



Teacher's Involvement Level in Co-Curricular Activities in the Schools of Thimphu

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Author's contribution

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

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ABSTRACT

This research primarily aims to examine teacher's involvement level in co-curricular activities as co-curricular activities are considered one of the core components of the Bhutanese education system, where co-curricular activities promote enthusiasm, vitality, positive thinking, and team spirit which in turn, contribute to personality development [1]. Understanding teacher's perspective and their work situation would strengthen the co-curricular activities in schools through proper directions and supports. Therefore, this research work was intended to see teacher's involvement, interest, and training aspects in co-curricular activities. The report on "teacher's involvement in co-curricular activities in the schools of Thimphu" consists of six chapters. Chapter1 states the importance of co-curricular activities in the education system and the rationale for conducting this study. It also highlights the importance of teachers in the education system.

Chapter 2 talks about the background information on the research work through intensive literature review focusing on three objectives of the research. A similar kind of study, which was conducted in different countries is also reviewed and it was found that it has a strong correlation to our setting of the education system. Adequate evidence was brought into the discussion from various sources although such kinds of study weren't conducted in Bhutan before. Through rigorous literature review, it was able to structure the research question and theoretical framework for this study.

Chapter 3 discusses the research design, methodology, and analysis. For this study, a descriptive method was undertaken with a quantitative approach using survey questionnaires. The questionnaire was pre-tested and a reliability test for internal consistency was also carried out. The

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survey questionnaire was administered to about 120 teachers from eight different schools of Thimphu. Data analysis was carried out mostly through SPSS (Statistical Package for the Social Sciences) and a Microsoft Excel sheet was also used for preparing tables and graphs for interpretation.

Chapter 4 provides the main findings of the study. The summaries of the findings from this study are: Firstly, the demographic detail shows that 70.8% female and 29.2% male participated in this research and from which 56.7% of the teachers were from the age group of 31-40. The majority of respondents were B.Ed teachers and representation of school level was maintained somewhat equal. Secondly, the involvement in co-curricular activities was found very impressive as the mean score was recorded at 4.1. It also showed that 90.9% of teachers are very familiar with co-curricular activities in school.

Thirdly it was also found that the teachers do adequate planning and devote their time to co-curricular programs. However, it was found that they desire motivation and reward systems to be in place as they were not motivated by the current situation. Fourthly the findings showed that the teachers are in dire need of more training and workshops to upgrade their knowledge and skills in co-curricular activities. Around 86.6% stated that they need specialized tutors to carry out co-curricular activities in schools.

Chapter 5 provides some practical recommendations based on the findings. The recommendations are particularly made on the areas like; empowerment in carrying out the co-curricular activities, motivation & reward system, provide enough training & workshops, create suitable timing for co-curricular activities and ministry to carry out study on the relevancy of co-curricular activities in schools.

Chapter 6 discusses the limitations, significance & scope of the study, and ethical considerations. Finally, chapter 7 provides the conclusion.

Keywords: Teachers; education; co-curricular activities; involvement; interest; qualification.

1. INTRODUCTION

Ensuring high-quality education to our children is of paramount importance as the future of our country would greatly depend on the quality of education that we impart today. His Majesty the fourth Druk Gyalpo, Jigme Singye Wangchuk, King of Bhutan (as cited in Drukpa [2]) always emphasized that “the future of our nation lies in the hand of our children and the future of the children lies in the hand of the teachers”. Therefore, teachers play a vital role in the overall development of the child, and they are the main pillars of a progressive society. The kind of future that a country aspires is in the hands of the teachers [3].

Therefore, teacher’s involvement is not only crucial in curricular aspects, but it is also equally important in the co-curricular activities to provide wholesome education to our future citizens. Student’s interests and talents come in various forms and they should be equally valued and provided enough support by catering to their learning needs. Such needs are met through well-designed and significant co-curricular activities.

2. BACKGROUND OF THE STUDY (LITERATURE REVIEW)

Numerous studies have shown a positive impact of co-curricular activities [1,4] however, it depends upon how teachers inculcate the values and how students imbibe such values for a better education. Therefore, this research attempts to examine the teacher’s involvement level in co-curricular activities and background section provides different views through the review of related literature.

2.1 Teacher’s Involvement Level in Co-curricular Activities

The involvement of teachers in any school co-curricular activity is crucial and without their participation, reforms in education are impossible. Kumar [5] stated that “the teacher is the dynamic force of the school. Without a competent teacher, even the best of the system is bound to fail”. Therefore, it is the teachers who occupy the most important place in the teaching and learning process.

Marais [4] conducted a study in South Africa on the significance of teacher’s involvement in co-curricular activities and the study revealed two

thoughts on teacher's perspectives. An argument in favor was that co-curricular activities prepare learners practically for the future and they cope better in life in a society where people have to change careers several times in the course of their working lives. Co-curricular activities are offered after school hours which can be an excellent opportunity to discover new meaning in life and learners have different aptitudes and should be given ample opportunities to equip themselves [4].

However, it was argued saying that academics are much more important and must continue to be given more importance in schools than co-curricular activities. Higher education institutions emphasize more on academic while selecting students, and employers emphasize even more on academic while recruiting the workers. Thus, obtaining a recognized qualification is more important than co-curricular activities. Making co-curricular activities compulsory would compromise the academic aspect of a child's development and forcing learners to take part would spoil the activity with their recalcitrance [4]. Therefore, teacher's involvement in co-curricular activities is directly influenced by how each teacher views it.

Similar research was also conducted in Malaysia to study teacher's attitudes towards co-curricular activities in schools. It was found that teacher's readiness to carry out co-curricular activities in the schools was very high. Teachers also indicate that they are ready to be assigned the task as an advisor and they are also ready to master the handling procedures and management of activity in co-curricular programs. It also shows that teachers have the awareness that they need to carry out the co-curricular activities with full dedication and commitment. However, on the other hand, the study revealed that a small group of teachers felt that involvement in co-curricular activities is an extra burden to them [6].

According to Kumar [5] teachers in Nepal participate spontaneously and actively to conduct the co-curricular activities in their schools. However, some Principles also reveal that their teachers participate in co-curricular activities but not with that much enthusiasm and their nature of involvement was more compelling. Teachers claimed that they have a maximum load, they taught continuous seven periods a day and sometimes have to regulate extra classes in the absence of their colleagues. Because of the over-teaching load, they were unable to conduct

the co-curricular activities productively after school hours [5].

In Bhutan, co-curricular activities in schools are considered as one of the pathways in educating for Gross National Happiness. Through such activities, students are shaped as wholesome individuals who ultimately accomplish the qualities of GNH graduates (Educating for GNH – A Training Manual 2013). Therefore, schools and teachers may propose co-curricular activities in all levels of schools in Bhutan. However, the effectiveness of their involvement in co-curricular activities particularly in urban schools like Thimphu is an issue as many teachers refuse to take up the role during the delegation time and most of the time school administration has to force them to take up the role. Such nature of evidence shows that they lack interest in co-curricular activities and therefore, effective involvement remains doubtful to many people.

2.2 Teacher's Qualification and Training Level in Co-curricular Activities

The success or the failure of initiating co-curricular activities rests on the teacher. If they are well trained, well-educated, and take a keen interest in their job, then success is ensured. However, if the teachers lack education training and if they cannot give their heart to their job then the system is meant to fail [7]. Therefore, having competent people for co-curricular programs is crucial. In Bhutan, teachers in all levels of schools are well qualified with Bachelor's Degree in Education and Post Graduate Diploma in Education and academic content are well addressed in the training colleges. However, not much knowledge and skills are imparted on co-curricular programs during their training period. Hence, teachers are not specialized in any co-curricular programs and they have very little understanding of the co-curricular activities. For example, a teacher trained in language subjects may be asked to run the carpentry or tailoring clubs where they don't have any idea about it.

Similarly, educators in Malaysia have the general knowledge in theory to manage co-curricular activities; however, instructors have also expressed their needs towards training and showed interest in upgrading their knowledge and skills for handling and managing co-curricular activities [6]. This indicates that the teachers coordinating co-curricular activities are not well equipped with the required knowledge and skills. In the same way, educators under the

Municipal Corporation of Delhi also expressed that having to teach subjects outside of their expertise often without consideration of their specialty and interest was so disappointing. The quality of education they imparted was poor and they expressed the need for specialized teachers for non-academic lessons [8]. Similar findings are also revealed in Nepal that all those educators who were formally trained did not have any specific training on co-curricular and extra-curricular activities. Thus, they all require training on co-curricular programs [5].

