

Table 2. Demographic information of students

	Categories	N	%
Gender	Male	82	49.7
	Female	83	50.3
	Total	165	100
Age group	18 Above	34	20.6
	17-18	78	47.3
	Below 17	53	32.12
	Total	165	100

4.2 Demographic Information of Teachers

All together eighteen questionnaires were distributed to eighteen history teachers in 4 sample schools. Seventeen questionnaires were returned which made 94.44%. The profile of teachers are presented in Table 3.

4.3 Analysis of Overall Opinions of Students and Teachers towards History Subject

4.3.1 Overall opinion of students towards history teaching learning

The mean score of 2.38 (SD=0.91) in terms of the overall opinion of students towards history subject indicated that they have negative opinion on teaching and learning history. The statements: my history teacher is confident in teaching history, my history teacher provides interactive learning opportunity and my history teacher gives us interesting project work scored a mean of 3.64 (SD=1.03), 2.66 (SD=0.97) and 2.64 (SD=1.09) respectively.

The statements: my history teacher uses videos clips in teaching history; the school provides computers and internet facilities for teachers and students; and there are enough activities in curriculum that help us understand history scored a mean of 1.81 (SD=0.70), 1.98 (SD=0.79) and 1.99 (SD=0.80) respectively.

4.3.2 Overall opinion of teachers on teaching and learning of history

The overall mean of teachers' opinion on teaching learning of history was 2.67 (SD=0.80) and it was a neutral opinion. The statements: I am confident in teaching history; I guide my students in carrying out the learning activities; and I help students when they have doubt in history scored a mean of 4.22 (SD= 0.42), 3.78 (SD= 0.53) and 3.72 (SD= 0.87) respectively.

Table 3. Demographic information of teachers

	Categories	N	%
Gender	Male	7	38.9
	Female	11	61.1
	Total	18	100
Age	31 & above	3	16.67
	25 to 30	4	22.22
	below 25	11	61.11
	Total	18	100
Professional qualification	Grade x	0	0
	Grade xii	3	16.67
	Bachelor Degree	11	61.11
	PGDE	1	5.5
	Master Degree	3	16.67
	Total	18	100
Subject specialization	History	3	16.67
	History / English	9	50
	History / Geography	3	16.67
	General	3	16.67
	Total	18	100
Teaching Experience	More than 16 Years	4	22.22
	11 to 15 Years	3	16.67
	5 to 10 Years	7	38.89
	Less than 5 Years	4	22.22
	Total	18	100

Table 4. Comparison of students' and teachers' opinions towards learning of history subject

Factors	Students' total mean	Level of opinion	Teachers' total mean	Level of opinion	Sig. (2-tailed)
Teacher and teaching techniques	2.46	Disagree	3.01	Neutral	0.01
Resources	2.10	Disagree	2.53	Neutral	0.21
Curriculum and textbooks	2.30	Disagree	2.37	Disagree	0.77
Learners' attitude	2.43	Disagree	2.44	Disagree	0.88
Social factor	2.37	Disagree	2.26	Disagree	0.17

The statements: I sometimes use video clips in history lesson; the periods allocated for teaching history are sufficient to complete the syllabus on time; and my students do history assignments on time scored a mean of 1.83, 1.83 and 2.00 respectively.

4.4 Analysis of Opinions of the Students and Teachers by Factors

The opinion of students and teachers for each factor were shown in Table 4. The questionnaire table were all clubbed into five thematic factors: Teacher and teaching technique; Resources; Curriculum and textbooks; Learners' attitude; and Social factor.

4.5 Teacher and Teaching Technique

Students agreed to history teachers' confidence in teaching history with a mean of 3.64(SD= 1.03), however, they disagreed to the

statements, such as: my history teacher makes history lesson very interesting; my history teacher uses different teaching aids in history lesson; my history teacher uses variety of teaching methods; and my history teacher understands each student's ability and interest in the class with mean of 2.40 (SD= 0.89), 2.01 (SD= 0.68), 2.16 (SD= 0.74) and 2.18 (SD= 0.61) respectively.

