



Examining the General Perceptions of the Parents on the Concept and Implementation of Central Schools in Bhutan

Norbu Dukpa^{1*}

¹Orong Lower Secondary School, Samdrupjongkhar, Bhutan.

Author's contribution

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

Article Information

DOI: 10.9734/AJESS/2021/v19i230461

Editor(s):

(1) Prof. Bashar H. Malkawi, University of Arizona, USA.

Reviewers:

(1) Turan Çetinkaya, A. H. İ Evran University, Turkey.

(2) Hüdaverdi Mamak, Niğde Ömer Halisdemir University, Turkey.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/70744>

Short Research Article

Received 02 May 2021
Accepted 06 July 2021
Published 10 July 2021

ABSTRACT

This paper attempts to examine the general perceptions of the Parents on the Concept and Implementation of Central Schools in Bhutan. These days we have mixed feelings on the implementation of central schools in Bhutan. Therefore, the purpose of this study was to determine the level of perceptions of the parents on the implementation of Central Schools in Bhutan.

The first section is the statement of the problem on the introduction of central schools in Bhutan. This is followed by the general-purpose and specific objectives of carrying out this study. In the next section, this paper presents the significances of carrying out the study and finally concludes with the main guiding question and sub-questions.

The study employed both qualitative and quantitative methods. The sample consisted of more than 100 parents from three Gewogs of Samdrupjongkhar. The finding of the study revealed that with the coming of the Central schools, the other small schools are deprived of the facilities. Therefore, it is recommended that the facility has to be equally distributed and the current system of the detachment of lower campus from upper campus has to be continued.

Keywords: Autonomous; central schools; concept; centralization GNH.

*Corresponding author: Email: norbudukpa123@gmail.com;

1. INTRODUCTION

The idea of Central School is not a new one. It did exist earlier when Jigmeshrubling School used to be popularly known as Khaling Central School during father William Mackey's time. After many years the Ministry of Education is once again embracing the idea of the central school. Like Jigme Sherubling central school there were few other central schools spread across the country such as Zhemgang, Samtse, Mongar and Kanglung central schools. However, the rationale behind establishing central schools today is quite different from the past. Today, central schools are established to consolidate and economize human and material resources which have naturally resulted in the closing down of many, community and primary schools and extended classrooms causing numerous inconveniences to both children and parents.

The idea of central School has been reintroduced in the Bhutanese education System in 2014 after it was discontinued in the early 1980s. "The current education system is the result of decades of planned development and has always played a central role in the pursuit of political, cultural, environment and socio-economic development of the country, as a unique progressive, peaceful and sovereign nation" (Bhutan Education Blue Print(BEB) 2014-2024,2014,p.16) [1]. The modern Bhutanese education system has provided education to about 200,000 students in over 600 schools and institutes from the nook and corner of the country (BEB, 2014-2024, 2014, p.16) [1] This aligns quite well with the constitution of the Kingdom of Bhutan (2008, Article 9,p.15) [2] which states that "the state shall provide free education to all children of school-going age up to the tenth standard and ensure that technical and professional education is made generally available and that higher education is equally accessible to all based on merit".

Hence, the Operational Guidelines for Central schools suggest that education must play a vibrant role in accomplishing our long term vision of creating enlightened citizens through the profound philosophy of Gross National Happiness (GNH) which is used as the guiding philosophy for Bhutan's development. To visualize this profound dream, the philosophy is further expanded into pillars, domains, indicators, programs, and activities. The wholesome package, "Educating for GNH" is one such initiative in the education sector. Additionally, the

government has also come up with the comprehensive School reform program and initiated the introduction of Central Schools (CS) to provide the best quality education and enhance the efficiency of educational services. In line with the broader national initiative to decentralize both governance and management, the ministry of education introduced the decentralization policy granting autonomy of selected schools (BEB2014-2024 P_51) [1].

The modern education system over the last many years has seen remarkable achievement in terms of reach and access. In the process, numerous schools were established in all possible locations. This is posing new challenges in terms of addressing quality and efficiency. Therefore, to address the emerging challenges, the ministry of education launched a central School System. Central School is an establishment that is conveniently located, integrated, and resourced-based with residential facilities. The school is empowered with autonomy in its operation. It is developed with an aspiration to become a model school and a Centre of excellence aimed at learning communities and promotes a strong sense of belonging and self-discipline (PRESS RELEASE central Schools – the concept, status, and way forward 18th August 2016) [2].

1.1 Problem Statement

The idea of central schools is not a new concept. It was introduced soon after the Bhutanese education system transitioned from its monastic style of education into the modern education system in the early 1970s. Right from the inception of modern education in Bhutan, the education ministry has always felt the need to offer the most contemporary educational skills and knowledge to Bhutanese children. However, the management and administrative style did not align with the intended objectives. The schools were directly under the control of the ministry with hardly any autonomy. Further, the respective dzongkhag administrations, which also had some authority over central schools then, did not contribute much to the growth of central schools. As a consequence, this system was slowly abolished, in the mid-1980s and thereafter boarding schools with support from WFP, sprouted throughout the nook, and corner of the country. The concept of central school is once again introduced today granting them financial and managerial autonomy. However, in the rush to quickly expand central schools the

government neglected the software aspect such as training teachers and principals to work in a new environment. Today central, school principals and teachers are not equipped with the necessary skills, to work in the new autonomous system. Hence, it is observed that the training of teachers and principals to works in an autonomous environment has been left out of the package. It is expected that the principals and teachers who are the stakeholders have to quickly learn to adapt to these new changes if they are to enhance educational access, ensure quality, bring equity and improves system efficiency at all levels of the education system(BEB,2014-2024,2024,) [1].

The primary intention of the government to start central schools is a response to a strategic school-based reform program to provide more whole quality education at an integrated and centrally located boarding school as opposed to the existing many small and unsustainable schools spread all over the country. The Education Minister justified that schools will be able to improve their school discipline, reduce drug use, and repeater and dropout rate alone (Drukpa, cited in Pokhrel, Kuensel, 18th April 2015) [3] However, a classic case example of Gesarling Central School in Dagana has reported the highest drop-out case of 15 students in that year alone (Dema, The Bhutanese, 20th September 2015) [4].

