



Bhutanese Secondary School Students' Attitude and Perceptions on Geography Curriculum

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I. EXECUTIVE SUMMARY

This report was prepared to examine the attitude of Middle and Higher Secondary School students' towards geography as a subject in the Bhutanese Education system. Major goals for this project includes:

- Determining the current status of geography in Bhutan and around the world based on the available literature
- Finding out the difficulty faced by the teachers and students studying geography with current curriculum
- Determining the teachers' perception of students' attitude towards geography

The study was undertaken with the knowledge that no empirical studies have been conducted before in Bhutan, which investigated the attitudes and perceptions of Secondary School students towards the subjects offered in the schools. Students need to have perceptions on different subjects as it is 'related to school and to the youth making subject choices at the same time preparing for higher education and future employment' (Manyatsi, 1991). It is a general trend in Bhutan today that with criteria being met for pursuing higher studies, children and the parents opt for science streams followed by Commerce and only those left out are forced to continue their studies with humanities including geography as one of the major subjects.

Through the available literature on geography curriculum it is conclusive that students' perception and attitude towards geography differs from country to country. For instance, the study conducted by (Ozdimir, 2012) found out that 83.3% of the respondent students in Turkey loved geography accordingly their performance is found to be better than other subjects. However, in contrast to the above example, the study conducted by McTeer in 1979 found that geography was rated poorly in comparison to other subjects and Sack and

Peterson's study in 1998 in Texas, USA showed that geography was rated as the worst subject of all, clearly a dissatisfactory result (Kubaitko, et al., 2012).

While analyzing the collected data from the students and the teachers teaching geography in the Middle and Higher secondary schools in Bhutan, it was found out that the sample collected revealed that students of Bhutan too have positive attitude towards geography as a subject. Most of the students have good attitude because of the factors such as, teachers' professionalism, teaching methodology, teaching/learning materials used in the classroom. On the other hand teachers' perception of students' attitude towards geography is less encouraging as most respondent teachers confessed that students take it for granted that geography as minor subject giving less importance ultimately not being able to perform well in the exams.

Moreover, Geography curriculum distribution in Bhutan is disproportional in different class level in classes IX and X and comparatively less in classes XI and XII. As expressed by one of the teacher respondents, 'the difficulty we face with the geography curriculum in Middle Secondary school is difficulty in covering the syllabus while in Higher Secondary school students and teachers have enough time to relax if it is to cover the syllabus alone'.

Every respondent and the general stakeholder feel that it is high time that Curriculum Division under the Ministry of Education revisit the general curriculum and reform with updating of the data used in the textbooks. The curriculum should be redesigned in such a way that once the students graduate from the schools they have equal chance of getting employed as those students who studied science and business subjects. As of today's unemployment is caused mainly due to the mismatch between skills acquired by the job seekers and skills required by available jobs. To this point



Ngeema Sangay Tshempo, the Minister of Labour and Human Resources speaking at the consultation workshop on review of Bhutan Technical and Vocational Education and Training (TVET) stated that 'students today lack academic preparation and professional skills for employment'. (Subba, 2016). The prepared blueprint for the TVET would guide the students to take up vocational studies in the schools preparing themselves for the employment in construction industries.

The final part of the report contains some of the recommendations to the Ministry of Education based on the findings on the data collected from various sources. The recommendations are basically on the geography curriculum in Bhutan in Middle and Higher Secondary schools. The recommendation also includes future researchers' prospects on the similar topics in Bhutanese curriculum.

II. INTRODUCTION

Phenix (1962) as cited in (Lunenburg, 2011) defined the curriculum as what is studied, the 'content' or 'subject matter' of instruction. "Geography in the school curriculum involves the education of young people about environment and society in which they live. Geography becomes the medium for education, contributing to education through; knowledge with understanding about the people and the environment anywhere in the world, enabling learning environment that the people live in". (Gerber, 2014)

The central issues investigated in this study is related to the attitude and perception of Middle and Higher Secondary School students of Bhutan towards study of geography. In particular, the study was concerned with assessing the attitude of students and the possible variables such as teaching methods used by the geography teachers, relevance of the content knowledge to the students' future life, employability with the knowledge and skills of geography lesson and comparison with other subjects offered in the same level.

III. OBJECTIVES

This study is aimed to answer some of the pertaining questions regarding the geography curriculum in Bhutanese education system such as;

1. How do the students perceive about geography as a separate subject offered in Bhutanese curriculum?
2. What are the key factors that affect the students' performance in particular subject.