Teachers agreed to their confidence in teaching history with mean of 4.22 (SD= 0.42) but they disagreed to the use video clips in teaching history (M= 2.22; SD= 0.60); taking students for field trips (M= 2.33; SD= 1.00) and the usage of different teaching aids in history lesson (M= 2.44; SD= 0.62).Independent samples T-Test revealed that there was significant difference ($p = 0.01$) in opinions between students and history teachers towards teacher and teaching techniques.

4.5.1 Resources

Students disagreed to the statements: school library contains a variety of history reference books, journals, articles and audio-visual aids and the school provides computers and internet facilities for teachers and students with a mean of 2.23 (SD= 1.06) and 1.98 (SD= 0.79) respectively. The overall mean score for this theme is 2.10 (SD= 0.12) which depicts their negative opinion. With a sub-total mean of 2.53 (SD= 0.40), teachers were neutral in opinion towards resources. Table 4 shows that there was no significant difference in opinions between students and teachers towards resources ($p = 0.21$).

4.5.2 Curriculum and text book

The sub-total mean of 2.30 (SD= 0.23) indicate the negative opinion of students towards curriculum. The students disagreed to statements that 'there are enough activities in curriculum that help us understand history'; and 'textbook content is related to our real-life situation' with a mean of 1.99 (SD= 0.80) and 2.31 (SD= 1.01) respectively.

The sub-total mean of 2.37 (SD= 0.48) indicated the negative opinion of teachers on history curriculum and text book. The teachers disagreed to statements, such as: the periods allocated for history is sufficient to complete the syllabus on time; there are too many activities in the curriculum textbook content is related to our real-life situation with a mean of 1.83 (SD= 0.60), 2.28 (SD= 0.45) and 2.39 (SD= 0.59) respectively. With $p = 0.77$ (see Table 4), it showed that there was no significant difference in opinion of students and teachers towards the curriculum and textbooks.

4.5.3 Learners' attitude

The sub-total mean of 2.43 (SD= 0.20) indicated negative opinion of students as they disagreed to statements, such as: I participate actively in all history class activities; I discuss history doubts with my teacher; and I like to read books related to history with a mean of 2.11 (SD= 1.00), 2.42 (SD= 1.13) and 2.44 (SD= 1.15) respectively. The sub-total mean of 2.44 (SD= 0.30) indicated that teachers were negative in opinion towards learners' attitude. Teachers agreed to statements: my students participate actively in all history class activities; my students do history assignments on time; and my students always

approach me to clarify their history doubts with a mean of 2.00 (SD= 0.94), 2.39 (SD= 0.83) and 2.39 (SD= 1.30) respectively. There was no significant difference ($p = 0.88$) in the opinions of students and teachers towards learners' attitude.

4.5.4 Social factor

The sub-total mean of 2.37(SD= 0.09) indicated the negative opinion of students towards social factor. Students disagreed to statements: my parents frequently visit school to enquire about my progress in history lesson; my parents provide all kinds of history learning materials at home; and I have internet facilities in my house with a mean of 2.26(SD= 0.81), 2.34 (SD= 1.01)and 2.39(SD= 1.17)respectively. The sub-total mean 2.26(SD= 0.16) indicated that teachers disagreed towards social factors. They disagreed to statements, such as: parents are very cooperative in their child's education; and parents frequently visit school to enquire about their child's progress in history lesson with a mean 2.06 (SD= 0.91) and 2.28(SD= 0.87) respectively. In regard to the opinion of students and teachers towards the social factor, there was no significant difference ($p = 0.17$).

Teachers and students had similar negative opinions towards curriculum and textbooks, learners' attitude and social factor.

4.6 Discussion

The discussion are done in order of the identified thematic factors: Teacher and teaching technique; Resources; Curriculum and textbooks; Learners' attitude; and Social factor.