A central school is mandated to provide free boarding and other facilities irrespective of whether or not students in the school could afford or not. This has resulted in a huge diversion of revenue from other regular schools to the selected central schools. As a result, the non-central school suffered shortages in teaching-learning materials. Such an intervention has impacted the sustainability of the smaller school. The central school initiative has invited much unnecessary criticism from the people. For instance, people pointed out that the implementation of central schools in Bhutan was started in haste without training the personnel on how to run in such a system. People also complained about providing too much when people were already beginning to be self-reliant in terms of bearing the cost of educating their children.

However, it is important to acknowledge that the government introduced the concept of central school with very good intentions. As discussed earlier, the ultimate objective of introducing a

central school was to provide quality education in a centrally located boarding school where both human and material resources could be brought together. The idea of pooling these resources seemed to be a mitigating strategy in times when austerity measure was already introduced in government offices. Central School is aspired to share the burden of the parents in terms of finance, resources, time, pastoral care and character building. This must transpire into improving the overall quality of learners' health, school life, and learning. In addition, the initiative is also to empower the students, parents, and stakeholders to be more responsible, accountable, loyal, and grateful citizens (Press Release Central Schools – the Concept, Status and Way forward-18th August 2016) [2].

1.2 Purpose of the Study

The modern education system over the last many years has seen remarkable achievement in terms of reach and access. In the process, numerous schools were established in all possible locations. This is now posing new challenges in terms of addressing quality and efficiency (OGCS, 2016, p.2) [5]. Therefore, to address the emerging challenges, the ministry of education launched the central School system as its new initiative in Bhutan. The purpose of this study is to look at the general perceptions of the parents on the implementation of a central school in Bhutan. The purpose of this study is specifically provided as objectives as under:

Objectives:

1. To learn and record the challenges faced by central schools in Bhutan
2. To determine the impact of central schools on academic performance, physical, health and social cohesion of the members of the schools in Bhutan.
3. To understand how the parents keep themselves abreast of the concept of central schools.

1.3 Significance of the Study

This study is significant in several ways. First, the concept of central school has been widely disseminated among schools across the country. So it is vital to ensure that teachers and principals have a sound knowledge of how a central school is supposed to function. Therefore, it is envisaged that this study will inform principals, teachers, and parents across the

country on the benefits of introducing central schools. Second, In addition to the existing 60 central schools, the government plans on adding more schools in the forthcoming years. Hence, this study has significant potential to inform teachers and parents on the experiences of existing central schools. Third, this study will inform relevant stakeholders on the current situation of central schools which will help the education ministry decide how to strategize such initiatives in the future. Fourth, it is also envisaged that this study will enable future researchers, as well as teacher educators, to understand the practical issues arising from such educational reforms in the country. Further, it will also broaden the theoretical knowledge related to managing central schools.

1.4 Research Questions

Central Question

What are the general perceptions of the parents on the concept and implementation of central schools in Bhutan?

Sub Question

1. What are some of the challenges faced by central schools in Bhutan?
2. What are some of the distinct differences of the working modality between the central schools and non-central schools?
3. What is the general concept and perception of the parents regarding the establishment of a central school in Bhutan?

2. LITERATURE REVIEW

2.1 Introduction

This chapter is about literature on central schools. The review contains both the term "central school" and "centralization of school" as both of these were used interchangeably. Definitions of the central school had been borrowed from different regional contexts around the world. The next section shows the origin of the central school system by examining where and how central schools have begun in our country and around the globe. The review then shows how the central had brought better changes in the life of students as well as with society. How students learn in the different educational sectors has been compared. The final section of the review shows the rationale

behind why the second democratic government of Bhutan decided to adopt a central school system in the country in 2015. The chapter concludes with a summary that provides an overview of the chapter.

2.2 The Concept

In England, central schools were usually referred to as a selectively secondary education school of English. Right from the time central school was established central school had brought lots of beneficial things. It is intriguing to note that while central schools in the United Kingdom focused on grammar, the focus of the central school in France was specializing in more subjects (Online Oxford English Dictionary, 2010) [6]. Additionally, on closer scrutiny the concept, central was originally used in the United Kingdom to consolidate educational centres to enable the Church or communities to enhance educational needs (Gillard, 2011) [7]. The need to enhance changing educational demands was felt as the country was going through a rapid industrialization process, and consequently required people with different skills and knowledge. Essentially, central schools were geared towards meeting the demands of the workforce in the country. In Bhutan, the Central school concept was a strategic intervention to fast track improvement in the overall quality of education through restructuring of the school system by establishing large centres with proper boarding and adequate educational resources preferably located in rural settings with major and permanent catchment areas and enhance their global competencies and skills to face the challenges of the 21st century while remaining deeply rooted to our national identity and values" (Pokhrel, Kuensel, 18th April 2015) [8].

2.3 Origin of Central Schools

The establishment of the first central school dates back to 1758 in the United Kingdom when an ordinary secondary school was converted into a central school and named it Old Central School (Kenrick, 2010) [9] Few more central schools were established the same year, and in a couple of years later most charity schools across the country were converted as central schools. Most central schools were then affiliated with Churches. These schools received support from the Churches. Similarly, France adopted a central school system but only towards the end of the 18th century. It was in 1795 when the French government decided that high performing

children needed to be allowed to learn and specialize in technical and scientific subjects (Institute Poly technique, 2020) [10] While England and France replicated the vision and mission of central schools across the country, other countries like Germany, Italy, and Poland left it up to the respective states. For instance, in Germany, each of the 16 states has developed differing systems because these countries believed in the differing needs for each of the states (German International School, 2020) [11].

The first central school in New Zealand, Te Kura Waenga of Ngāmotu was established in 1878. Unlike the establishment of central schools in other European countries, the introduction of central schools in New Zealand was aimed at supporting families as most parents could not afford even the basic education for their children. The centralization of schools in other parts of the world took place much later. Only in the 20th century, few countries which had a strong influence on European countries decided to centralize some of their secondary schools. India was among the first few countries which centralized some of its public school since the early 1960s. It was during the same time when Bhutan also introduced western education based on the model of the central school. Central schools in Bhutan were fully funded by the government. Additionally, Bhutanese students were provided with all amenities such as bedding, clothes, shoes, books, and other stationery.