3. Teachers' perception of students' attitude towards studying geography as a separate subject in Bhutanese curriculum.

IV. BACKGROUND

Curriculum in short is what is expected to be learnt by the students and content coverage on particular course during the academic session. School curriculum is a broad theme which includes all the subjects taught in the schools today. This paper is attempted by confining to a single subject, Geography.

According to (Aydin, 2011) 'Geography is a branch of science which examines the shape of the earth, the factors affect that shapes and the relationship between human, consists the alive life on earth, bio and animal community and nature, and their distribution'.

(Policy and Planning Division, Ministry of Education, 2015) Asserts that 'the overall objective of school education is to equip our students with relevant knowledge, skills and values towards realizing the national goal of Gross National Happiness'. The national curriculum provides, the citizens the opportunities to secure basic education through development of knowledge, skills and attitudes (The National Curriculum, 2012). Currently in the Bhutanese curriculum, Geography and Social studies curriculum contains topics that includes Bhutan and world studies. Geography curriculum takes care of imparting the students with skills of map location and interpretation. Students are also taught about the human-economic geography with reference to cases in other countries. In the higher secondary schools the students take Geography as their majors where students are expected to prepare themselves for the type of profession they would opt in future.

(Royal Education Council, Bhutan, 2012) Stated that, 'through the study of social sciences (geography and history) the Bhutanese students are expected to appreciate Bhutan's historic and geographical context at its place within regional and global context'. Students are provided with ample opportunities to engage in the processes of social science learning through observation, prediction, field work, recording, inferring, deduction and presentation (Royal Education Council, Bhutan, 2012).

V. LITERATURE REVIEW

5.1 Geography Curriculum in and outside Bhutan

This section of the paper aims to review the geography curriculum prescribed in other countries and their relation to geography curriculum



in Bhutan. Geography curriculum in other countries is focused on; (1) Imparting the skills of geospatial competence developed with the teaching of map reading, analysis and interpretation of the physical data. (2) Introduction of Geographical information System (GIS) as to equip the students with scientific knowledge and skills. (3) Geography curriculum is taken as distinctive value of geographic inquiry as its unique perspectives and skills are gained from its five fundamental themes (location, place, relationship within places, movement, and regions). (Innes, 2012), (Gerber, 2014)

According to (Australian Curriculum, Assessment and Reporting Authority, 2011) Australian curriculum, geography provides geographical contexts for applying mathematical knowledge, understanding and skills. Numeracy is vital to geography and enables student to use mathematics to analyze and answer geographical questions. In contrary to Australian geography curriculum, geography students in Bhutan expects to have less numeracy and mathematical skills required, because those students taking history and geography are said to be 'pure arts' which literarily means Arts stream without mathematics.

Students in Australia are expected to progressively learn the vocabulary of geography, and both its scientific and expressive modes of communication. Through the use of maps, diagrams, photographs, remote sensing and satellite images students are expected to develop the spatial and visual skills (Australian Curriculum, Assessment and Reporting Authority, 2011). Whereas the main aim of geography curriculum in Czech Republic is summarized as building up a knowledge base (Kubaitko, et al., 2012)

Geographical studies in England is aimed to inspire and equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. (Department of Education, England, 2013)

Secondary school Geography curriculum in Bhutan differs slightly from other countries in terms of practicality, meaning Bhutanese curriculum deals mostly with theoretical aspects, while other countries impart more of practical skills. As stated by (Innes, 2012) the students in Africa are introduced with GIS to equip students with scientific knowledge and skills. This approach equip the students with practical knowledge without having to undergo separate trainings, but in Bhutan hands-on trainings are given only after they are

recruited for employment, which incurs additional resources.

Education system in Bhutan mandates the students study all the subjects till the end of their Middle Secondary Level of Education (till class 10). Once the students enter their Higher Secondary school they have the options to choose the majors for specialization from three streams, which includes science, commerce and Arts/Humanities in which Geography is a main subject.

5.2 Students' attitude towards geography

This section of the paper intends to study the attitudes of students towards the study of Geography as a subject. Each student have diverse attitude towards different subject. According to Anderson (1998) as cited in (Ozdimir, 2012) 'one of the deciding factors in success of curriculum is the students' attitude towards the particular subject'. Attitude is a psychological structure seen as an important predictor of individual's behavior.

