

English Class (Room) in DRC School Culture Context: Pupils' Perception

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Abstract: The research hypothesis is 'school culture context is the governor of perceptions'. In fact, hereby evoked previous studies note that teachers' feeling of depersonalization is mostly to teachers' relations to parents. This article's data evidence that this feeling is firstly linked to learners' perception towards the teacher and his or her class(room), which projects teacher self-efficacy and therefore enhances teacher burnout press. Therein, the study points out that like parents' perception and managers' perception, the pupils' perception is governed by the country's (DRC) school culture context.

Keywords: English class (room), foreign language, DRC school culture context, pupils' perception.

Résumé: L'hypothèse de cette étude est le 'contexte culture scolaire est le régulateur des perceptions'. En effet, les études antérieures évoquées ici disent que le sentiment de dépersonnalisation est plus de relations des enseignants aux parents. Les données de cet article démontrent que ce sentiment est premièrement de la perception par les élèves de l'enseignant(e) d'anglais et son cours, laquelle met à l'écran la self-efficacité de l'enseignant(e) et ainsi augmente le stress professionnel. En cela, l'étude martèle que, à l'instar de la perception des parents et la perception des autorités, la perception des élèves est régulée par le contexte culture scolaire du pays (RDC).

Mots clés: classe d'anglais, langue étrangère, contexte culture scolaire de la RDC, perception des élèves.

Introduction

The article's context is '*teaching-learning English as a foreign language*'. In my historical perspective of my D.E.A. (Master) research about Congolese English teachers' burnout, University of Kinshasa (UNIKIN), Faculty of Letters and Human Sciences, Department of Letters and English Civilization, the research statement is '**feature change hounds the learners**'. The statement lines up with the learners' perception towards the 'school' foreign language classroom, which they compare to 'language centre' classroom. Below, the pupils' statements are summed up, in **Table 2**. The purpose of the study is to show that the learners' perception towards the classroom projects teacher self-efficacy « TSE » and therefore enhances the burnout press. Research reveals that depersonalization is mostly to teachers' relations to parents (Skaalvik & Skaalvik, 2007; Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004). The goal, thus, is to show that depersonalization is firstly to teacher-learner relationships quality. In fact, the objective is to promote positive change via taking into account latent variables in teaching-learning problem solution-seeking. The research believes that school's shifting from grammar-format classroom (where the learners play a passive role) to friendlier classroom (where the learners play an active role) will not lack to help pupils' perception become positive. Hence, the hypothesis is '**school culture context is the governor of perceptions**'. In line with this, the research question 'what is the Congolese pupils' perception towards the English (foreign language) class?'

The answer to this question constitutes the essential of Section 4 (i.e., Findings). In fact, apart from this '**Introduction**' (i.e., Section 1) that focuses on the research paradigms, the description expands into four other sections. These are: '**Definition of terms and literature review**', '**Methodology**', '**Findings**', and '**Conclusion**'. The sections, in their turn, organize into points.

Definition of Terms and Literature Review

1. Définition of Terms

- **Burnout press** : 1) Illusion about the job, indicating an individual desire to achieve goals related to it, which the subject perceives as attractive and source of personal satisfaction ; 2) Psychic fatigue, characterized as the feeling of emotional and physical exhaustion due to direct contact with people who are source of or cause of problems ; 3) Indolence, evidenced by the presence of indifference attitude towards people who need some assistance in the workplace ; Guilt, defined as the outbreak of guilty feelings for attitudes and behaviors that violate internal norms and the social pressure about the professional role (Gil-Monte, 005) ;

- **Child friendly school:** A right-based model that draws its authority from the Convention on the rights of the child. It promotes the view that good schools should be child-seeking and child-centre (UNESCO, 2005 : 171) ;
- **Perception :** In humans, the process whereby sensory stimulation is translated into organized experience (Wikipedia) ;
- **Reasoning :** Evaluating the analog of a the distance between two aspects of the perception (Gädenfors, 2000) ;
- **School leadership :** Transformation rather than control and maintenance (UNESCO, 2005 : 175) ;
- **Self-concern:** A teacher or teacher candidate's concerns about whether they are liked by their students and accepted by other teachers and how they will be evaluated by their supervisors (George, 1978; Buhendwa, 1996/1995).

2. Review of Literature

Research speaks of 'rotten' styles and views these ones as teaching-learning processes in which the learners play a passive role (UNESCO, 2005). This view stresses that good schools should be child or learner-seeking and child or learner-centred. It is worth noting that the analysis of school culture context, however, does not spare the behaviour of the students. Thereby, the learners' perception is one of the provinces of school culture context, or, in Skaalvik & Skaalvik's (2007) terms, one of the provinces of *perceived* school culture context. In fact, research reveals that discipline problems or disruptive students' behaviours are also recognized a serious work-related stressor, and correlations have been found between discipline problems and measure of burnout (Hakanen et al., 2006; Kokkinos, 2007). At this level, the present study propose that discipline problems or disruptive students' behaviours are anchored on students' perception. And that students' perception, in turn, is anchored on school culture context. This rests on their very good guess on underlying teaching (i.e., underlying cause of learner perception).