2.4 Establishing/Addressing the Gap

Central school is a fairly old concept of education system dating as far back as the 18th century. However, the central school system has failed to draw the attention of researchers which is why the literature on central schools is scarce. There is hardly any study being carried out on central schools both within and outside Bhutan. The only literature available is web pages and websites, books and monographs, news articles, and personal communications. Hence, this study is not only timely but necessary from the perspective of addressing the gap in the body of knowledge. Future researchers could embark on numerous studies related to central schools such as the impact study, students' learning, benefits to community and society, and the future of central schools in the face of changing economic scenarios.

2.5 Rationale for Establishment of Central Schools

The establishment of a central school in the UK was inspired by the idea of providing quality education to high performing children who needed financial support (Wikipedia, the free encyclopedia) [12]. A central school was a selective secondary education school in the English education system between the more prestigious grammar schools and the ordinary secondary schools. Central schools were established throughout the country following the Education Act of 1918 (Hardwood, 2010) [13]. In France, the objective of establishing central schools was slightly different from their English neighbours. Its mission was to provide its students with a well-rounded scientific education with a strong emphasis in mathematics, physics, and chemistry, and to prepare them upon graduation to enter the national institutes of public works. Under this initiative students who were selected to study in central schools were provided boarding facilities (Institute Poly technique, 2020) [10].

The idea of introducing central schools in India was conceived much later. The first few central schools were established in India in the early 1960s. It is intriguing to note that the inspiration to introduce central schools in India was different from those of the Europeans. In India nationalism was at the core of establishing central schools. Other objectives such as, national unity, patriotism, holistic personality development and providing opportunities to excel in education were also some of the reasons why India embraced the introduction of central schools. The Kendriya Vidyalaya Sangathan which means 'Chain of Central Schools' is a system of premier central government schools in India that were instituted under the aegis of the Ministry of Education (MHRD), Government of India (Wikipedia, the free encyclopedia, 1958) [14].

In a longitudinal study carried out by Becker, Hornung, and Woessmann (2009) [15] it was learned that the institution of central schools in Europe was in direct response to the need for technical and mechanical personnel to meet their labour market when European nations were engaged industrialization. In England, France and a few other European nations' public schools were converted to central schools when these nations realized that all children had to be provided with good education to help take their

nations ahead of other countries (Watters, 2015) [16].

Along this line, Bhutan as well took a bold decision to centralize schools in Bhutan. The inspiration to centralize must come from the words of His majesty, Jigme Khesar Namgyel Wangchuck. "As I serve my country, I have some priorities. Number one on my list is education. Education is empowering- it's a social equalizer and it facilitates self-discovery, which leads to one's full potential. Good education gives you confidence, good judgment, a virtuous disposition, and the tools to achieve happiness successfully. A good school gives a child a fair shot at success and ensures that a person's achievement in life will not be predetermined by his or her race, parentage, and social connections".

2.6 The Dimensions of Centralization

According to Devins (1987) [17], Centralization is a multi-dimensional concept which has to be discussed to understand what central or centralization means in different cultural and regional context (p.762). In some countries, centralization is granting autonomy to schools, like in the UK, Italy, and France, while in other countries like the US centralization is tightening the reigns of school management by providing funds. Yet there are other countries where centralization has severe control over curriculum and the way it is taught. For instance, centralizing planning of lessons and teachers having to follow the same plan across the nation hardly leaves any room for creativity and freedom for teachers (Devins, 1987) [18].

2.7 Initiatives Through the Centralization of Schools

The previous section provided a detailed analysis of why schools were centralized. Different countries had their justifications for the centralization of their schools. This section will critically look at the initiatives governments were able to introduce as a result of centralizing schools. In the United States, the Education Ministry introduced central schools through funding support. The initiative enabled the federal government to put more federal strings on those funds, requiring each state to create a common set of English and Math standards along with student achievement goals and administered a battery of standardized tests to measure them (Scafidi, December 12, 2013) [18]

As a consequence, the standards of Maths and English education in the country has seen a significant improvement. On the contrary, the introduction of central schools in the United Kingdom meant increasing school autonomy. In the U.K. school autonomy was a form of school management in which schools were given decision-making authority over their operations, including the hiring and firing of personnel, and the assessment of teachers and pedagogical practices (Gibson, 2016) [19].

Interestingly, in the Canadian education system, centralization of schools is referred to administrative control over school or provincial curriculum. The centralization of schools in Canada has not seen a smooth result as in its neighbouring country, the U.S. In Canada, the centralization of school administration has resulted in political and ideological clashes between the provincial government and school districts (Galway, Sheppard, Wiens, & Brown 2013) [20]. On the contrary, in Greece, centralization is understood in terms of granting autonomy to schools. By Greek definition, a central school is an autonomous school.

Based on the EU research on the leadership and autonomy of schools, Greece has the most centralized educational system in the EU. According to the survey held by the Group for Educational Research and Evaluation of the Foundation for Research and Technology in collaboration with the Educational Policy Institute, in European Union countries' education systems there is a relatively high autonomy of schools in matters of teaching methods, the selection of the textbooks or their student's choice with the "notable exception of Greece, where these issues are determined by the educational authorities" (Sideris, October 2, 2015) [21]. By this initiative, Greece has been able to grant curriculum autonomy to schools.

The concept of centralization has yet another implication in other parts of the world. For instance, in Iran, central schools are those in which the planning of lessons are centralized. All central school teachers, especially in primary classes receive plans prepared at the national level. Against this backdrop, Mohammadi, Naderi, Shariyatmadari, and Naraghi, (2020) [22] carried out a study to ascertain the effect of a centralized planning system on children's critical thinking ability.

The results showed that centralized educational thinking harms the critical thinking of elementary

students. The study also found no significant difference in the critical thinking among boys and girls.

2.8 Central Schools in Bhutan

The introduction of central schools in Bhutan was an attempt at replicating its earlier practice that was prevalent from the mid-1960s until the 1980s. To address the emerging challenges, the Ministry of Education launched Central School System. Central schools were planned to be established conveniently located, integrated, and resourced-based with residential facilities. All central schools were empowered with autonomy in their operation. It was developed with an aspiration to become a model school and a Centre of Excellence aimed at fostering creativity, innovation and entrepreneurship (Kaka & Wangdi, 2016) [23]. Centre schools in Bhutan were aimed at creating professional learning communities and promoting a strong sense of belongingness and self-discipline. The Ministry of Education aspired central schools to share the burden of the parents in terms of finance, resources, time, pastoral care and character building which consequently would transpire into improving the overall quality of learners' health, school life and learning.