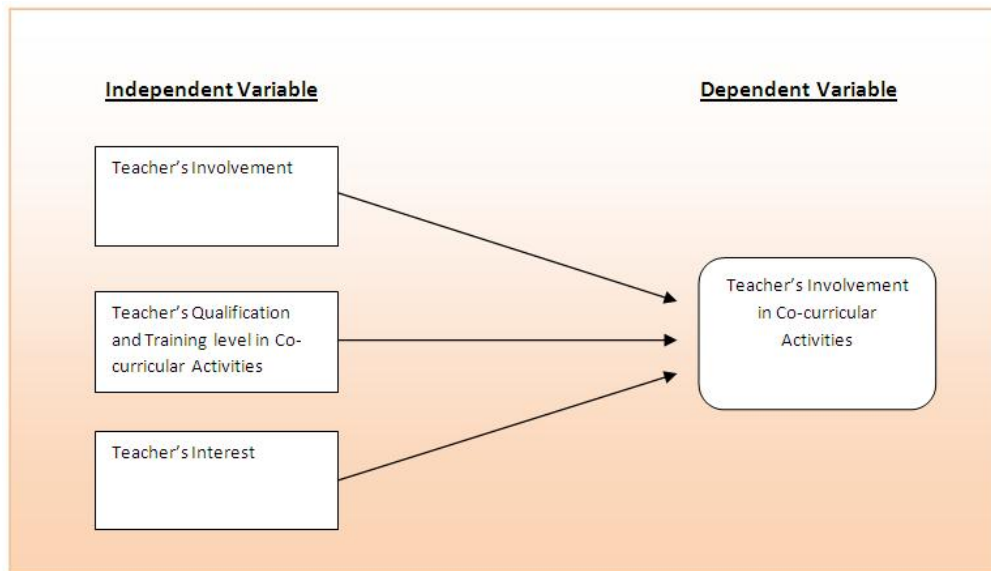
However, in South Africa, co-curricular programs are incorporated through teaching practice modules. Four-year Bachelor's Degree in Education has 40 modules of which 4 modules are allocated for teaching practice. Each of the modules requires 5 weeks of teaching practice which means student teachers must complete 20 weeks of teaching practice. During the entire teaching period student teachers must get involved in all kinds of co-curricular activities and they need to become acquainted with the nature and the challenges of the co-curricular activities. Research findings proved that the student teachers were much familiar with all the co-curricular activities [4].

2.3 Teacher's Interest in Co-curricular Activities

Teacher's interests and attitudes significantly influence the student's performance in co-

curricular activities in schools. The more committed the teachers, inspire the student's active participation in co-curricular activities. Research findings show that the teachers in Malaysia have the awareness that they need to carry out co-curricular activities with dedication and commitment. They have also exhibited their interest in the activity to inspire student's participation although the teacher's job is challenging [6].

The teachers' interest in work is also significantly influenced by the teacher's morale. For example, a positive school environment promotes the morale of teacher and it increases the teacher's interest for work. Teachers know they have to work even on holidays but when they see other civil servants playing archery on Saturday, they feel they are overstressed, and it damages their morale. Promoting teacher's morale can have a positive impact on student attitudes towards learning. Therefore, it is observed that, where teacher morale is high, students also tend to perform better (Dorji as cited in Opinions on Quality of Education in Bhutan [9]). A study also shows that 'teachers believe that reward serves as one of the motivation factors and also reward can be used as an enhancement of student's participation in co-curricular activities [6]. Improving teacher morale through various motivational aspects remains teachers inspired in their work.



Graph 1. Theoretical framework

2.4 Research Question

What is the teacher’s involvement level in co-curricular activities in the schools of Thimphu?

2.5 Objectives of the Study

This research aims to answer the following questions:

- To find out teacher’s involvement in co-curricular activities.
- To find out the qualification and training level of teachers in co-curricular activities.
- To find out teacher’s interest in co-curricular activities.

2.6 Motivation

Many people assume that the co-curricular activities in schools are not conducted seriously and it is often seen as a wastage of time. It is also considered as the deteriorating factor for academic performance. Thus, society emphasizes more on academic, considering it is a deciding factor for a student’s future and little importance is given to the co-curricular activities. However, no research has been conducted in Bhutan on this and there is no concrete evidence but only the assumption. Therefore, I was motivated and carried out this research basically to see first the teacher’s involvement level in co-curricular activities, as teachers are the backbone of every activity in the schools.

3. RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1 Research Methodology and Research Design

The descriptive study method was undertaken for this research work since the research problem was partially identified. A descriptive study was considered because it describes and understands the characteristics of the variables of interest in a situation [10]. The research examined the details of teacher’s involvement, teacher’s interest, qualification, and training level in co-curricular activities through the survey

questionnaires where participants are asked to indicate their responses using the Likert scaling (scored 1-5 from strongly disagree to strongly agree).

Similarly, the quantitative approach has been considered for this research as the numerical data was collected through large numbers of sampling and statistical analyses were also done for result purpose. The survey questionnaire for this study contains two parts, A & B. Part A contains a survey questionnaire of 15 items and part B contains 4 items which cover the background information of the respondents.

3.2 Sampling

The non-probability sampling design was used for this research because the elements in the population do not have any probabilities attached to their being chosen as sample subjects and findings from the study would also not generalize to the whole population. Among the two broad categories of non-probability sampling design, purposive sampling (judgment sampling) was used for this study as sampling here was confined to specific types of people who provided the desired information [10]. Thus, teachers are the sample unit for this study and 120 teachers from eight schools of Thimphu Thromde (City) was used for specimen purpose.

3.3 Data Collection Method

For this research work, both secondary and primary data were used to answer the research question effectively. Since the research was conducted through survey, the primary data was collected from 120 teachers of Thimphu schools through the distribution of survey questionnaires. The survey was conducted through self-administered questionnaires to acquire quality data. Pretesting was also done among few teachers of Jigme Namgyel lower secondary school to rectify any inadequacies before administering the main survey and also to see the general reactions of the participants to the questionnaire.

Table 1. Sample schools & no. of teachers

Sl.No	School type	No. of schools	No. of teachers
1	Primary School	2	30
2	Lower Secondary School	2	30
3	Middle Secondary School	2	30
4	Higher Secondary School	2	30
Total Sample		8	120

3.4 Data Analysis

For this research work, SPSS (Statistical Package for the Social Sciences) was used for data analysis as the SPSS is the data management and analysis program designed to do statistical figure analysis. Therefore, SPSS was found to be the perfect data analysis technique tool for evaluating the responses from survey questionnaires which were designed using the Likert scaling (scale ranging from strongly disagree to strongly agree).

The information gathered from the field was processed through SPSS completing the necessary procedures such as data entry; data coding and further analysis were done to draw the explicit result. While data analysis certain aspects like correlations among variables, descriptive statistics, frequencies, and distribution of data were considered for the better interpretation of the report. Besides SPSS, a Microsoft Excel sheet was also used for preparing tables and graphs for better interpretation of the findings.

4. MAIN STUDY FINDINGS

4.1 Demographic Details of Respondents

The demographic detail was considered in the finding to obtain accurate information on the

issue and to discuss it further. The age range for the respondents was kept above 20 till the retirement age of 58 and the findings show that 56.7% of the total respondents were aged in between 31 to 40. Of the total respondents, 70.8% were female teachers and only 29.2% were male teachers. Out of the total respondents, 60% of female teachers & 48.6% of male teachers were aged between 31 to 40 which are the highest age group respondents.

Academic qualification of the respondents shows that the majority of them were B.Ed teachers, followed by PGDE, PTC, and others like master teachers & contract teachers. Regarding the school level of respondents, about 28.3% were from higher secondary school, 26.7% from lower secondary school, 23.3% from middle secondary school, and 21.7% of respondents were from primary schools.

Fig. 5 above shows that the majority of the teacher participants were language teachers and from each category language teachers dominates the bar apart from PTC. Out of total respondents 38.3% were language teachers followed by science teachers with 25.8% and others with 20% and 15.8% of teachers with a humanitarian subject background.