4.6.1 Teacher and teaching techniques

The study found teacher and teaching technique to be a factor affecting the learning outcomes of history. This is the only factor that has a significant difference in the opinions of the teachers and students. They had either neutral opinion or disagreed to statements such as:

Students:

1. My history teacher uses variety of teaching methods.
2. My history teacher provides interactive learning opportunity.

Teachers:

1. I use variety of teaching methods in teaching history.

2. I understand every student's ability and interest in the class.

This indicated that teachers did not use effective teaching methods to teach history. It also indicated that teachers did not use child-centered learning techniques. Students learned the best when teachers used child-centered learning method where the child could practice, reflect, interact with the environment, and social interaction [29]. Exponents of constructivism suggested that teachers must use child centered learning method to provide them enough opportunity to actively engage in the learning process. Hands on practice and on field practice is recommended to be used in teaching history or social studies [16]. A good teacher is the creator of a positive environment for learning, for asking questions, and for growing and changing, and also innovator of different ways to make students active learners [30]. Teacher has to create suitable learning environment with different means to make students understand what is being taught. These recommendations from various researchers and theories must be taken into account in order to increase the learning outcome of history. This study suggested that history teachers are not using child-centered strategies. Coming up with ways to engage students with enriched activities will provide them with opportunities to improve their learning activities.

4.6.2 Resources

The study found that the learning outcomes in history of grade ten were affected due to lack of history teaching learning resources. Students and teachers disagreed to statements, such as:

1. School library contains a variety of history reference books, journals, articles and audio-visual aids.
2. The school provides computers and internet facilities for teachers and students.

The result indicated that schools did not have enough history teaching learning resources. School resources are more effective in helping the students to carry out worthwhile innovations that increase all their potential for success [22]. School resources is something that included books, film or picture used by teachers or students to provide information [22]. Computer and internet are the most powerful resources for educational purposes in the modern education system. School library with a collection of a wide

variety of learning and teaching materials helps learners to understand and learn the concepts and new ideas [31]. Even the study carried out by [32] found that the use of instructional materials in social studies would have a great impact on students' performance in school.

4.6.3 Curriculum and text books

The study found that the curriculum and textbooks had influenced the learning outcomes in history subject. Students and teachers disagreed to statements, such as:

Students:

1. Textbook content is related to our real life situation.
2. There are enough activities in curriculum that help us understand history.

Teachers:

1. Textbook content is related to our real life situation.
2. There are too many activities in the curriculum.
3. The periods allocated for history is sufficient to complete the syllabus on time.

The result indicated that curriculum and text books needed an immediate revision in reconsidering the language used and the contents and inclusion of more child-centered activities in the textbooks.

Learners' attitude: The study found that learners' attitude affected the learning outcomes in history. Students and teachers had neutral opinion or disagreed to statements, such as:

Students:

1. I discuss history doubts with my teacher.
2. I participate actively in all history class activities.
3. I like to read books related to history.

Teachers:

1. My students do history assignments on time.
2. My students participate actively in all history class activities.
3. My students always approach me to clarify their history doubts.

The result indicated that the learners' attitude has an influence in the learning outcomes in

history subject. Many students showed disinterest in learning history because it contained many concepts, facts and dates to remember [33]. Because of this negative attitude of the learners their learning outcomes in history lesson never improved. Students showed disinterest in history because of difficult concepts and dates to remember [11]. Home's influence on academic learning is significant; however, the quality and quantity of classroom instruction and the child's own characteristics are of equal or perhaps greater significance in learner's motivation and academic achievement [34].

4.6.4 Social factor

The study found that the parental involvement in child's education and their encouragement to children to study history has an influence in affecting the learning outcomes in history. Students and teachers disagreed to statements, such as:

1. Parents frequently visit school to enquire about their child's progress in history lesson.
2. Parents are very cooperative in their child's education.

The result showed that the parents had not much concern about their child's education. It also indicated that the co-ordination and co-operation between teachers and parents needed improvement. Effective parenting techniques could have positive effects on children's outcomes. Parent-child involvement in school activities had shown great promise in improving children's academic achievement [35].

4.6.5 Qualitative (interview) results

The interview results revealed that teachers mostly used lecture methods in history lessons and students preferred modern teaching techniques like role-play, field trips, and child centered activity. It further explained that curriculum and textbooks, and history learning resources were important in better understanding of the history subject.