Speaking of parents, research also reveals that social climate and social support are negatively related to burnout and motivation in that teachers experience not being trusted by the parents, and this may be a serious strain on teachers with self-efficacy and burnout (Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004). These scholars go on proposing that it may increase anxiety, create a feeling that one is not doing a good job, and promote a need of self-protection. In fact, to sum up this debate, the present research propose that what is said about the parents also concerns the pupils/students. In other words, far from contradicting such views the present study data on the other hand reflect in one way or another these interesting ideas. Synonym of the present research stand behind these ideas, of which the endpoint is teachers' promotion of self-protection. For information only, let us hereabouts note that in conversing with Congolese secondary school English teachers, they do not lack to exhibit such arguments as 'we follow the programmes', 'we respect the previsions', 'we lack modern teaching tools', 'pupils boycott the homeworks', 'pupils are not interested in the English courses but like **marks** and the parents encourage this', 'after all it is the State's fault', and so forth. This, in short, evidences enough that people's (other than teachers) perception towards the classroom is a real teacher concern « TC » and burnout press because it makes the teachers' feel their self-efficacy sheltered.

3. Methodology

3.1. Population

The study population is the **15(fifteen)** pupils from the Lukunga District's secondary schools, in Kinshasa, DRC capital city. That is, the school English (foreign language) learners from such Kinshasa urban areas including the four townships of Mont Ngaliema, Kitambo, Gombe, and Mont Ngafula: as the research setting.

3.2. Sampling

This research's sampling is **convenience sampling**. In fact, confident in Kothari (2005) who, concerning non-probabilistic sampling, speaks of use of informants who just show a special interest in one's research, the study was governed by the impetus of meeting **15(fifteen)** pupils *volunteers* in the whole. In that case, the study resorted to the informants' open-mindedness. The method used in data collection, that is, the paper and pencil-method in fulfilling the questionnaire survey sheet was not open to sampling bias¹. Because, irrespective of

¹Distortions that occur when some members of a population are systematically excluded from the sample selection (Mulamba, 2020:85).

schools' A/B/C-categories, the informants are simply children who counted among the pupils from different levels of secondary school belonging to the research setting. Put simply, the research sampling was purposive.

3.3. Research Sample

Available research proposes that qualitative research is primarily focused on describing small samples in non-statistical ways (Kothari, 2004). Thus, as already noted, the study population is **15 (fifteen)**. That is, the English learners from the Kinshasa's Lukunga District public secular schools, public community schools, and private schools. 'Public secular' means schools of which the State is the sole owner, 'public community' means church-owned schools that have signed an agreement (*convention*) with the State, and 'private' means schools of which individuals are sole owners. **Table 1** shows the distribution of those schools.

Table 1–Research sample

N	SCHOOL OF INQUIRY	URBAN AREA/COMMUNE	NUMBER OF INFORMANTS	SECTOR
1	EDAP-UPN	Mont Ngaliema	1	Public secular
2	ITC-Ngaliema	Mont Ngaliema	1	Public secular
3	Institut de la Gombe 1	Gombe	1	Public secular
4	Institut Sainte Cécile	Mont Ngaliema	1	Public community
5	Institut Bobokoli	Mont Ngaliema	1	Public community
6	Institut Saint Edouard	Mont Ngaliema	1	Public community
7	Lycée Tobongisa	Mont Ngaliema	1	Public community
8	Lycée Don Bosco	Mont Ngaliema	1	Public community
9	Institut Révérend Samba	Mont Ngaliema	1	Public community
10	Institut Lukubama	Mont Ngaliema	1	Public community
11	Collège Saint Georges	Kitambo	1	Public community
12	C.S. Aurore	Mont Ngaliema	1	Private
13	C.S. Les Loupiots	Mont Ngaliema	1	Private
14	C.S. Ndwenga	Mont Ngaliema	1	Private
15	C.S. Les Canetons	Mont Ngaliema	1	Public community
Total			15	

The sample was inspired by Krejcie and Morgan's (1970) sample sizes requirement. Thereby, **14**-elements sample is the size required for **15**. Therefore, with its **15**-elements this study sample is amply representative.