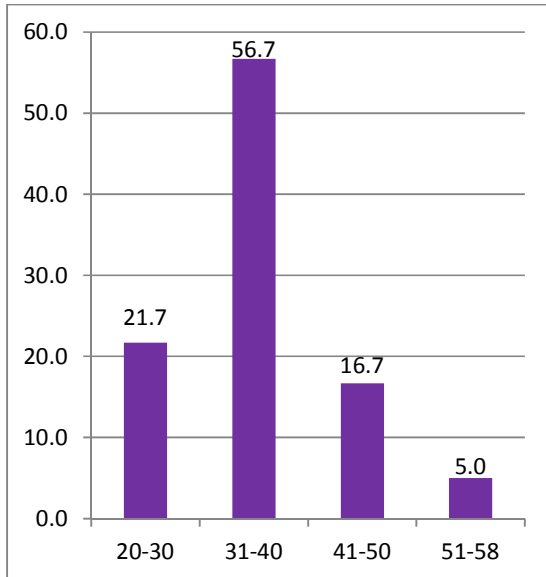


Fig. 1. Percentage of Respondent by Age group

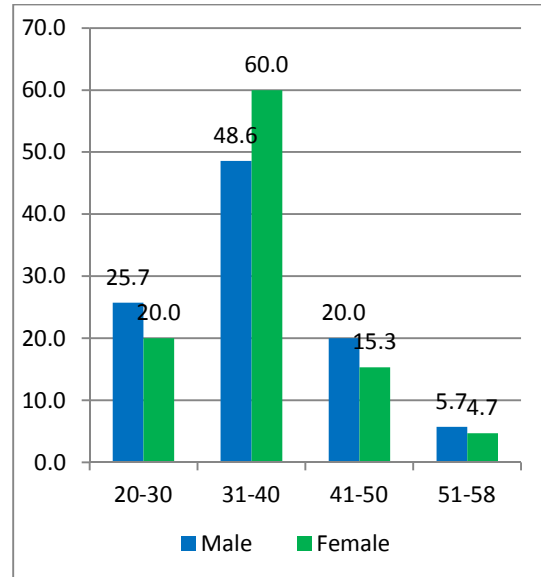


Fig. 2. Percentage of respondents by age group and sex

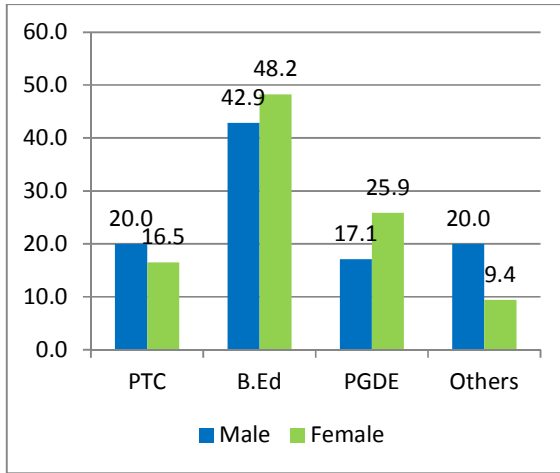


Fig. 3. Academic Qualification of Respondents by sex

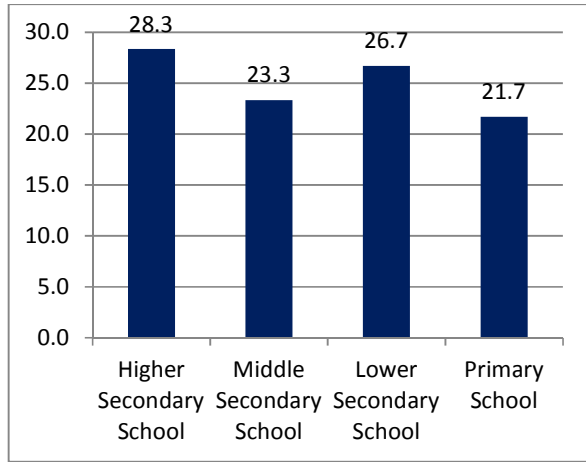


Fig. 4. Respondent's Level of School

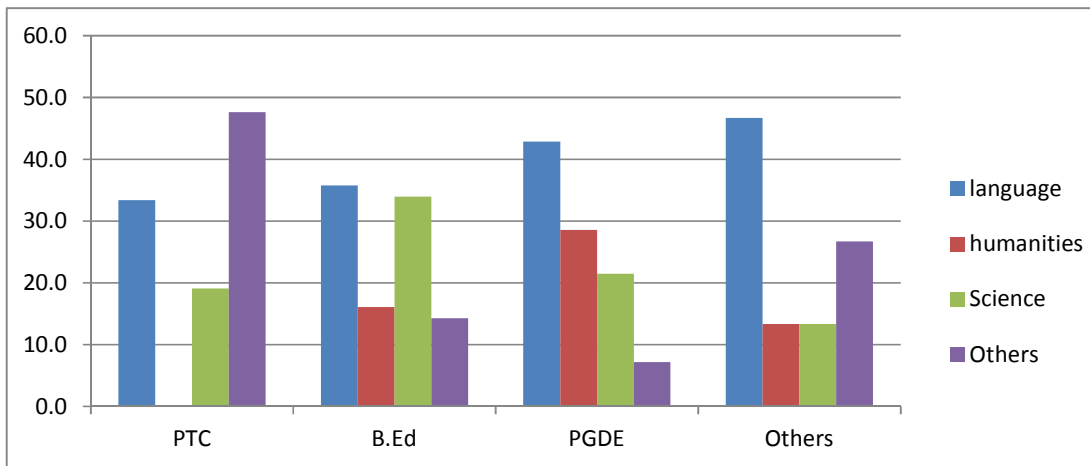


Fig. 5. Academic qualification and subject taught

Table 2. Teacher's involvement level in co-curricular activities

Teachers involvement in co-curricular activities	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I am familiar with co-curricular activities in schools	2.5	0.8	0.8	28.3	67.5	100.0
I conduct co-curricular activities regularly in schools	2.5	8.3	8.3	50.8	30.0	100.0
Co-curricular activities are well accepted as an integral part of education system	0.8	0.8	7.5	44.2	46.7	100.0
Co-curricular activities promote sustainable commitment to educational outcomes	1.7	0.8	13.3	60.0	24.2	100.0
I give full attention to co-curricular activities in schools	2.5	4.2	12.5	57.5	23.3	100.0

4.2 Objective No.1: To Find Out Teacher's Involvement Level in Co-curricular Activities

The teacher's involvement level in co-curricular activities was examined by taking the teachers' responses through five key statements mentioned in the questionnaires. The first objective was basically to see the nature of their participation in co-curricular activities and also to see their understanding of co-curricular activities in schools.

Out of total respondents, findings shows that 67.5% are very much familiar & 28.3% familiar of co-curricular activities in schools and only 2.5% are not familiar with it. 50.8% agreed and 30% strongly agreed that they conduct co-curricular activities regularly in the schools. In the same way 46.7% strongly agreed and 44.2% agreed that co-curricular activities are integral part of education system. 60% agreed and 24% strongly agreed that the co-curricular activities promote sustainable commitments to educational outcomes. Similarly, 57.5% of respondents agreed and 23.3% strongly agreed that they give

full attention to co-curricular activities in the schools.

Teacher's involvement in co-curricular activities by subject taught, shows that 100% of teachers from other subjects agreed that they are familiar with co-curricular programs followed by language teachers with 97.8%. Likewise, 93.6% of science teachers and 89.5% of humanities also agreed that they are familiar with co-curricular activities. Fig. 7 shows that about 96.8% of teachers from a science background and 95.8% of teachers from other subject backgrounds well accepted that the co-curricular activities are an integral part of the teaching and learning system. Language teachers with 91.3% and humanitarian teachers with 73.7% also agreed that co-curricular activities are an integral part of the education system.

Teacher's involvement level in co-curricular activities by academic qualification generally shows well from PTC, B.Ed & others teachers; however, PGDE teachers are slightly reluctant to involve in the co-curricular activities. The table above confirms that PGDE teachers have indicated some percentage of their disagreement in all the areas.