4.6.6 Factors affecting the learning of history

Through interview, the respondents revealed some of the predominant factors which affect the learning of history as follows:

1. Teacher and teaching techniques
2. Resources

3. Curriculum and textbooks
4. Learners' attitude
5. Social factor

According to the interviewees, teacher and teaching techniques were important in making the students interested to acquire more knowledge and skills. It was recommend that a good teacher must possess knowledge and love of the subject, management, motivation, patience, accessibility, approachability, concern and fairness in one's profession [36]. The student respondents also said that they felt sleepy when the teachers taught lesson in only one method. It would be interesting to learn history if teachers used different methods like group discussion, field trips, role-play and group project work. More learning would take place in history if teachers possessed good content knowledge, humor and sense of responsibility in conduct, and care and support for students' progress in the subject. Teacher's method of teaching influences the academic performance of students [37].

History is fundamentally based on the facts, evidences and justification of the past and the present and motivation to move the learners into knowledge society [1]. Therefore, library resources become an integral part of learning history. The respondents clearly pointed out that the library should be well equipped with necessary history reference books, journals, history articles and audio-visual aids for teaching learning activities in history. However, the survey result indicated that the schools did not have enough materials needed for their particular subject.

The students said that they had to study too many books like Bhutan history, Bhutan civics, Indian history and world development since 1945 in a speculated time and moreover some topics in these books were difficult to understand. The students felt the need to revise the curriculum and also make history as an important subject in the school education. The teachers too stressed on the irrelevancy of some topics in history and the insufficiency of history teaching periods. Students and teachers both were in favor of the revision of the history textbooks in simple language with learner centered activities.

The respondents said that both students and teacher's mood made a big difference in each other's motivation and performance. In most cases the respondents found teachers' mood got disturbed by students' bad behavior in or outside

the class. The school should have good discipline system to produce good students. The discipline in schools had become worst now and many disciplinary issues in schools affected students' learning outcomes.

Students said that they could not study at home because they had to help parents in their works. The result showed that the students were not getting much study time at home. Even if they got time they were left alone without proper guidance. Most of the students had Television facilities but less had internet at home. The result indicated that social factor also affected their learning outcomes in history. 70% of students' waking hours were spent outside of school with parents and friends. Therefore, parents must play an important role in their child's performance [38]. Effective parenting techniques would have positive effects on children's outcomes [35]. Parent-child involvement in school activities had shown great promise in improving children's academic achievement. Parents need to be proactive and take equal responsibility in their children's education.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

A survey research was conducted in four secondary schools of Paro district in western Bhutan. The main objectives of this study were to find the factors affecting the learning of history and survey the opinions of the teachers and students towards those factors. The data for the study was collected through self-administered questionnaires filled by both teachers and students, and face-to-face group interview with students and teachers. 165 students were selected from four sample schools through random sampling and using the Krajcie and Morgan's table. Due to the less number of teachers teaching history in these sample schools, all 18 teachers were included.

Evidence from this study suggests that students' learning outcomes in history has been influenced by a number of factors such as: teacher and teaching techniques, resources, curriculum and textbooks, learners' attitude, social factor, parents' occupation, teacher academic background and status of history in the school curriculum. The study showed there was a need to improve teaching methods as those currently used were generally limited to lecture and

memorization. Curriculum and textbooks needed revision with simple language and child centered activities. Learning resources for specific subject were needed in school library. Teachers with appropriate subject backgrounds should be assigned to teach their respective subjects in their field. Finally, there is a need for co-ordination and co-operation between the parents and the school in regard to their child's academic progress and attitude.

Experimental studies in comparing students' learning outcomes in history with the use of diverse teaching methods to that of lecture method of teaching needs to be studied. This is to see whether teachers' teaching methodology have significant impacts on students' learning interest and achievement. Studies to investigate the quality of history textbooks, involving all the stakeholders including teachers and students needs to be conducted. Since the group interview results revealed the students had difficulties with the textbooks, more studies are necessary to determine whether it is a local, regional, or a national problem.

CONSENT

As per international standard or university standard, participant's written consent has been collected and preserved by the author(s).