Nationalization of Bhutanese curriculum took place in different phases starting 1990s. But question keeps lingering in the minds of Bhutanese students and adults alike on the relevance of curriculum on the life of Bhutanese. Today, there is growing concern that the taught curriculum needs to be reconsidered and redesigned (Williamson and Payton, 2009). Because a curriculum fundamentally establishes a vision of the kind of society we want in future, and the kind of people we want in it (Williamson and Payton, 2009). Relevance of the subject to the learner's life is a crucial factor that decides the type of attitude a student have towards the subject.

According to Walker (2006) as cited in (Quain, 2014) students have higher achievement with subject matter when they are in a good mood, enjoy what they are doing, and have a positive attitude. Therefore the students' attitude towards the subject depends on their mood and methodology used by the teacher. In this regard Cummins Méabh (2010) explains that 'teachers connect the pupils' experiences with geography and use elicitation activities to access children's ideas. Similarly, active learning (especially talk and discussion, use of images, and group work), integration and use of resources are evident in geography practice'. It may be concluded that attitude of students towards subject may also reflect their attitude towards the subject teacher. However mood of a student is a temporary emotion which is not necessary to decide the attitude towards the teacher or subject.



As attitude is an abstract it is very difficult to measure it directly. Attitude of students towards a subject is measured through techniques such as question lists, observation and storytelling etc. (Tomal, 2010). Study has shown that the attitude of Bhutanese students towards the study of geography as a subject is very negative. Students take that the subject to be secondary/minor as shared by many Bhutanese educators through experiences, but no concrete research is conducted so far. In contrary to this presumption, research conducted outside the United States on students' attitudes towards geography showed that students did have positive outlook towards geography (Aydin, 2011). For example, (Ozdimir, 2012) has found out that 83.3% of the respondent students in various schools in Turkey love geography.

Elsewhere, the story seems to be no different from in Bhutan. The study conducted by McTeer in 1979 found that geography was rated poorly in comparison to other subjects (Kubaitko, et al., 2012). Likewise Sack and Peterson's study in 1998 in Texas, USA showed that geography was rated as the worst subject of all, clearly a dissatisfactory result (Kubaitko, et al., 2012). The reason for poorly rating of geography could be the subject not meeting the expectation of the students. (Aydin, 2011) States that students expect their geography lesson to be more enjoyable, more usage of visuals, adequate learning materials and more classroom activities. These empirical differences in the results shows that there is mixed result on the attitudes of students towards geography.

According to (Kubaitko, et al., 2012), the students attitude towards geography in Czech Republic was found to be decreasing as they progress their grades that is, the lower grade children has better attitude than the older ones. The same authors found that boys had positive attitudes towards geography than girls. The variables used for research were; geography as a school subject, geography and the environment, importance of geography and relevance of geography to students lives.

In Turkey, researchers suggest that Geography is ranked fourth favorite subject (Tomal, 2010).

Turkish students' attitude towards geography is better than many other countries including Bhutan.

Experience from many Bhutanese teachers and students' reveals a strong dogmatic belief exist that is a student takes geography as an elective subject as they enter the Pre-university, there is very

less scope for the future career. Any students who qualify for the higher studies prefer to opt for science stream and Commerce as their next choice, with exception to few students who are genuinely interested in the subject matter of Arts stream.

There is also feeling among the teachers teaching geography that Ministry of Education too is giving less importance to the subjects like geography. This can be proven by Bhutan's response to UNHCR for human rights (2013) states that "towards enhancing quality education, major curriculum reforms have been initiated in the three main subjects of Dzongkha, English and Mathematics for all classes (PP-XII) and they have been implemented from classes PP through Class XII from 2008 academic year preceded by teacher training/orientation". There is no mention about curriculum reforms for geography and history subjects. Despite repeated recommendations for curriculum reform for geography and history subjects by respective teachers who are at the forefront of educational delivery, no major reforms have taken place so far besides the regular edition of the textbooks.

Marginalization of geography is evident from the number of sections in different streams that higher secondary schools across the country offer. For instance Bayling Higher Secondary School in Trashiyangtse in east Bhutan has two sections of science whereas only one section is offered the Arts stream (<http://www.baylinghss.edu.bt/>). Likewise Drukgyel Higher Secondary School in Paro, west Bhutan has eighty six students taking science while there is none taking arts stream in class twelve in the academic year 2015 and the school do not have arts stream (<http://www.drukgyelhss.edu.bt/>). From the above evidences it is clear that even the most important stakeholders such as Ministry of Education has negative attitude towards social studies although it is too difficult to generalize using the figures of two schools.

5.3 Relevance of Geography on students' future life

Weeden (2007) and Biddulph and Adey (2004) as cited in (King, 2007) noted the influence of enjoyment and relevance on geography subject choices. Although two-thirds of students perceived geography as being generally "useful", many found it difficult to identify any real purpose for studying it.