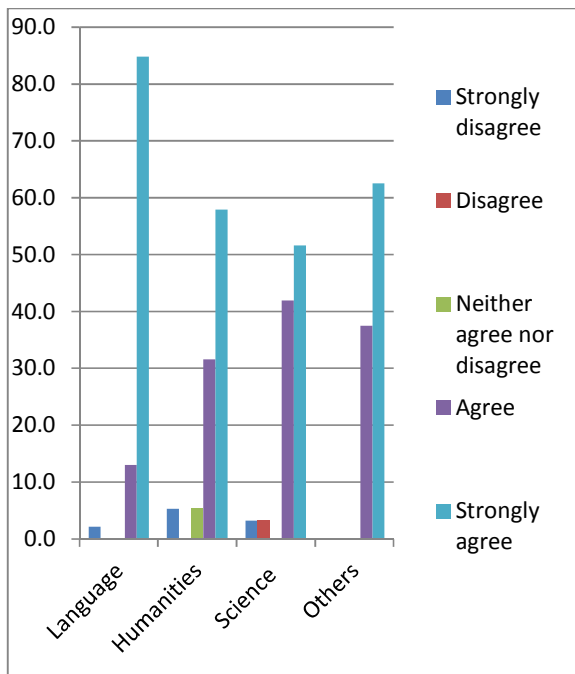


Fig. 6. Familiar with co-curricular activities in schools by subject taught

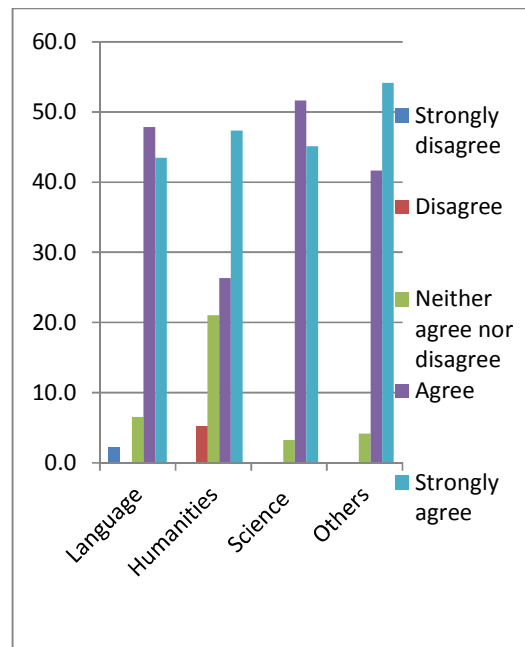


Fig. 7. Co-curricular activities are well accepted as an integral part of education system by subject taught

Table 3. Teacher's involvement in co-curricular activities by academic qualification (Percent)

Teachers' involvement in co-curricular activities		PTC	B.Ed	PGDE	Others	Total
I am familiar with co-curricular activities in schools	Strongly disagree	0.0	1.8	7.1	0.0	2.5
	Disagree	0.0	1.8	0.0	0.0	0.8
	Neither agree nor disagree	0.0	1.8	0.0	0.0	0.8
	Agree	38.1	26.8	25.0	26.7	28.3
	Strongly agree	61.9	67.9	67.9	73.3	67.5
I conduct co-curricular activities regularly in schools	Strongly disagree	0.0	1.8	7.1	0.0	2.5
	Disagree	0.0	8.9	17.9	0.0	8.3
	Neither agree nor disagree	4.8	7.1	10.7	13.3	8.3
	Agree	47.6	53.6	42.9	60.0	50.8
	Strongly agree	47.6	28.6	21.4	26.7	30.0
Co-curricular activities are well accepted as an integral part of education system	Strongly disagree	0.0	0.0	3.6	0.0	0.8
	Disagree	0.0	0.0	3.6	0.0	0.8
	Neither agree nor disagree	4.8	10.7	7.1	0.0	7.5
	Agree	52.4	44.6	46.4	26.7	44.2
	Strongly agree	42.9	44.6	39.3	73.3	46.7
Co-curricular activities promote sustainable commitment to educational outcomes.	Strongly disagree	0.0	0.0	3.6	6.7	1.7
	Disagree	0.0	1.8	0.0	0.0	0.8
	Neither agree nor disagree	9.5	14.3	17.9	6.7	13.3
	Agree	71.4	64.3	50.0	46.7	60.0
	Strongly agree	19.1	19.6	28.6	40.0	24.2
I give full attention to co-curricular activities in schools.	Strongly disagree	0.0	1.8	3.6	6.7	2.5
	Disagree	0.0	1.8	14.3	0.0	4.2
	Neither agree nor disagree	23.8	7.1	21.4	0.0	12.5
	Agree	61.9	62.5	39.3	66.7	57.5
	Strongly agree	14.3	26.8	21.4	26.7	23.3
Total		100.0	100.0	100.0	100.0	100.0

Table 4. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am familiar with co-curricular activities in schools	120	1	5	4.575	0.78497
I conduct co-curricular activities regularly in schools	120	1	5	3.975	0.97414
Co-curricular activities are well accepted as an integral part of the education system in my school.	120	1	5	4.35	0.72934
Co-curricular activities promote sustainable commitment to educational outcomes.	120	1	5	4.0417	0.74918
I give full attention to co-curricular activities in schools.	120	1	5	3.95	0.86821
Valid N (listwise)	120				

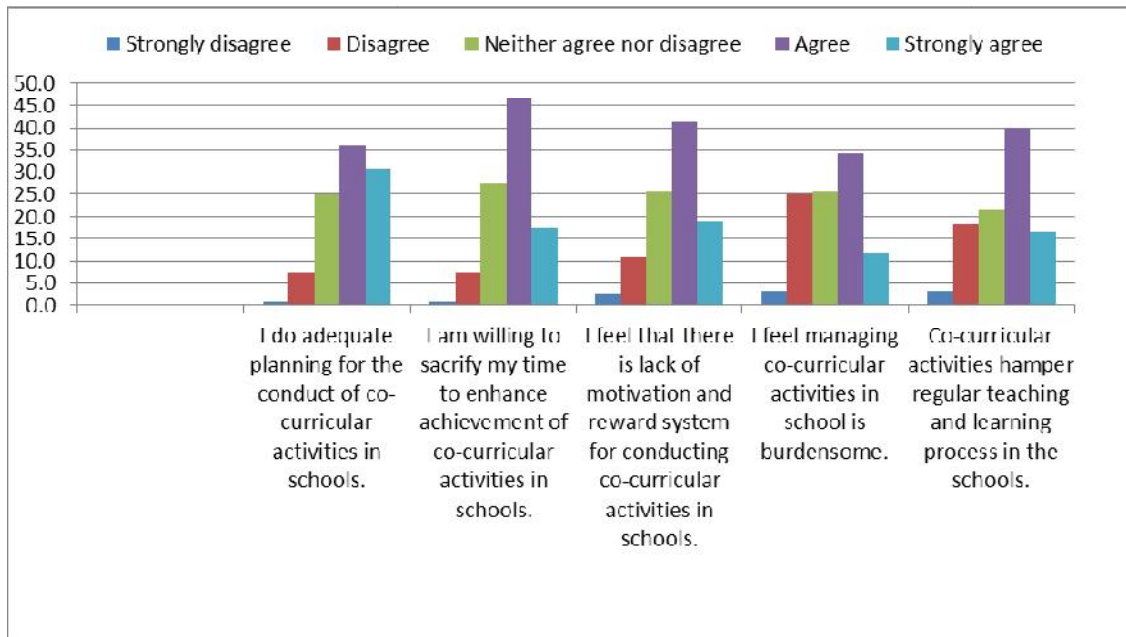


Fig. 8. Teacher's interest in co-curricular activities

The mean average for each indicator was also considered to get the precise result of the overall teacher's involvement level in co-curricular activities. The mean score for all the variables is recorded as 3.9 and above and also the mean average for the overall teacher's involvement level in co-curricular activities was recorded at 4.1. Therefore, the result says that the teacher's involvement level in co-curricular activities is commendable.

4.3 Objective No.2: To Find Out Teacher's Interest in Co-curricular Activities

Findings on teacher's interest in co-curricular activities show that 66.6% of teachers agreed that they do adequate planning for the conduct of co-curricular activities in the schools. In the same way, 64.2% of teachers agreed to sacrifice their time for co-curricular activities. However, 7.5% of teachers are reluctant to plan and sacrifice their time for co-curricular activities. About 60.9% of teachers felt that there is a lack of motivation & a reward system.

Managing co-curricular activities is also felt burdensome for around 45.9% of teachers; however, 28.3% of teachers felt not burdensome. 56% of teachers also agreed that the co-curricular activities hamper the academic

teaching-learning process in the school but 21% of teachers responded positively.

Out of total respondents 65.7% of male teachers and 58.9% of female teachers agreed that there is lack of motivation and reward system for conducting co-curricular activities in the schools.

Similarly, Fig. 10 shows that out of 60.9% of teachers who felt that there is a lack of motivation & reward system for the conduct of co-curricular activities in the schools are mostly B.Ed & PGDE teachers followed by other subjects and PTC.

Finding also shows that managing co-curricular activities in schools is burdensome for teachers. 57.2% of male teachers and 41.2% of female teachers felt it is burdensome. However, 25.7% of male and 29.5% of female respondents do felt burdensome.

On average 53.3% of teachers from other qualifications agreed that managing co-curricular activities is burdensome and it was followed by PTC with an average of 52.4% then B.Ed & PGDE with 42.9% each. However, 28.3% of total respondents have agreed that managing co-curricular activities in the school are not burdensome.