The Education Ministry further justified that the "establishment of many smaller schools across the nation has resulted in a thin spread of resources" (Sherig Bhutan, 2018) [24]. The central school was seen as an effective means to optimize utilization of available physical facilities, deploy human resources effectively and manage and maintain school infrastructure efficiently. Hence, the institution of the central school system began with 24 pilot central schools in 2015. The following year other twenty-seven new ones were declared taking the number to 51 and currently, there are 63 central schools in the country (Tshering, Business Bhutan, September 4, 2018) [25]. The second democratic government's plan to centralize all schools in the country came to a halt when the successive government in 2018 observed sustainability and dependency issues associated with the rush to centralize schools in the country. Other political parties also had concerns such as affordability, relevance and age level of children going to boarding central schools (Sherig Bhutan, 2018) [24].

2.9 Centralization vs. Decentralization of Schools

Centralization is multi-dimensional and different things in different contexts. However, centralization in education is usually referred to as the condition in which the administrative authority for education is vested. The authority is not in the local community. Instead, it is held by a central body that has complete power over all resources for example money or budgets, information, people, and also technology. This body also determines the content of the curriculum, controls the budget, and is responsible for employment, the building of educational facilities, discipline policies, and many others (Brennen, 2002 as cited in Nurakhir, n.d.) [26]. On the other hand, decentralization has been referred to as the extent to which authority has been passed down to the individual schools at the bottom levels. Within this concept, the top provides local administrators with greater autonomy which gives scope for creativity, resourcefulness, and personal enhancement particularly in the area of problem-solving (Brennen, 2002) [26].

2.10 Chapter Summary

This chapter provided a brief but critical review of literature on central school or centralization of schools. In the process of reviewing it became evident that central school is a more than three-century-old concept that is still applicable today. This review also brought to light interesting phenomena where the concept of central school is used to mean different things in different contexts. The next chapter will discuss the approach, design, and tools that align with the nature of this study.

3. RESEARCH METHODOLOGY

3.1 Introduction

This study relied on a mixed-method approach. Johnson et al, (2007,p.123) [27] have defined mixed-methods research as a type of research in which "elements of qualitative and quantitative research approaches are combined for the broad purposes of breadth and depth of understanding and collaboration of qualitative and quantitative methods is regarded as one form of triangulation, namely, methodological triangulation (Tashakkori and Teddlie 1998) [28].

Methodology, particularly in research, means a range of techniques used to collect data for the study. Marshall and Rossman (2006, p. 153) [29]. Similarly, Bogdan and Biklen (1998) [30] stated that "In good research, methods are consistent with the logic embodied in the methodology" (p. 31). The methodology is a series of choices with what information and data to gather, how to analyze the information and data that a researcher gathers. In other words, the methodology is the plan or proposal to conduct the research, it encompasses the philosophical assumption, strategies of inquiry and specific methods, it would be employed in the research, and how the research would be carried out in the field.

To obtain the correct findings, this study was designed as a mixed-mode method research design, typically focus on qualitative in-depth study and quantitative to be administered to assess Principals, teachers and parents perspectives on Central Schools in Bhutan. Qualitative data were collected through the administration of open-ended questionnaires, field notes, and interviews with the school leaders and literature reviews. Quantitative data were collected through the administration of structured questionnaires with the teachers. However, both qualitative and quantitative data were gathered accordingly, analyses separately, and combine the findings from both the analyses (Cresswell, 2007) [31].

3.2 Research Design

According to Creswell (2009) [32], research designs are the plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three common designs used in the mixed approach research paradigm as Sequential Mixed method, Concurrent mixed methods, Transformative mixed methods (Creswell, 2007 [31] p.14). The concept of mixing different methods probably originated in 1959, when Campbell and Fiske multiple methods to study the validity of psychological traits. They encouraged others to Employ their "multi-method matrix" to examine multiple approaches to data collection in a study. This prompted others to mix methods, and soon approaches associated with field methods such as observations and interviews (qualitative data) were combined with traditional surveys (Quantitative data) (s.d.sieer, 1973) [33]. For this study, a mixed-methods approach was used, Employing a quantitative phase and a

qualitative phase, conducted sequentially (Johnson & Onwuegbuzue, 2004) The two-phase design framework was explanatory and allowed the researcher to gain a deeper understanding of the research problem at the outset of the study, Using quantitative data To obtain the correct findings, this study is designed as a mixed-mode method research design, typically focus on qualitative in-depth study and quantitative to be administered to assess Principals perceptive on Central Schools in Bhutan. Qualitative data will be collected through the administration of Open-ended questionnaires, field notes and interviews with the school leaders and literature reviews. Quantitative data will be collected through the administration of a structured questionnaire with the principals. However, both qualitative and quantitative data will be gathered accordingly, analyzed separately and combine with the findings from both analyses.

3.3 Sampling

A sample is a subset of the study population comprising the actual participants of the research (Cresswell, 2009, p.148). The sampling will be gathered from parents of Orong, Gomdar, and Wangphu under Samdrupjongkhar Dzongkhag. The data will be collected through clustered sampling technique from various locations of the Gewog.

3.4 Research Instruments

The research instruments that were used to collect data included questionnaires and structured interviews.

4. RESULTS AND DISCUSSION

Results of the data analysis

4.1 Agreement Level to Central School System

The above pie chart shows about 56% of the respondents strongly agreed or agree that Bhutanese schools go for Central Schools, only 32% of the respondent's not in favour yet there are good numbers of respondents are positive about the idea of Central School. At the same time, 12% of the respondents are not sure and neutral whether Bhutanese schools should opt for Central schools.

4.2 Analysis on Agreement level to Central School System

The finding shows that most of the respondents are positive towards the idea of Central School

provide all facilities free of cost for students with underprivileged (OGCS, 2014) [6] The youth studying outside their communities due to various constraints can receive better care and attention in their district and enhance their global competencies and skills to face the challenges of the 21st Century. The Education Minister Mingbo Drukpa (Cited in Pokhrel, Kuensel.18th April 2015) [3].

The Central School system will enhance the quality of education.

This graph shows the number of the respondent with the opinion of whether the Central School system will enhance the quality of education, considering the above data, majority of the respondents, 86% strongly agree with the implementation of Central School in enhancing the quality of education. However, there are 14% of the respondents are not in favour of the strengthening quality of education.