According to (Aydin, 2011) the students have stated the sides of geography lesson they dislike as the much amount of issues based on memorization, some issues being boring, areas



related to the mathematics. True to the Bhutanese students' case, as most of the students choose to take geography as an elective subject if they are not good in mathematics. This is true in case of Bhutanese students' as majority prefer geography if they perform poorly in mathematics.

With a good curriculum and innovative teacher, the students will get the best of the subject and fulfill their expectation. Geography curriculum in Bhutan needs to be more of practical oriented so students and teachers involve in meaningful teaching and learning process and more importantly, they are better prepared with practical skills, which are important for their future work environment. Some of the reasons for students disliking for geography is it was seen as a subject that is encumbered with theoretical concepts that requires intense memorizing theoretical concepts. The purpose of this study is to determine the secondary school students' attitude and perceptions about geography lesson and curriculum in Bhutanese education system. In order to fulfill the purpose the in-depth study on present status of the geography curriculum has been carried out with the help of structured and open ended questionnaire. The questionnaire also covered the drawbacks that prevail in the schools which would be used to compose suggestions to improve productivity of the lesson and guide the future geography lesson in the researchers.

Within this framework the research problem has been developed in the following way.

VI. RESEARCH PROBLEM

Bhutanese Secondary School Students' Attitude and Perceptions on Geography Curriculum in Bhutanese education system.

VII. RESEARCH QUESTION

Based on the above cited research problem the following research questions have been developed:

1. What is the attitude of Bhutanese students on geography curriculum and geography lesson?
2. Which portion of the geography curriculum do they like to study?
3. What is the contribution of teachers on changing the students' attitude towards the particular subject?
4. Why do many students opt to pursue science and Commerce streams and give less preference to Arts stream?

VIII. HYPOTHESES

Hypothesis I

H0: Students in Bhutan have negative attitude towards subject geography

H1: Students of Bhutan have positive attitude towards subject geography

Hypothesis II

H0: Geographical knowledge and skills have high scope in the students' future career.

H1: Geographical knowledge and skills have low scope in the students' future career.

IX. THEORETICAL FRAMEWORK

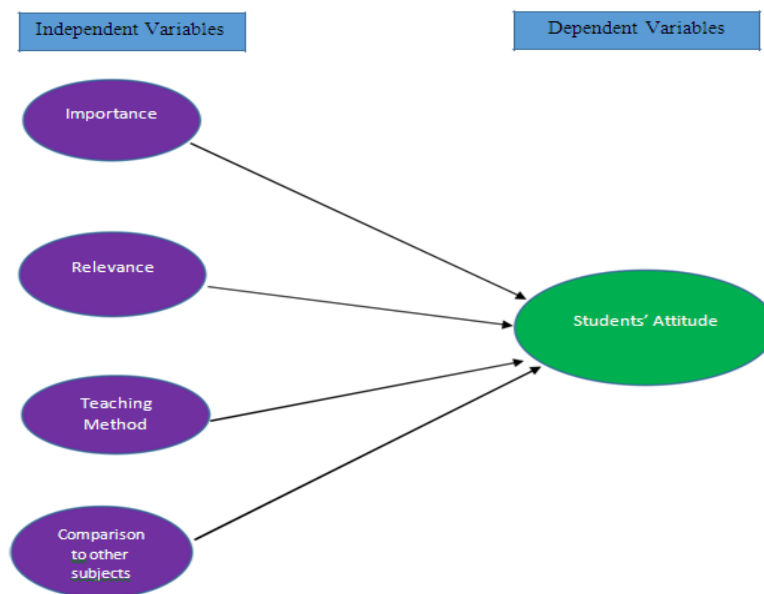


Figure 1 : Theoretical Framework



X. RESEARCH METHOD

The research paper is a descriptive and exploratory type, because the paper tries to describe the present curriculum practices in some of the countries around the world including Bhutan and students' perceptions and attitudes. It falls under the exploratory type of research because the paper tries to explore some of the factors that affect the attitude of the students towards the subject geography.

It used mixed methods of qualitative and quantitative while data collection and data analysis.

10.1 Data collection:

Primary data was collected from the students of Middle and Higher Secondary schools located at different locations in the country and the teachers teaching geography in different level of classes serving in different locations. Structured (quantitative) direct answer questions were used to gather opinion from the students while open ended questionnaire was used to collect data from the geography teacher. As cited earlier, most of the questionnaire were sent to either the principals or the teachers as to save the time and resources while the schools around Thimphu was done in person.