Lack of motivation and reward system for conducting co-curricular activities in schools

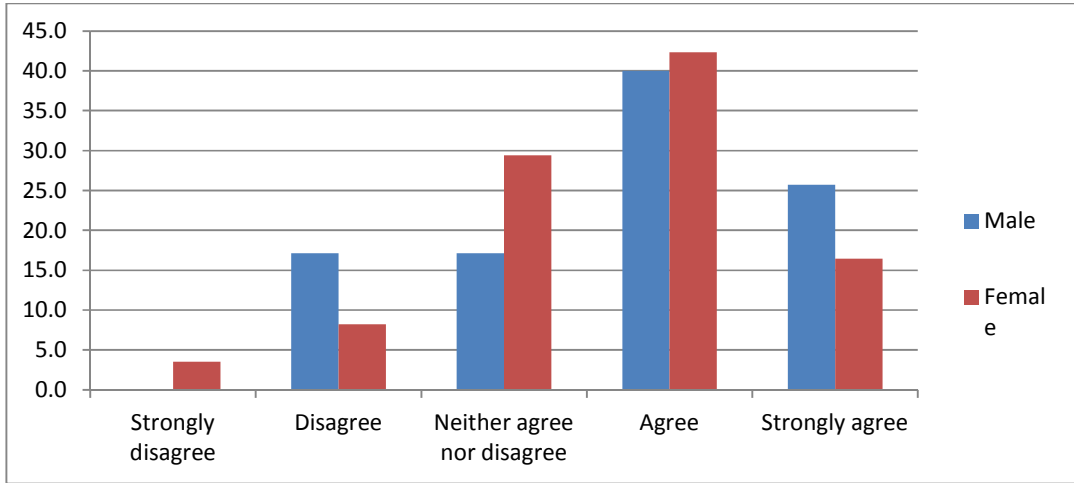


Fig. 9. Lack of motivation and reward system for conducting co-curricular activities in schools by gender

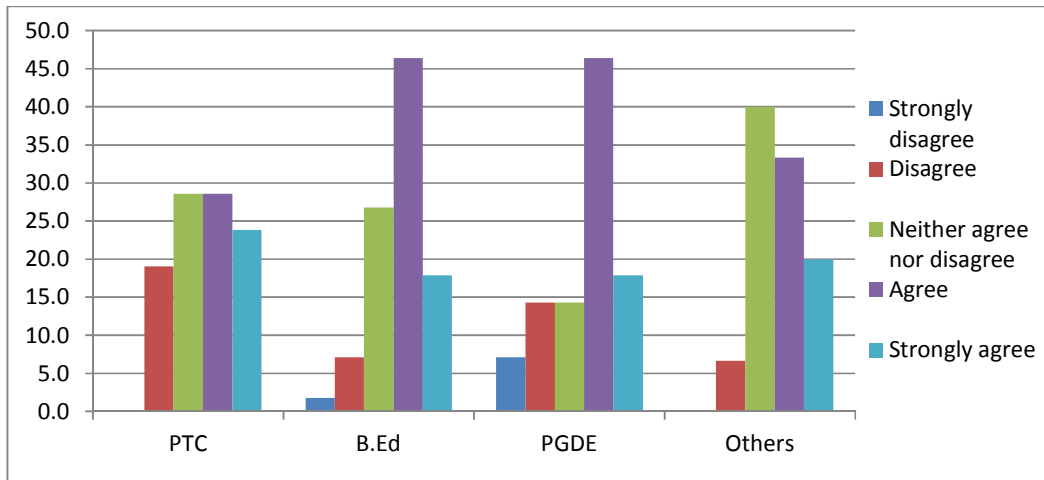


Fig. 10. Lack of motivation & reward system for conducting co-curricular activities in schools by subject taught

Managing co-curricular activities in school is burdensome

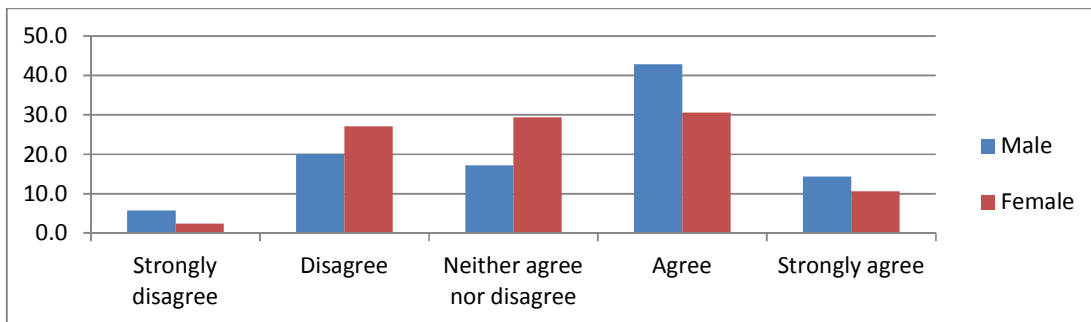


Fig. 11. Managing co-curricular activities in school is burdensome by gender

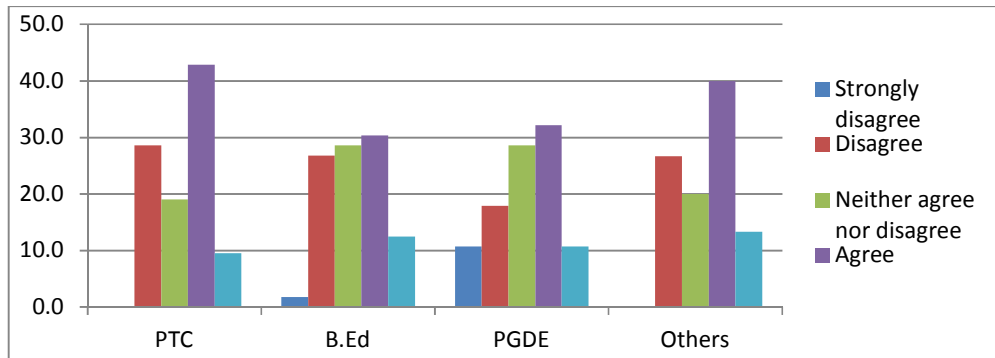


Fig. 12. Managing co-curricular activities in school is burdensome by academic qualification

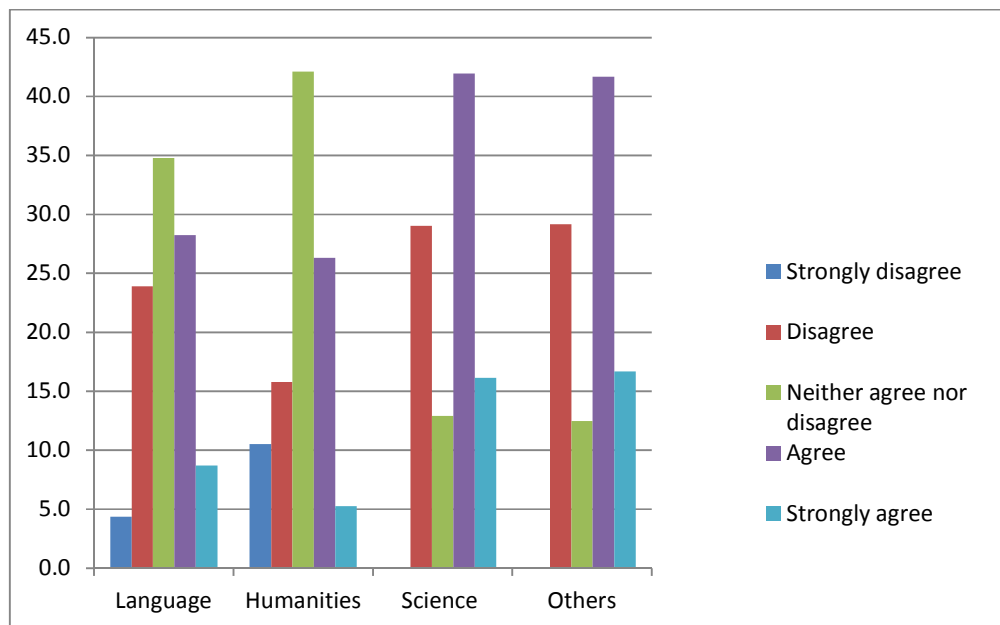


Fig. 13. Managing co-curricular activities in school is burdensome by subject taught

Co-curricular activities hamper regular teaching and learning process in the schools.