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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APPENDIX
QUESTIONNAIRE FOR STUDENTS

Scale						
5 = Strongly Agree; 4 = Agree; 3 = Not Sure; 2 = Disagree; 1 = Strongly Disagree						
Sl. No.	Teacher and teaching techniques.	5	4	3	2	1
1	My history teacher is confident in teaching history.					
2	My history teacher makes history lesson very interesting					
3	My history teacher uses different teaching aids in history lesson.					
4	My history teacher gives additional information from sources other than text book.					
5	My history teacher provides clear instruction for any activity in the class.					
6	My history teacher explains the lesson very clearly.					
7	My history teacher takes us for field trips.					
8	My history teacher understands each student's ability and interest in the class.					
9	My history teacher uses variety of teaching methods.					
10	My history teacher provides interactive learning opportunity					
11	My history teacher uses videos clips in teaching history.					
12	My history teacher regularly checks the assignments and monitors our progress in learning history.					
13	My history teacher gives us interesting project work.					
	Resources	5	4	3	2	1
14	School library contains a variety of history reference books, journals, articles and audio-visual aids.					
15	The school provides sufficient history learning aids in the class.					
16	The school provides computers and internet facilities for teachers & students.					
	Curriculum and textbook	5	4	3	2	1
17	History text book content is easy to understand.					
18	Textbook content is related to our real life situation.					
19	There are enough activities in curriculum that help us understand history.					
20	History is an important subject.					
	Learners interest	5	4	3	2	1
21	I am interested to learn history.					
22	I do history assignments on time.					
23	I participate actively in all history class activities.					
24	I discuss history doubts with my teacher.					

Sl. No.	Teacher and teaching techniques.	5	4	3	2	1
25	I like to read books related to history.					
	Social factor	5	4	3	2	1
26	My parents regularly monitor my studies at home.					
27	My parents spend enough times in helping me in my history assignment.					
28	My parents provide all kinds of history learning materials at home.					
29	My parents frequently visit school to enquire about my progress in history lesson.					
30	My parents always encourage me to study history.					
31	I have internet facilities in my house.					

QUESTIONNAIRE FOR HISTORY TEACHER

Scale

5 = Strongly Agree; 4 = Agree; 3 = Not Sure; 2 = Disagree; 1 = Strongly Disagree

Sl. No.	Teacher and teaching techniques.	5	4	3	2	1
1	I am confident in teaching history.					
2	I make history lesson very interesting					
3	I guide my students in carrying out the learning activities.					
4	I use different teaching aids in history lesson.					
5	I encourage students to look for information in internet.					
6	I use variety of teaching methods in teaching history					
7	I take my students for field trips.					
8	I understand every student's ability and interest in the class.					
9	I help students when they have doubt in history.					
10	I am very interactive with students in the class.					
11	I sometimes use video clips in history lessons.					
12	I regularly check the assignments and monitor my students' progress in learning history.					
13	I give my students interesting project work.					
	Resources	5	4	3	2	1
14	School library contains a variety of history reference books, journals, and learning materials.					
15	The school provides sufficient materials to prepare teaching aids for history lesson.					
16	The school provides computers and internet facilities for teachers & students.					
	Curriculum and textbook	5	4	3	2	1
17	History text book content is easy to teach.					

Sl. No.	Teacher and teaching techniques.	5	4	3	2	1
18	Textbook content is related our real life situation.					
19	There are too many history learning activities in the curriculum.					
20	The periods allocated for teaching history are sufficient to complete the syllabus on time.					
21	History is an important subject.					
	Learners interest	5	4	3	2	1
22	My students are interested to learn history.					
23	My students do history assignments on time.					
24	My students participate actively in all history class activities.					
25	My students always approach me to clarify their history doubts.					
26	My students read books related to history.					
	Social factor	5	4	3	2	1
27	Parents guide their children in their history studies at home.					
28	Parents provide all kinds of history learning materials at home.					
29	Parents frequently visit school to enquire about their child's progress in history lesson.					
30	Parents are very cooperative in their child's education.					

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