10.2 Sampling:

Convenience non-probability sampling was done with the view to get the balanced sample

from Middle Secondary and Higher Secondary schools, Rural, urban and semi-urban Schools and balanced gender. For this study, 100 students and 10 geography teachers were interviewed across the country.

10.3 Data analysis:

SPSS software was used to analyze the quantitative data collected from the students. Only the basic descriptive analysis was used to interpret and present the data.

XI. RESULTS

11.1 Discussions

The studies have shown that most countries around the world, the problem in teaching and learning geography is being teacher centered rather than child centered, which is why students are not able to answer the questions of what, where, and how. Erden (1992) as cited in (Aydin, 2011) argues that this method effects the students enjoying geography and affects their learning in negative way by stating teacher and students generally perceive geography as learning the names of the country, city and mountains.

Going by the definition of geography, it is not merely learning the names of the countries, cities etc. rather it is a branch of science which involves lot of reasoning and arguments like any other science subjects.

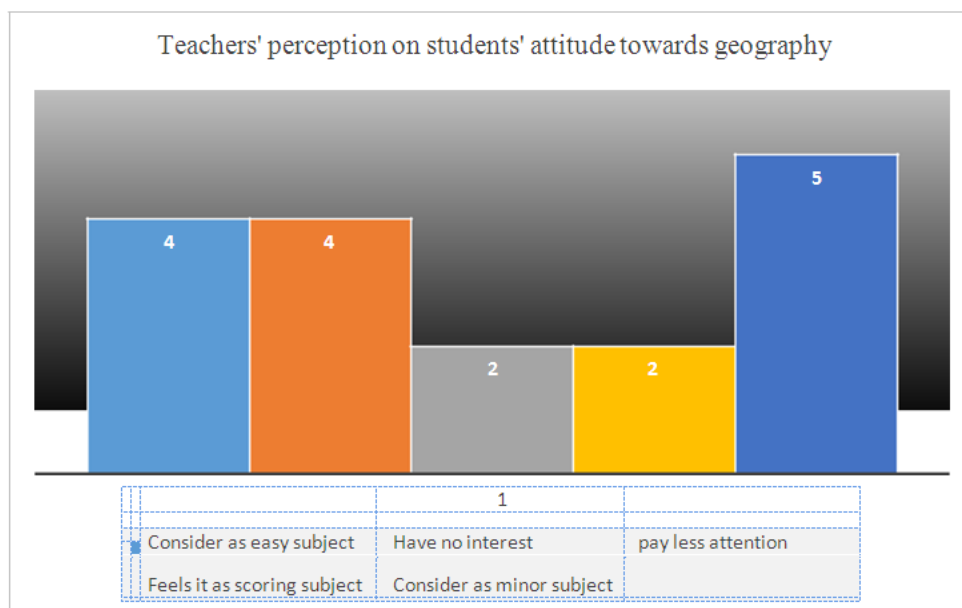


Figure 2: Teachers' perception on students' attitude towards geography



Many teacher respondent has the view that students take it for granted that geography as one of the easiest subjects and give least attention to the subject, as shown in the above figure (Although the number of teacher respondent is only 10 however the graph shows more than 10 that is because some respondents expressed more than one perception). Such practice makes students lose interest in the subject. One respondent has stated that

“As minor subject, students are complacent and pay less attention during the geography lessons. Geography is more of theoretical studies, students find it easy to understand so they take it easy.”

In reality theoretical studies are more difficult than the practical ones because, theories need to be learnt by heart sometimes while practical studies could be learnt by doing. Learning by doing gives better result as (Quain, 2014) has found out that problem based studies is one of the best instrument to change the students’ attitude towards geography positively.

According to the teacher respondents, their students perceive that geography as an easy subject but has little or no application in their future life. As one respondent wrote,

“An easy subject but considered minor and have very less application when they join in their jobs. So they give less importance compared to other subjects like English, Mathematics and science”

Geographical knowledge alone does not have career prospects for the students which is why many teachers feel that students give less importance to the particular subject. The response given by the teachers on the content in relation to the skills

required by the job market, many teacher respondent shared their views on irrelevance of the content and the skills required. One teacher respondent truly responded as,

“Many of the content of the textbook are irrelevant to the skills required by the students. World studies and the contents regarding other countries are completely irrelevant to the Bhutanese context and needs”

But some teacher respondents also feels that the contents in the geography text are interesting and are co-related to the skills required by the job market in Bhutan. Going by the majority of the respondents, current Bhutanese curriculum can never create employability unless the Ministry of Education redesign the curriculum which focuses on providing life skills to lead them to job market with employable skills.