4.3 Analysis on Enhancing the Quality of Education

According to the finding from the graph on the quality of education, Central Schools offer the pathway to support quality of education. As cited by Pokhrel, Kuensel, 18th April 2015 [3] the

Central School concept is a strategies intervention to fast track improvement in the overall quality of education. The majority of the respondents has the same feeling that the establishment of central schools would improve the quality of education as Central Schools are given full autonomy in implementing the school activities. The Central School was introduced in Bhutan at the right time.

In this case, 60% strongly agree or agree that the institution of the Central School system in Bhutan was started at the right time, but on the other hand, 29% of the respondents are not sure whether the introduction of Central School is done at the right time. But 11% of the respondents do not agree.

4.4 Central Schools were Introduced in Bhutan at the Right Time

In this case, 52% strongly agree or agree that the institution of the central school system in Bhutan was started at the right time. But on the other hand, 32% of the respondents are not sure whether the introduction of central school is done at the right time, But 16% of the respondents don't agree.

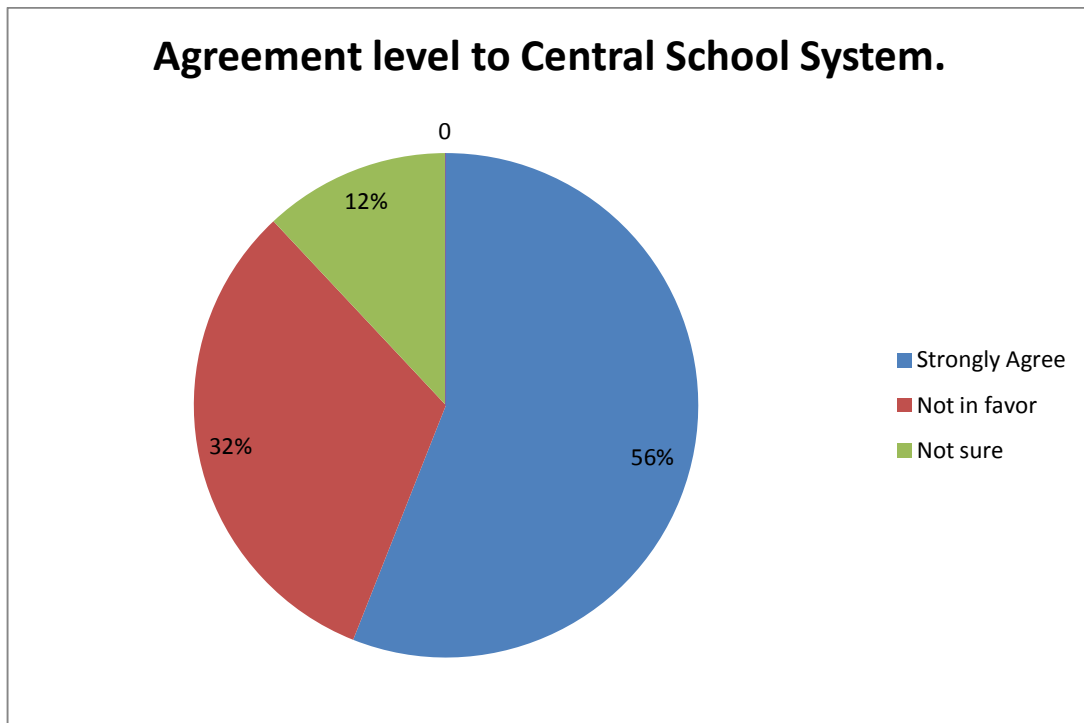


Fig. 1. Agreement level to the central school system

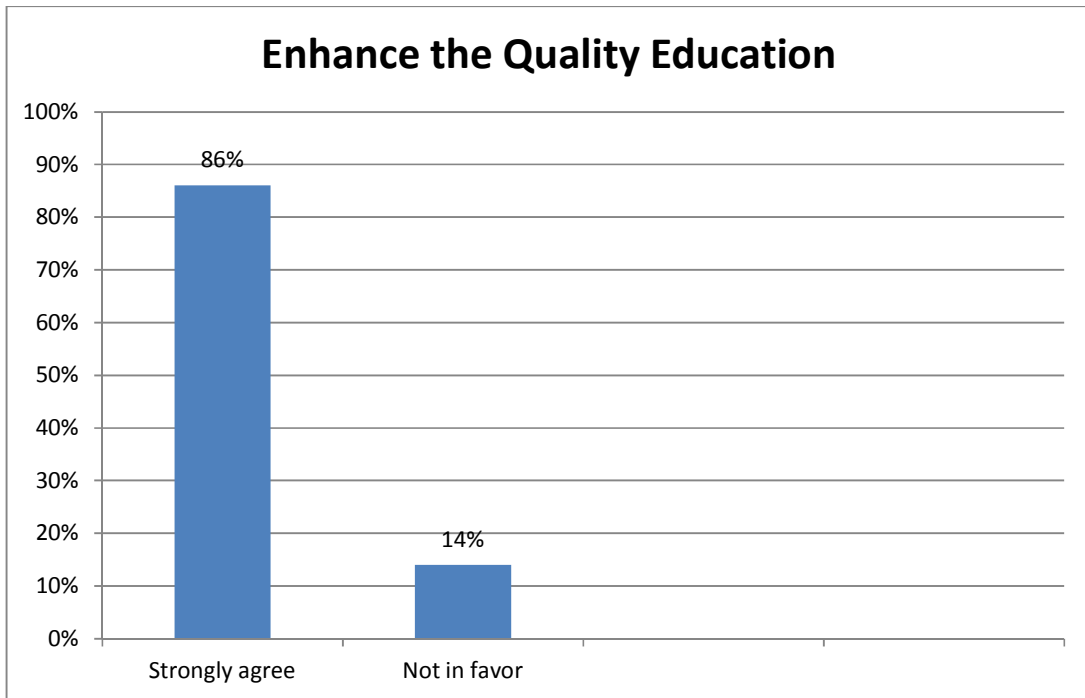


Fig. 2. Enhance the quality of education

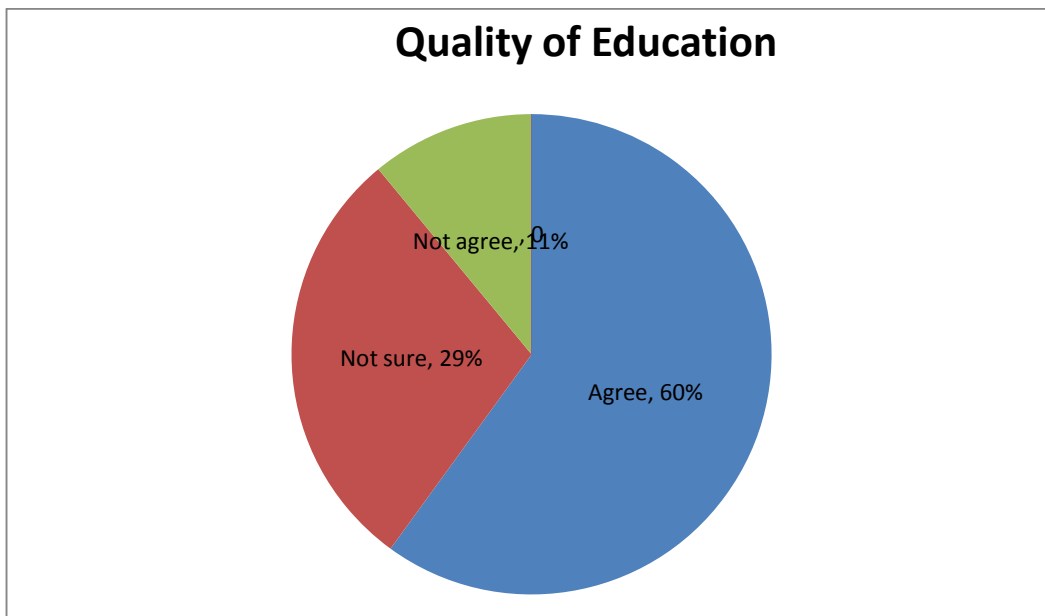


Fig. 3. Quality of education

4.4.1 Analysis of the introduction of central school at the right time

The finding shows that more than half the respondents do not agree with the idea of the

central school. The poor response towards the central school could be due to poor orientation on the new idea of the central school system in Bhutan. Respondents are reserved and want to work in their old system.