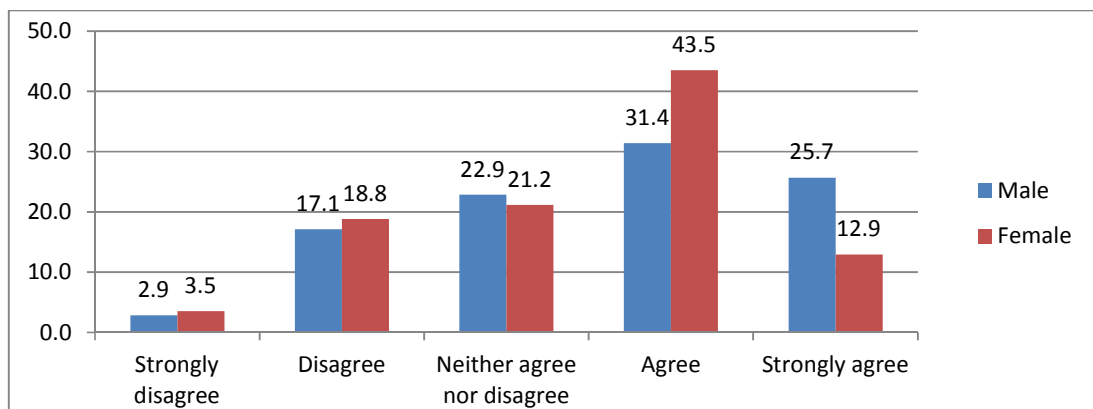


Fig. 14. Co-curricular activities hamper regular teaching and learning process in the schools by gender

Around 45.9% of teachers felt managing co-curricular activities in schools is burdensome and from which 58.3% of teachers from another subject background, 58.1% are from science, 37% from language background and 31.6% of teachers from humanities felt burdensome. However, as a whole 28.3% of teachers not felt as burdensome and around 25.8% of teachers remain impartial.

57.1% of male & 56.4% of female teachers responded that co-curricular activities hamper regular teaching and learning processes in the schools. 22.9 % male & 21.2% female remains neutral, but 20% male & 22.3% of female responded co-curricular activities does not hamper academic teaching & learning.

50% of teachers from other subjects agreed and 12.5% strongly agreed that conducting co-curricular activities in schools hamper the regular teaching and learning process. In total 58.7% of language teachers, 54.8% of science teachers,

and 47.4% of humanities teachers also agreed that conducting co-curricular activities in schools hamper the regular teaching and learning process. However, 36.9% of teachers from humanities had also disagreed that it does not hamper academic teaching.

The average mean score for the first two indicators was recorded at 3.8 and on average More than 66.6% of teachers do adequate planning, devote their time, and demonstrated their interest in co-curricular programs in schools. However, substantial percentages of teachers also remain impartial. The teacher's interest is also determined by many other factors as shown in this finding. More than 54% of total respondents felt there is a lack of motivation & reward system, felt burdensome and they felt it also hinders academic learning. Thus, the average mean score for the second three indicators recorded was 3.4 which is quite alarming.

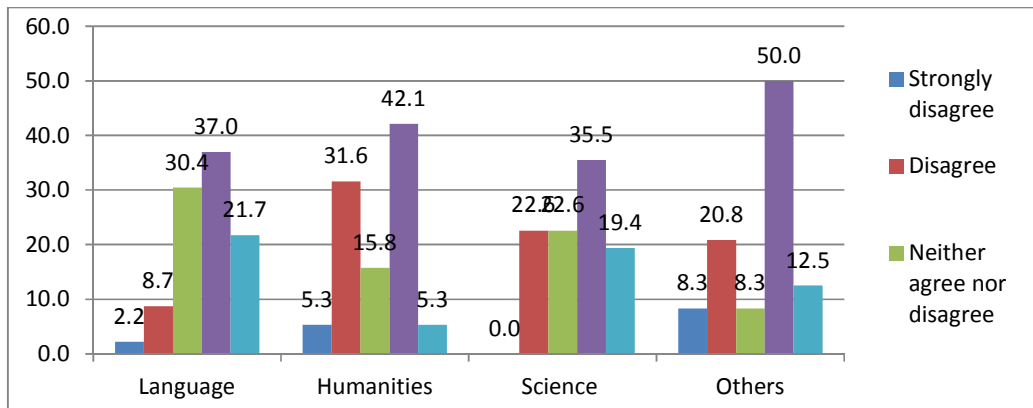


Fig. 15. Co-curricular activities hamper regular teaching & learning process by subject taught

Table 5. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I do adequate planning for the conduct of co-curricular activities in schools.	120	1	5	3.8833	0.96304
I am willing to scarify my time to enhance the achievement of co-curricular activities in schools.	120	1	5	3.725	0.86929
I feel that there is a lack of motivation and a reward system for conducting co-curricular activities in schools.	120	1	5	3.6417	0.99407
I feel managing co-curricular activities in school is burdensome.	120	1	5	3.2583	1.06507
Co-curricular activities hamper regular teaching and learning process in the schools.	120	1	5	3.4833	1.07675
Valid N (listwise)	120				

Adequate knowledge and skills to conduct co-curricular activities in schools

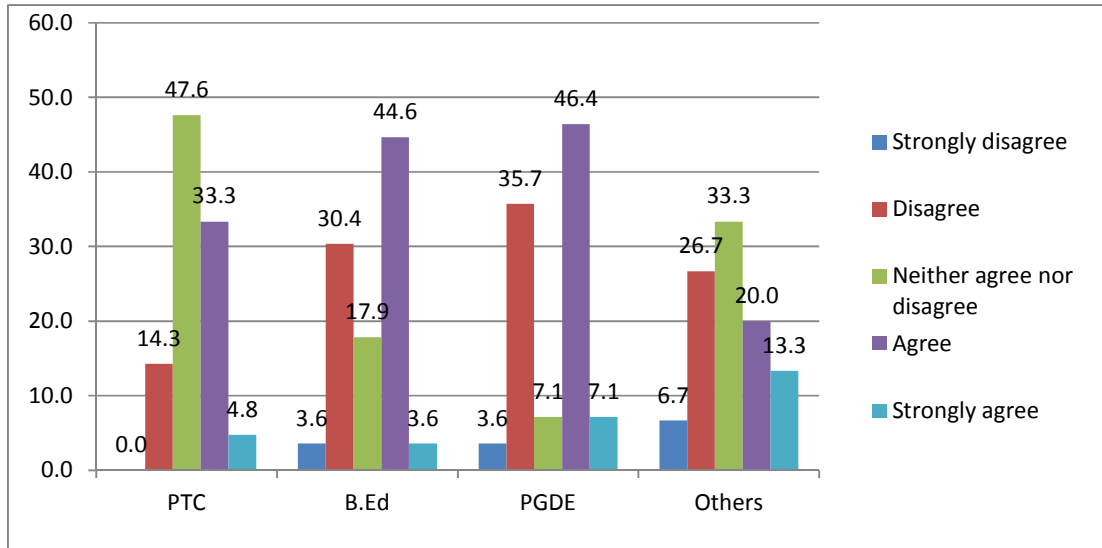


Fig. 16. adequate knowledge & skills required to conduct co-curricular activities in schools by qualification

4.4 Objective No.3: To Find Out the Qualification & Training Level of Teachers in Co-curricular Activities

The teacher’s qualification & training level in co-curricular activities was studied through the collection of various responses on different areas of statements provided in the questionnaire. The findings are also revealed as per the sequence of the statements mentioned in the questionnaire to have a better understanding of the result.

From the total respondents 5.8% strongly agreed, 40% agreed, 22.5% remains neutral, 28.3% disagreed and 3.3 strongly disagreed; from which 53.6% of PGDE teachers, 48.2% of B.Ed, 38.1% of PTC, and 33.3% of others agreed that they have adequate knowledge and skills to conduct co-curricular activities in schools. However, 39.3% of PGDE, 34% of B.Ed, 31.6% of others, and 14.3% of PTC teachers expressed that they do not have adequate knowledge and skills to conduct co-curricular activities in schools.

Findings show that 85.8% of total respondents agreed that they need training to upgrade knowledge & skills in co-curricular activities. In the same way response by qualification of teachers was recorded highest by PTC with 95.2% followed by B.Ed with 89.3%, 78.6% PGDE, and others with 73.3%. Therefore, almost

all the teachers responded that they need training to upgrade knowledge & skills in co-curricular activities.

Need a specialized teacher to teach co-curricular programs in schools.

The results shows that over 86.6% of total respondents agreed that they need a specialized teacher to teach co-curricular programs in the schools and only 1.6% of total respondents have the disagreement with the statement. As per the teacher’s qualification, 90.5% of PTC teachers responded to the need for specialized teachers followed by others with 86.7%, then B.Ed and PGDE with 85.7% each. (Fig. 18).