11.2 Analysis

Hypothesis 1 of the project states, Bhutanese students have negative attitude towards geography subject. As per the data represented in the figure 1, gives a mixed result as majority (65%) of the responses are neutral which could mean anything. Neutral could mean they neither like nor dislike geography or they are least concerned about the question. However, as about 27% of the respondents either agree or strongly agree about their likeness of geography compared to other subjects, the hypothesis1 **H₀** ‘Bhutanese students have negative attitude towards geography subject’ proves to be untrue and hypothesis 1 **H₁** “Students of Bhutan have positive attitude towards subject geography”, proves to be correct and valid.

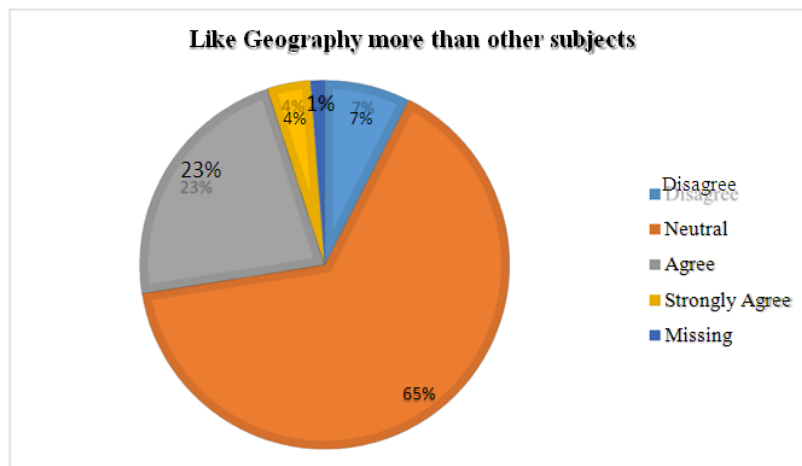


Figure 3 % of students like geography compared to other subjects



Attitude is an abstract and mental emotion of the students and is difficult to measure the true attitude of the students. It may be affected by the mood swings which results in expressing different attitude in different mood. It could be concluded that Bhutanese students have positive attitude towards geography. The attitude of the students towards subject could also be decided by their likeness towards the teacher teaching the particular subject. Most students like particular subject

because they like the teacher. Teaching methodology and motivation to study the subject is found to be effective in changing the attitude of students towards the subject. According to (Nihaadh, 2011) motivation, being the force or influence that causes someone to do something, is an important element that can get the students to work hard in their studies. Figure 3. Indicates students liking geography as they are taught by professional teacher.

Hypothesis 2 states that ‘Geographical knowledge and skills have high scope in the students’ future career’.