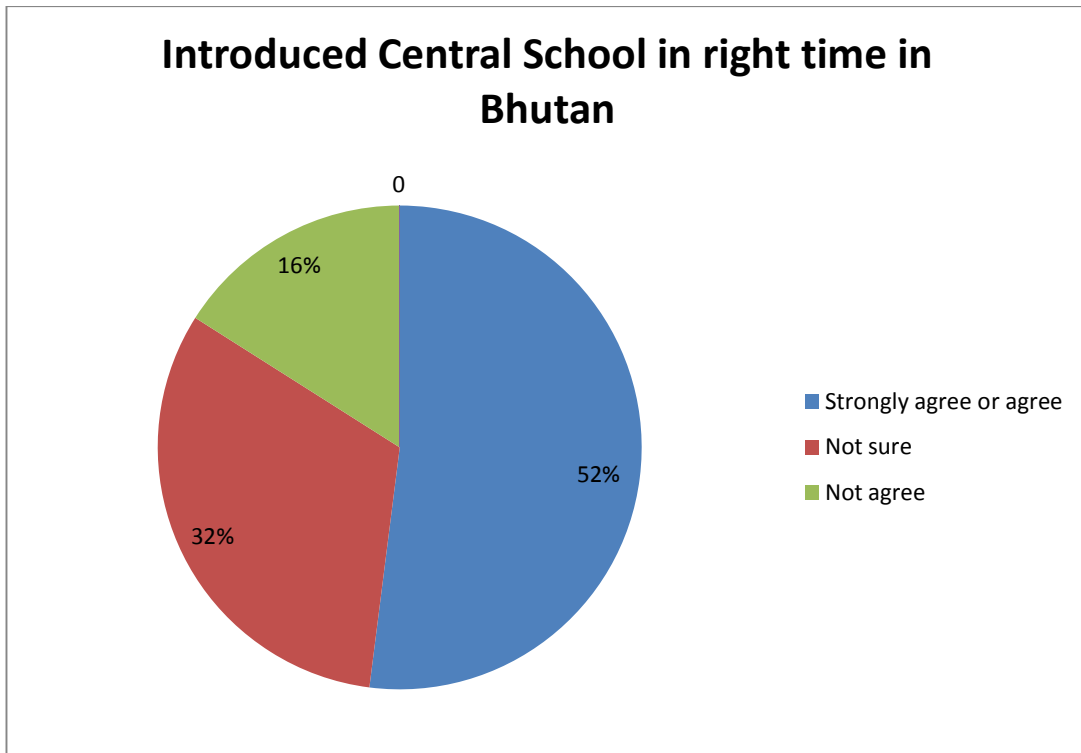


Fig. 4. Introduced Central School at right time in Bhutan

4.4.2 Conducive working environment will be provided in central school

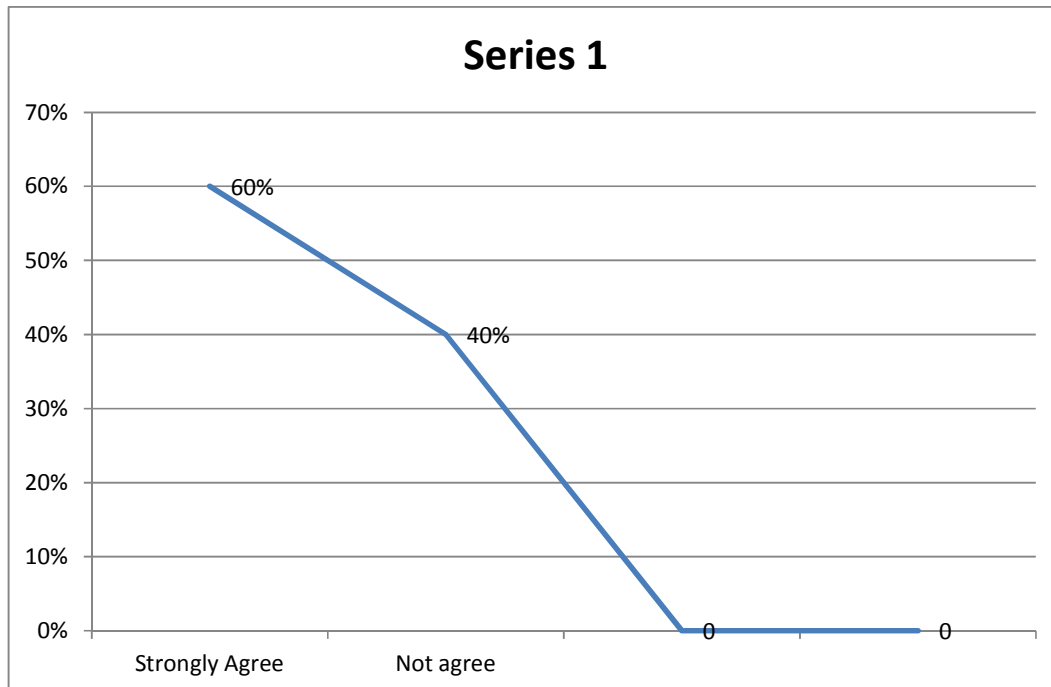


Fig. 5. Conducive working environment

4.4.3 In the above line chart, 60% of the respondents strongly agree or agree that the central school is going to provide a conducive working environment and are very confident in delivering quality education through central school initiatives. However, there is always a contradiction over the conclusion of the agreement. About 40% still feels that the working environment would differ even if there is a change in the schooling system. The working condition remains with average teacher students' ratio of 1:35 in all most all the central schools in Bhutan (Tendruk Central School, 2016) [34].

4.4.4 Central Schools are more efficient in delivering services than non-central schools

The above graph shows that 39% of the respondents (42 respondents), the highest rating amongst all levels of like scale are skeptical on whether the central school performance is better in comparison to the non-central schools. Similarly, 37% of the respondents (38 respondents) support and believed that central schools are more efficient than non-central schools. At the same time, 24% of respondents are in dilemma whether the central school is more efficient in delivering services.

4.4.5 Analysis of whether the central school is efficient than non-central school in delivering services

The finding shows that the majority of the respondents are either not supportive of the above statement as this could be due to inadequate awareness program on the central school system to all teachers currently working in the central school and also central school system is not a very old idea and as such measurement of the efficiency is yet to find. Moreover, no research has been done on the efficiency in delivering services of the central school than the non-central school. As such teachers were skeptical and not sure of the service delivery.

4.4.6 Ministry of Education should look at the sustainability of central schools in Bhutan

Figure 6 shows whether the ministry of education should encourage more central schools, to this, the majority of the respondents 52% strongly agree with the idea of establishing more central schools in Bhutan. About 39% of respondents agree and 9% are doubt to support or not.