Overall, 71.4% of total respondents agreed that they have obtained knowledge on co-curricular activities from the training colleges; however, 21.6% of total respondents disagreed with the statement. Findings by teacher’s qualification show that out of the total PTC teachers 71.4% have agreed that they obtained the knowledge on co-curricular activities from the training colleges and 60% of teachers from other qualification also agreed the same. Nevertheless, 39.3% of PGDE and 23.9% of PTC has disagreed followed by 14.3% and 13.3% of B.Ed & others. By subject wise findings shows that teachers from other subject background responded the highest followed by humanities.

Need training to upgrade knowledge & skills in co-curricular activities

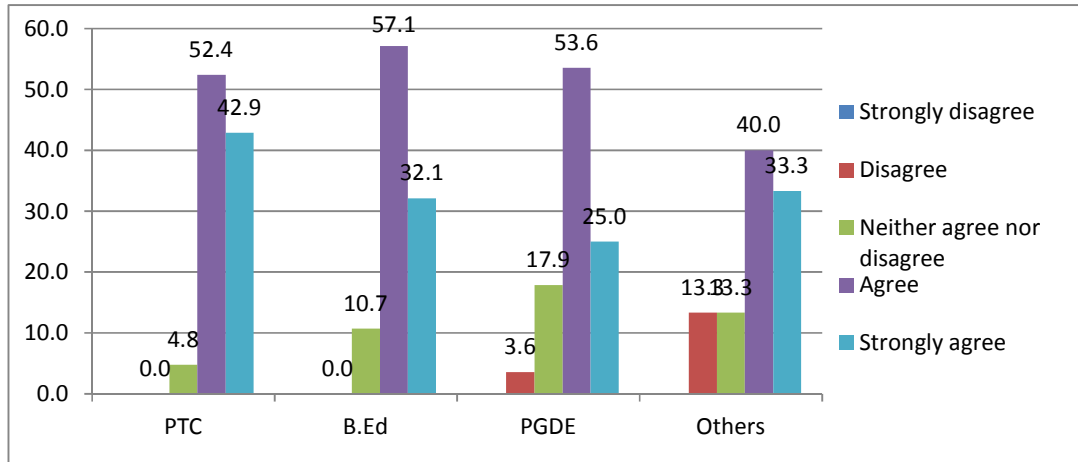


Fig. 17. Need training to upgrade knowledge & skills in co-curricular activities by qualification

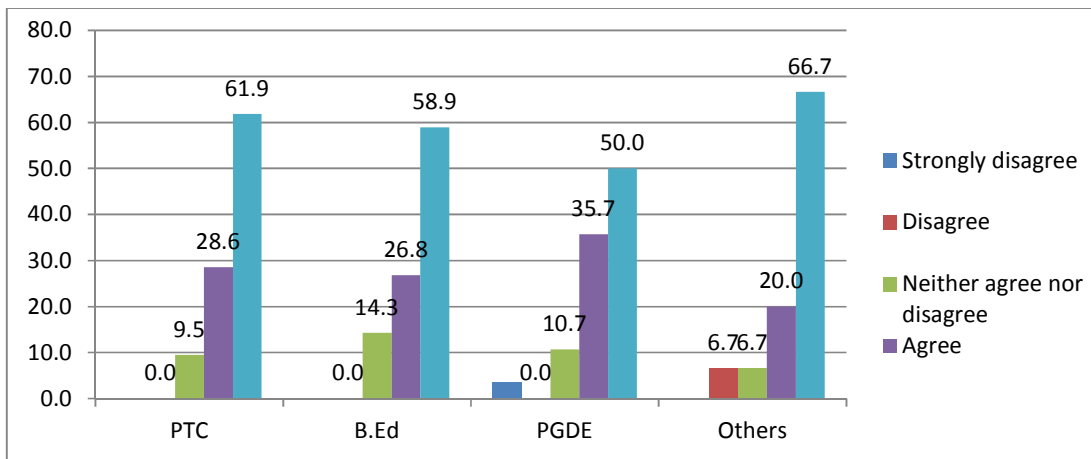


Fig. 18. Need specialized teacher to teach co-curricular programmes in schools by qualification

Obtained knowledge on co-curricular from the training colleges

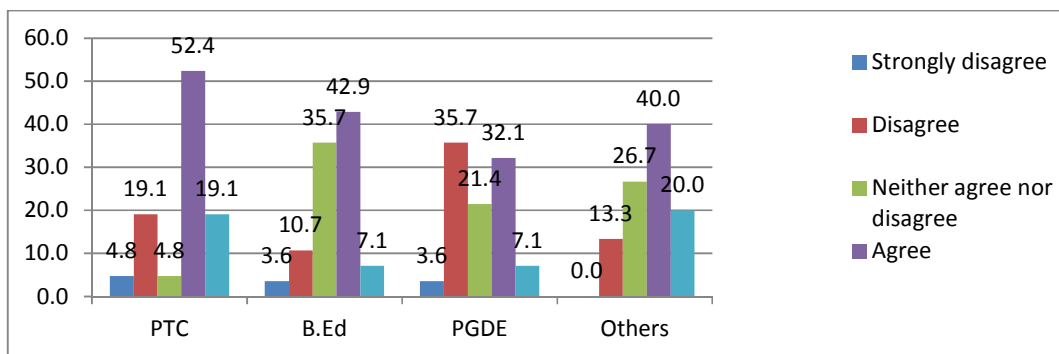


Fig. 19. Obtained knowledge on co-curricular from the training colleges by qualification

Training & workshops provided to organize co-curricular activities in schools

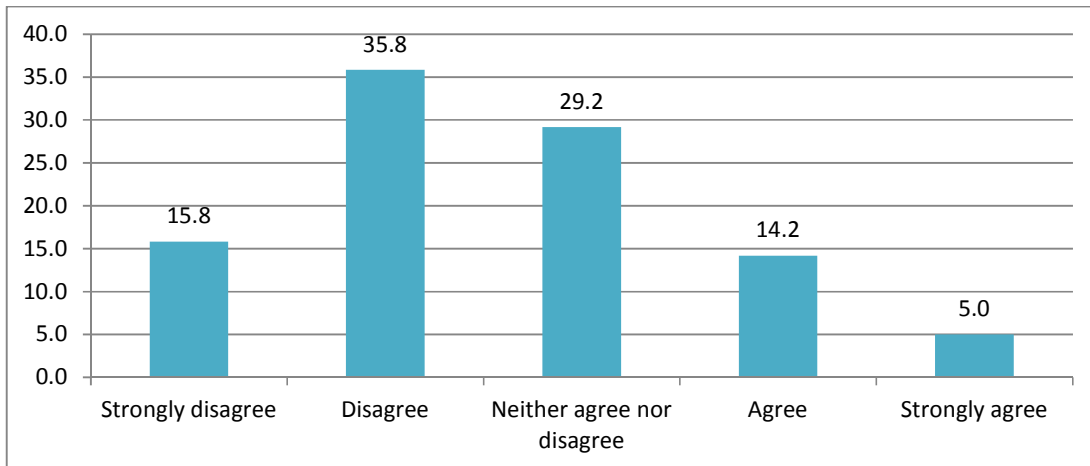


Fig. 20. Enough trainings and workshops are given to organize co-curricular activities in schools

Fig. 20 indicates the opinion of teachers on training and workshops that are given to coordinate co-curricular activities in schools. Unfortunately, not many teachers attended the workshops and training as such. The finding shows that only 5% of total respondents strongly agreed and 14.2% of teachers agreed that they have enough training & workshops. But on the other hand, 51.6% of teachers responded that they are not given enough training and workshops to coordinate co-curricular programs in the schools.

Therefore, the figure above shows that 57.2% of PTC, 51.8% of B.Ed, 50% of PGDE & 46.7% of other qualification of teachers responded that they are not given training & workshops to coordinate co-curricular activities (Fig. 21).

The mean average for teacher's adequate knowledge & skill is recorded 3.1 which says only around 45% have the knowledge & skills but the majority of them doesn't have knowledge & skills. Similarly, around 52.5% expressed that they obtained knowledge from training colleges and more than 21% said the knowledge was not imparted at the training colleges. Other finding shows that almost all the teachers need training to upgrade the knowledge and expressed the need of specialized teachers separate for co-curricular. The mean average for training and workshops was also shown only 2.5 which reflects that the training and workshops on co-curricular activities are never given to the teachers.