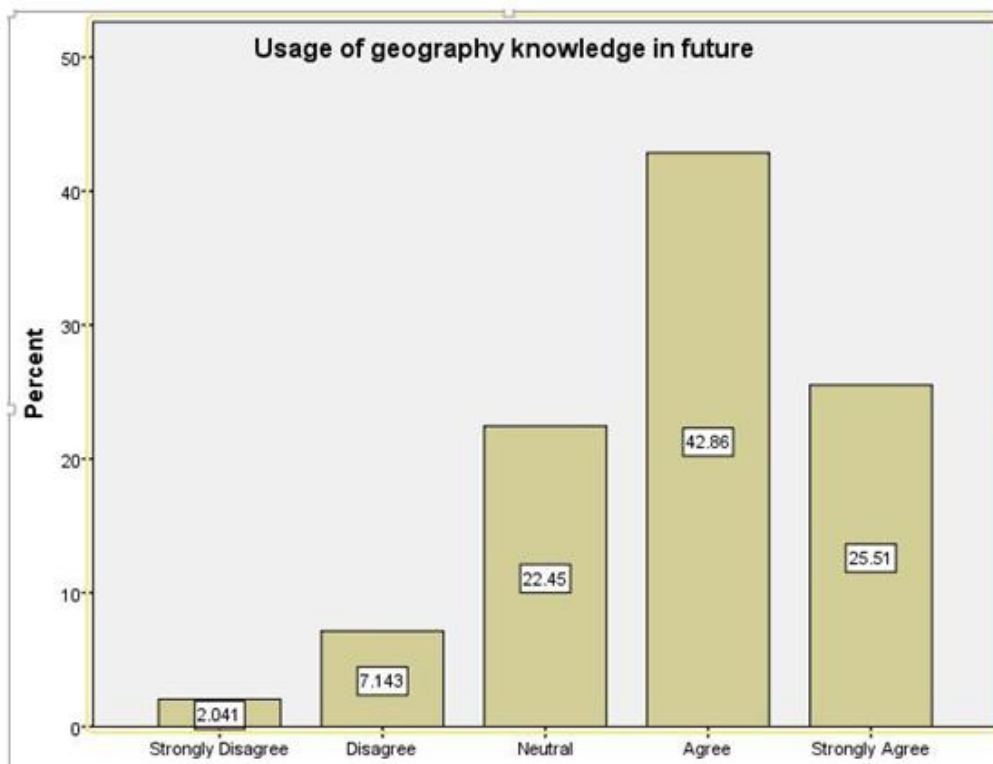


Figure 4: Usage of geography knowledge in future

With regards to the question of usage of geographical knowledge in the future career of the students, nearly 70% of the respondents agreed or strongly agreed. The positive response from the students proves that most of them will be joining the employment that require to use the geographical knowledge and skills. This proves that the hypothesis of ‘Geographical knowledge and skills have high scope in the students’ future career’ is not

untrue. However the limitation here is that most of the Higher Secondary students interviewed were arts students who were taking geography as one of the majors of studies. It is almost mandatory that they look for the career which would demand geographical knowledges and skills. But for general students in Bhutan the future scope of the subject is not always geographical skill oriented.

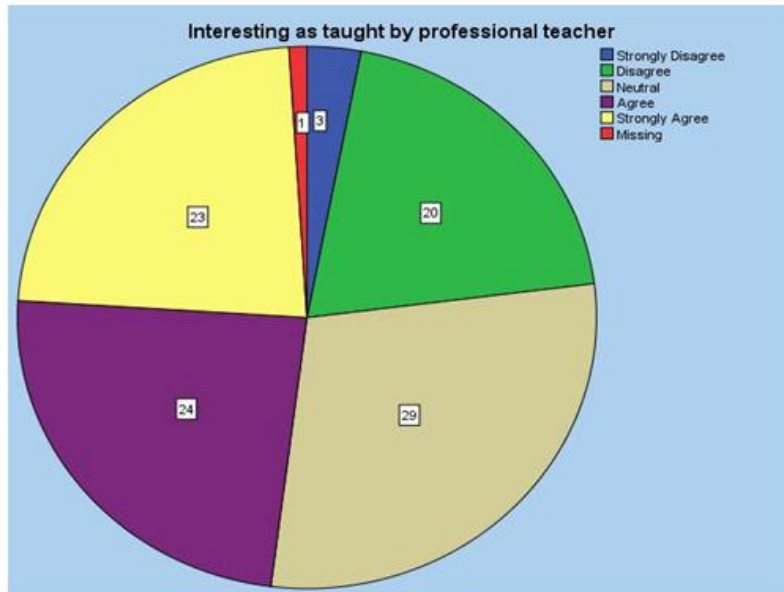


Figure 5: Students finding geography interesting as it is taught by professional teacher.

One factor that decides the students' likeness towards a particular subject is affected by the professionalism of the teacher teaching the subject. As per the figure 11.4 under 50% of the students like geography because they are taught by

qualified and professional teacher. If the same subject is taught by temporary teacher without any teaching skills/methodology, many of the students would dislike the subject.

Correlation among selected variables

		School	Like geography more than other subjects	Easiest subject	Helps in problem solving	Use geography in future	Interesting as taught by professional teacher
School	Pearson Correlation	1	.231	.114	-.096	.079	.063
	Sig. (2-tailed)		.021	.257	.352	.441	.535
	N	100	99	100	97	98	99
Like geography more than other subjects	Pearson Correlation	.231*	1	.429**	.275**	.244*	.450**
	Sig. (2-tailed)	.021		.000	.007	.016	.000
	N	99	99	99	96	97	98
Easiest subject	Pearson Correlation	.114	.429**	1	.139	.005	.072
	Sig. (2-tailed)	.257	.000		.174	.959	.481
	N	100	99	100	97	98	99
Helps in problem solving	Pearson Correlation	-.096	.275**	.139	1	.213*	.273**
	Sig. (2-tailed)	.352	.007	.174		.039	.007
	N	97	96	97	97	95	96
Use geography in future	Pearson Correlation	.079	.244*	.005	.213*	1	.130
	Sig. (2-tailed)	.441	.016	.959	.039		.205
	N	98	97	98	95	98	97
Interesting as taught by professional teacher	Pearson Correlation	.063	.450**	.072	.273**	.130	1
	Sig. (2-tailed)	.535	.000	.481	.007	.205	
	N	99	98	99	96	97	99

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Figure 6: Correlation among selected variables



According to the Pearson's correlation it is evident that the Bhutanese students have positive attitude towards the study of geography as a separate subject. The above figure shows that true to the analysis, there is positive correlation of students' likeness towards geography with geography as an easiest subject, usage of geographical knowledge in the future and interest of the subject because of the teachers' professionalism in teaching the subject.