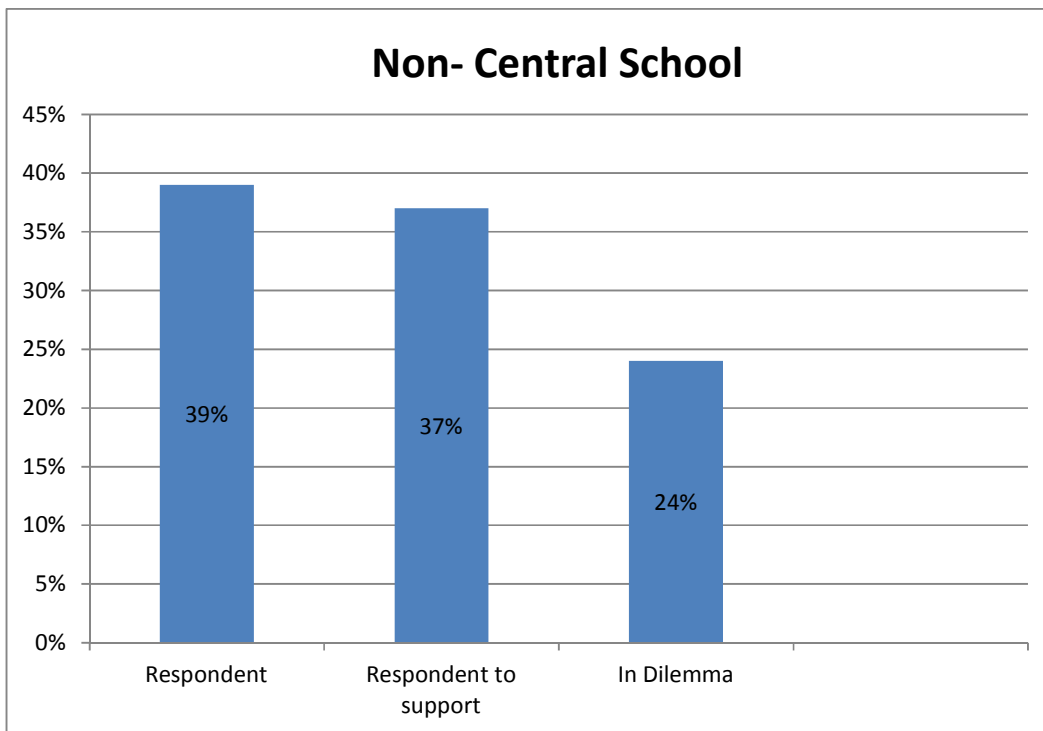


Fig. 6. Graphical presentation showing non- central school

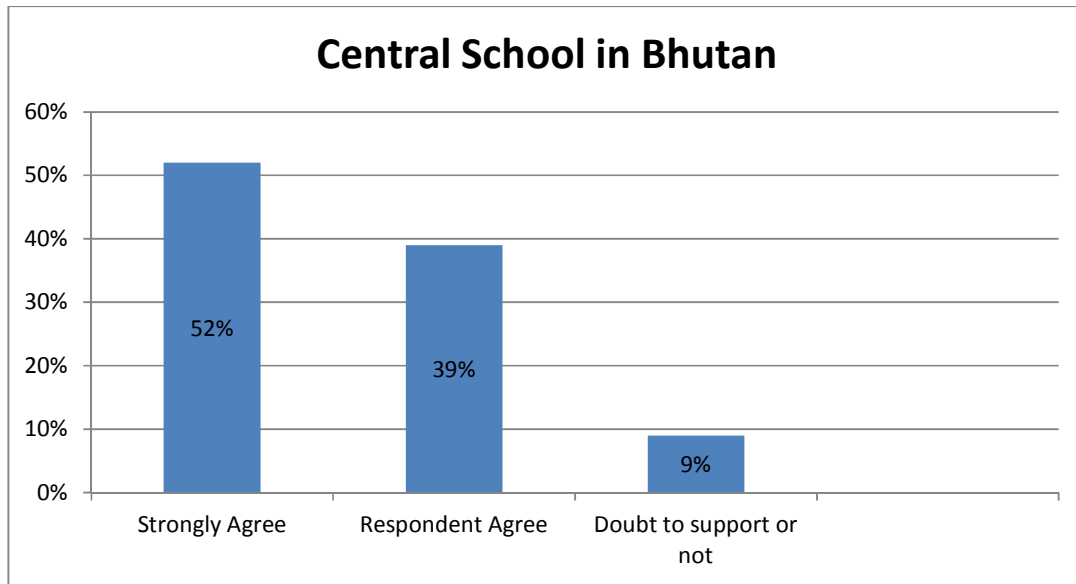


Fig. 7. Central School in Bhutan

4.4.7 Analysis on whether the education ministry should encourage more central schools in Bhutan

Finding shows that the majority of the respondents are for the statement as a central school in Bhutan has a high regard in the society with many promising ideas on all service delivery and the facilities. The literature on the budget supports that enough budget has been kept for procuring all necessary things (OGCS, 2014) [6] and this could be the driving agent to support the above statement.

5. CONCLUSION

It is concluded that with the coming of the Central schools, the other small schools are deprived of the facilities. Therefore, it is recommended that the facility has to be equally distributed and the current system of the detachment of lower campus from upper campus has to be continued.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author.

ACKNOWLEDGEMENT

Any accomplishment requires the effort of many people and this work is not different. I would like to thank the following people who had

contributed to the successful completion of this paper. I am deeply obliged to Mr Sangay Tempa, Administrative Assistant for assisting me in transcribing the interviews. I am equally obliged to the parents who responded to the questionnaires and rendering full support in the research for data collection.

The researcher would like to extend special gratitude to Mr Sonam Tshering, Vice-Principal (GUDCS) for his valuable advice and support on this paper.

COMPETING INTERESTS

The author has declared that no competing interests exist.

REFERENCES

1. Ministry of Education. Bhutan education blueprint 2014-2024, the royal government of Bhutan, Thimphu; 2014.
2. Bhutan Articles. Constitution of Bhutan; 2008.
3. Press Release on Central schools – The Concept, Status, and Way forward. 2016;(2).
4. Drukpa Pokhreal Kuensel; 2015.
5. Dema T, n.d. Central School in Bhutan, the Bhutanese, Thimphu, retrieved from

- <http://www.thebhutanese.bt/?p=946> on September 2015;(4):26.
6. Ministry of Education. Operational guideline central schools, Thimphu: Bhutan; 2014.
 7. Devins N. Centralization in education: Why Johnny can't spell bureaucracy. William & Mary Law School; 1987.
 8. Galway G, Sheppard B, Wiens J, Brown J. The impact of centralization on local school district governance in Canada In Canadian Journal of Educational Administration and Policy. 2013;(Issue #145).
 9. German International School. The German school system; 2020.
Available:<https://giswashington.org/the-german-school-system.html>
 10. Gibson TB. Sponsored academy school principals in England: Autonomous leaders or sponsor conduits? International Studies in Educational Administration. 2016;44(2):39-54.
 11. Gillard D. Education in England: The history of our schools. (2011).