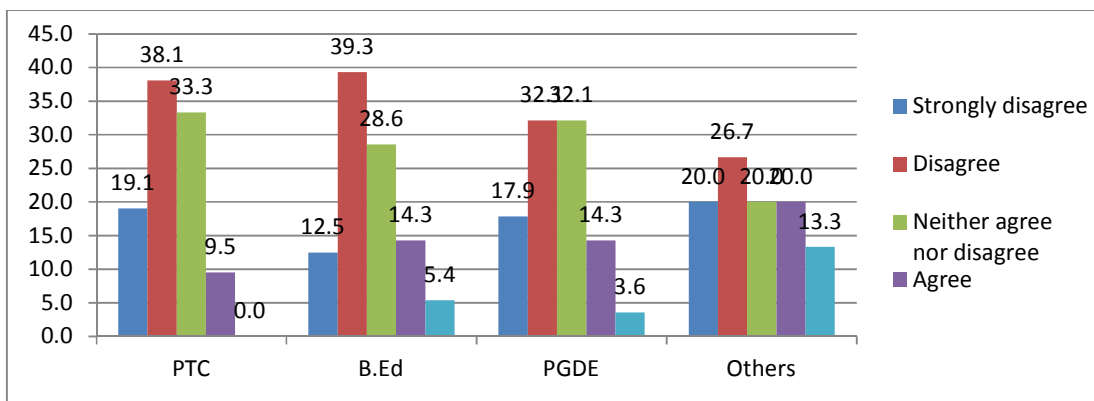


Fig. 21. Training & workshops provided to organize co-curricular activities in schools by qualification

Table 6. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I have adequate knowledge and skills to conduct co-curricular activities in schools.	120	1	5	3.1667	1.01529
I need the training to upgrade my knowledge and skills in co-curricular activities.	120	2	5	4.1583	0.72176
Need specialized teachers to teach co-curricular programmes in schools.	120	1	5	4.425	0.7956
I obtained my knowledge on co-curricular from the training colleges.	120	1	5	3.3833	1.01405
Enough training and workshops are given to organize co-curricular activities in schools.	120	1	5	2.5667	1.07479
Valid N (listwise)	120				

5. DISCUSSION

The demographic observation of the research population showed that the majority age range respondents were between 31-40 which shows that well-experienced teachers participated in this research and the information collected is considered accurate & valid. Female respondents dominated the male respondents which shows that there are more female teachers than male teachers in the urban areas of Thimphu although there are 5100 male teachers and 3505 female teachers in the country [11]. By academic qualification, the finding shows that majority of the respondents were the B.Ed teachers which again shows that the more experienced & well-trained teachers participated in this research because B.Ed teachers undergo training for four years.

It was very impressive to find around 95.8% are familiar with co-curricular activities in the schools and a negligible portion of teachers show that they are not familiar with such programs. A finding also shows that teachers conduct co-curricular activities regularly in the schools, almost 90.9% of them accepted co-curricular activities as an integral part of the education system and 84.2% also agreed that co-curricular activities promote sustainable commitment to educational outcomes. This shows that the teachers are conscious of co-curricular programs in the schools, and they give full attention to co-curricular activities constantly.

Similarly, the overall mean score for teacher's involvement level in co-curricular activities was

recorded at 4.1. Therefore, the researcher concluded that the teacher's involvement level in co-curricular activities is commendable. The result was found out to be very similar to what was found in the literature review that was carried out in this research work. This finding also illuminates the assumptions of many stakeholders and confirmed that teacher's involvement is very good although a minimal portion of teachers has their obligations as also found out in the literature review.

Similarly, the result also shows that the teachers do adequate planning, and they dedicate their time to co-curricular activities in schools. However, it was reflected that there is a lack of motivation & reward system in carrying out the programs, they felt that managing such programs in school was burdensome and they also expressed that it hampers academic learning. Thus, the average mean score for the second three indicators recorded was 3.4 which indicates that the teachers are not motivated to carry out such programs in schools and because of that teachers show low interest in the overall conduct of co-curricular activities. From this result, it is clear enough that teachers plan and devote their time to the activities, but motivational factors must also put in place equally for the enhancement of their participation.

Acquiring adequate knowledge and skills to teach co-curricular programs in the school is crucial and teachers are in view that they need training to upgrade knowledge & skills [5]. Similarly, the finding shows that the majority of teachers expressed they do not have the

required knowledge & skills to teach co-curricular programs in schools. This was also confirmed by another indicator that they did not obtain the knowledge & skills from the training colleges itself. Therefore, the finding shows that more than 85.8% of teachers expressed that they need training to upgrade their knowledge & skills. Around 86.6% of teachers also stated that they need specialized teachers to teach co-curricular activities in the schools.

Therefore, the researcher concludes that not much knowledge & skills were imparted to teachers while during the training period and even after they are in the schools. Lack of knowledge and skills ultimately affects the teacher's interest and further leads to low involvement in the activities. The results from these findings are very similar and nothing much different from what was discussed in the earlier literature review. It was also found that there was a good correlation between the independent variables to a dependent variable.

6. RECOMMENDATION

Upon presenting the findings, analysis and discussion of teacher's involvement level in co-curricular activities in schools of Thimphu, the following are practical recommendations to improve the quality of teacher's involvement level in co-curricular activities in schools.

1. Although the findings showed 98.5% of teachers are familiar with co-curricular activities, it is recommended to carry out the activities in a more democratic way to give more empowerment in the learning process or to have freedom of learning.
2. It is recommended that the Ministry of Education can come up with more motivation & reward systems particularly for teachers who are conducting co-curricular programs after school hours and during weekends.
3. Ministry of Education can also appoint separate or specialized teachers for teaching co-curricular activities in schools as 86.6% of teachers stated that they need specialized teachers, if not teacher's workloads can be reduced; so that teachers can conduct co-curricular activities effectively without feeling burdensome.
4. Since more than 85.8% of teachers expressed the need for training to upgrade

their knowledge and skills; the Ministry of Education and other relevant departments can initiate as many training and workshops as possible for the teachers.

5. Ministry of Education in consultation with the Royal University of Bhutan can come up with a comprehensive course particularly designed for teacher trainees while in the training college; so that they became fully equipped when they go to the field.
6. Since the findings showed that the PGDE teachers to some extent they are not familiar with conducting the co-curricular activities, thus similar training course can be also designed for PGDE although their training period is just nine months
7. Schools in consultation with the Ministry can initiate and create separate timing for the conduct of co-curricular activities as 56% of teachers agreed that the co-curricular activities hamper academic learning.
8. It is also recommended that the Ministry of Education can study the relevance and importance of co-curricular programs in order not to have so many programs without any quality.

7. LIMITATIONS, SIGNIFICANCE AND SCOPE OF THE STUDY AND ETHICAL CONSIDERATIONS

7.1 Limitations

The limitations that the researcher came across during research are firstly the limited local resource since such kind of research has not been conducted before in Bhutan. Secondly, the time allocated for the conduct of this research work was too short which forced to focus on Thimphu school teachers only. Therefore, the findings or the result of this research work would not generalize the teachers of the whole country as sampling was done only in Thimphu. Thirdly, since we don't have any funding source for this research work, while conducting the survey was difficult and expensive to move from one school to another.

7.2 Significance and Scope of the Study

This research would truly benefit the stakeholders for example school leaders, the Ministry of Education, parents and government organizations, and NGOs who closely work with the school organizations. It would raise the

importance of co-curricular activities and their outcome at large. It would also benefit future researchers as this research would provide valid data and provide directions for conducting similar research in Bhutan, for example, research on how school leaders, parents, and students involved in co-curricular activities in schools.

7.3 Ethical Considerations

While conducting this research, the researcher has obtained the written approval from the Royal Institute of Management, Department of School Education, Ministry of Education, Thromde Education Office, and Principals of selected schools. Participants were solicited on a fully voluntary basis and the identity of participants and confidentiality of information was well maintained. The participants were also given due respect for their convenient time and a conducive atmosphere was ensured for better participation.

8. CONCLUSION

In this fast-changing world, our nation needs able citizens, dynamic and excellent leaders and consequently, student's participation in co-curricular activities in the schools has proven to acquire all such qualities [12]. But most importantly, behind every child in school, there is a teacher and teachers are the ones who can make as well as break a child's development. In connection to this, investigating different aspects of teacher's involvement level in co-curricular activities is timely and it would immensely benefit the education system in Bhutan.

The main findings from this research were not so strange and it was very similar to what was found out in the previous research conducted in other countries. Teacher's involvement in co-curricular activities was found generally good; however, it showed that teachers require training & workshops, and other motivational aspects for better participation. Therefore, this research work has particularly generated evidence that is beneficial to many policymakers, school principals, parents, and the community. This research would further benefit future researchers in conducting similar research in Bhutan.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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