Bhutanese eighth grade students' and teachers' perceptions of their classroom learning environment in relation to the new mathematics curriculum. PhD thesis, Queensland University of Technology, 2015

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Abstract

This thesis examined how Bhutanese eighth grade students and teachers perceived their classroom learning environment in relation to a new standards-based mathematics curriculum. Data were gathered from administering surveys to a sample of 608 students and 98 teachers, followed by semi-structured interviews with selected participants. The findings of the study indicated that participants generally perceived their learning environments favorably. However, there were differences in terms of gender, school level, and school location. The study provides teachers, educational leaders, and policy-makers in Bhutan new insights into students' and teachers' perceptions of their mathematics classroom environments.