Available:<http://www.educationengland.org.uk/history/chapter02.html>
 12. Hardwood E. England's school: History, architecture and adaptation. English Heritage; 2010.
 13. Institute Poly technique. 1794-1804: Revolution and Napoleonic period. Ecole Polytechnique; 2020.
Available:<https://www.polytechnique.edu/en/revolutionnapoleonicperiod>
 14. Kaka, Wangdi P. Operational guidelines for central school. Education Ministry. Royal Government of Bhutan; 2016.
 15. Kenrick J. Central school, camp road, Wimbledon common. Merton Council; 2010.
 16. Mohammadi R, Naderi E, Shariyatmadari A, Araghi MS. (n.d.). The study of the effect of centralized planning system on the development of critical thinking in elementary school students In European Journal of Experimental Biology. Department of Human Sciences, Science and Research Branch.
 17. Nurakhir A. (n.d.). Centralization and decentralization in the education system: Advantages and disadvantages. University of Semarang. Review: The Magazine of the Parish of Wimbledon; 1958.
 18. Scafidi B. Reasons the public education system has become increasingly Centralized; 2013.
Available: <https://centralschool.co.uk/our-history/>
 19. Sherig Bhutan. Ministry of education; 2018.
Available: <https://education-system-has-become-increasingly-centralized/>
 20. Sideris S. Greece has the most centralized educational system in the EU. Independent Balkan News Agency; 2015.
Available: <https://centralized-educational-system-eu/>
 21. Sancar M. Centralized education systems, bureaucracy, and leadership. Famagusta, Northern Cyprus: Faculty of Education, Department of Educational Sciences; 2008.
 22. Tshering. Parties pledge to review central schools In Business Bhutan; 2018.
Available:<http://www.businessbhutan.bt/2018/09/04/three-parties-pledge-to-review-Central-school-policy/>
 23. Watters A. The invented history of 'the factory model of education. Hack Education; 2015.
Available: <http://www.hackeducation.com/>
 24. Drakpa Dawa. Relationship between principals' transformational leadership and teacher motivation in central schools of Zhemgang District, Bhutan; 2018.
 25. Pokhriyal Ramesh. All higher education Institutes aim to be autonomous by 2035; 2020.
 26. Brennen, Centralization Versus Decentralization; 2002.
 27. Johnson et.al. 2007;123.
 28. Tashakkori, C, Teddlie. mixed methodology: Combining qualitative and quantitative approaches; 1998.
 29. Marshall and Rossmann, Designing qualitative Research; 2010.
 30. Bogdon R, Biklen SK. Qualitative Research for Education; 1998.
 31. Creswell JW. Qualitative inquiry and research design; 2007.
 32. Cresswell JW. Research design, qualitative; 2009.
 33. Sieer. SD. Quantitative data; 1973.

34. Kinley & Chenga, August preliminary study of two Central schools in
Conceptualization and Implementation, A Samtse; 2016.

© 2021 Dukpa; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<https://www.sdiarticle4.com/review-history/70744>