Therefore the analysis on students' attitude and the correlation among the selected variables are inter related which proves that there is a matching between the hypothesis and reality.

XII. RECOMMENDATIONS

From the data collected from the teachers teaching geography in Middle and Higher secondary schools it is recommendable to the Curriculum Division, Ministry of Education to revisit the geography curriculum and do some amendments. One particular part that most teachers feel is that the chapter on Agriculture to be excluded as it is a vast chapter consisting of thesis of one of the Bhutanese PhD. Students. It is difficult to teach the subject with many technical terms and moreover separate optional subject on agriculture called as Agriculture and Food Security (AgFS) has been introduced in the schools since 2015 academic session. The subject covers all aspects of agriculture including animal husbandry and horticulture.

Today the geography curriculum includes those items which are irrelevant in the Bhutanese context. Although students need to learn about the international aspects, however those aspects could be learnt in other ways. It is high time that the geography curriculum could be streamlined and made more practical oriented which would provide knowledge and skills required in the Bhutanese job market.

XIII. LIMITATIONS

Due to time constraint, sampling for the research could not be conducted from all the desired group of students and teachers. Samples were collected from three Higher Secondary and three Middle Secondary Schools located across the country with 100 students and 10 teachers only. The sample size might be too small to get the general perception of the teachers and students of the whole country with 84,883 students and 10,532 teachers (Statistics, 2015). Pre-test of the questionnaire was conducted only with few students of schools located in and around Thimphu. Pre-test could not be

conducted with the students studying in the remote schools of Bhutan.

Provided the project was carried over for one whole year with provisions for financial support from the government agencies the research would be a fruitful one. Any type of sampling and pre-testing of the questionnaire could be carried out from students of schools located throughout the country. There is also worry of students not giving the right answer for the questions as there is fear of subject discrimination. And general Bhutanese are conserved and not ready to express their views and opinions on any issues, as the people are not use to such practices.

XIV. FUTURE AND BEYOND

So far no in-depth research has been done on the relevance of geography curriculum to the people's future life and its employability with geographical knowledge and skills in the Bhutanese context. There are scopes for future Bhutanese researchers to carry out the research project on the fields such as (1) attitude of teachers and educators on geography curriculum, (2) relevance of geography curriculum for the future career for those opting for geographical studies, (3) availability of employment opportunities for geography students in Bhutan.

Further research needs to be conducted on the students' attitudes towards geography in educational settings. The topic of geographic attitudes continuous to be an understudied topic (Quain, 2014). Future studies should include the instruments that measure geographic attitude as well as other instructional strategies.

XV. SUMMARY

Ministry of Education is the largest Ministry of the ten Ministries in Bhutan. Government gives more importance to the Education ministry as it is considered to be the basis of all the other Ministries. The Education system in Bhutan stresses on providing quality education to the future citizens. However, the motto gets challenged when the students have negative attitude towards the subjects offered in the schools. As per the findings from the analysis of the data collected, the attitude of the students towards the subject geography is generally positive in contrast to the feelings of the general public particularly the teachers teaching geography. It is also evident from the views expressed by the respondent teachers, they still feel that students take it for granted and take the subject easy. However, no empirical research has been done on this topic in Bhutan and



more over the sampling size is too small to generalize the attitude of students of Bhutan towards the subject.

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17.1 Appendix IV List of schools used for Data collection

Sl. No	Name of the school	District/ city where the school is located	Type of settlement
1	Nangkor Higher Secondary school	Pemagathsel District	Semi-urban
2	Dechhecholing Higher Secondary School	Thimphu Thromde under Thimphu District	Urban
3	Orong Higher Secondary School	Samdrup Jongkhar District	Semi-urban
4	Gongthung Middle Secondary School	Trashigang District	Rural
5	Pelrithang Middle Secondary School	Gelephug Thromde under Sarpang District	Urban
6	Yebilapta Middle Secondary School	Zhemgang District	Rural