3.4. Research Design

The research paradigm is **qualitative**. It tries to better understand the behaviour of the DRC secondary school pupils with respect to their perception towards the English (foreign language) class. The study also utilizes population characteristics that go within learners' perception such as the **gender** and the **school** (i.e., the learning environment). That is, the two parameters selected as capable of exerting an influence on the variables under study, i.e., *attraction/ attractive* versus *boredom/ boring* and *change* (or *learners' perceived need*) versus *status quo*. The *meticulous* atmosphere resulting from these parameters' influences on the variables hereby qualifies **unfriendly class(room)**.

3.5. Research Interest Variable

The research selected and tested latent variables were **English (foreign language) classroom attraction** and **change (or learners' perceived need)**. By 'latent' is meant the variable we cannot measure directly unless we plug ourselves in the mind of the person to know what he or she is envisioning (Muijs, 2012).

For better understanding of the selected variable, very limited in time and space, one type of instrument was implemented, that is, **paper & pencil**-(questionnaire)type or tool. Its two written instruments were:

- **Item 1:** "You are often content with your English teacher's absence at school. True or False? Comment...."
- **Item2:** The way of teaching English in schools must change. True "T" or False "F"? Comment...."

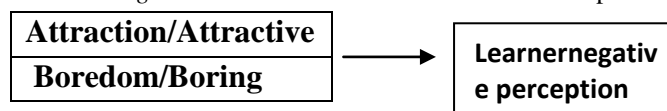
These instruments illustrate the pupils' manifest behaviour and hence document the manifest variable, which is, negative perception towards the English class. It is worth adding that **QSQ1data**(informants' statements with respect to *Item1*) are presented in **Table 2** while **QSQ2data**(informants' statements with respect to *Item2*) are presented in **Table 3**. The utilized tool is subject to the study's **appendix**.

3.6. Methodology

a. Research data sources

The present research uses two kinds of data sources. The first kind, **primary data**, refers to the home ground data obtained as presented in Section4 "Findings".In fact, the data are processed in a way that gets learners' perception reflect itself as a **pair model**. In line with the perceived school culture context, i.e., DRC school cultural context, the diagram below shows the data structure and variables relationships:

Fig.1-Data structure and variables relationships



The second kind, **secondary data**, refers to explored and adopted information from different books and electronic documents in the fields of Cognitive Linguistics and Applied Linguistics. This type of data was summarized through Section 2 (i.e., definition of terms and review of the literature) and through the bibliography.

b. Data collection

Thanks to the Letter of the Faculty, University of Kinshasa, access to schools' directions was made easier. In this survey, beyond the first part concerning the needed informant's background information (i.e., *gender* and *school*), there were a two-item scale tool part (see **Appendix**). The tool helped grasp the learners' opinions about the issue. The questionnaire sheetwas distributed and recuperated after tenminutes.

c. Research data description

To begin with, the sample was stratified following the utilized method of recording data. Therefore, the research questionnaire survey having been the method, background information signaled in the sheet constituted the basis of gender sample and school sample stratification. For pedagogical purpose, GENDER and SCHOOL were the two parameters retained to measure in written form Congolese pupils' perception towards the English (foreign language) class. To helpinformants' better understanding of the issue the questionnaire sheet (tool) was in French (see Appendix). The instruments, as appearing in "3.5", were translated into English for the researcher's personal vision andforhelping French non-speakers'better understanding of the research instruments. In the narration, the term 'case' which refers to informant is italicized and its initial "c" capitalized (e.g., *Case1*) to differentiate it from ordinary 'case'. The study *Cases*, 15(fifteen) in the whole, sum up the study's ratio data.

Let us pursue and note thatthe written statements from the questionnaire sheet constitute this study's **nominal data**, analyzed in Code1/Coding way (first level) and interpreted in Code2/Recoding way (second level) as **leaners' reasoning**. Also, the items proposed on the questionnaire sheet were True/False-binary response items. And, the True/False-binary counting inevitably led to certain quantifications (i.e., scores and percentages compounded with curves) which made generalizations easier. For this study, therefore, these quantifications have the value of **numeric data**.

By the way, all '**missing**' in the questionnaire sheet meansabsence of targeted information. Theyhereby count as study's **interval data**. That is, like 0(zero) of the 'thermometer'that is not absolute absence of temperature, in this research's cognitive framework '**missing**' is not synonym of 'absolute' absence of idea

about the research item. In QSQ1 data, the **T/F-choice** relating to **missing** (i.e., equivalent of study offer refusal) represents **n=3, 20%** in the whole. That is, **80%** as whole participation/engagement rate. In QSQ2 data, T/F-choice relating to **missing** represents **n=2, 13%**. Synonym of 87% as participation rate. And the mean for the two participation rates is 83,5% (i.e., $80+87/2$). This simply indicates that the study's respondents were very interested in this debate. To end with, the description utilizes more the phrase **'class (room)'** than **'lesson'**. The reason is that the research estimated that the former term (**classroom**) better coped with learners' involvement in(to) the learning process than the latter term (**lesson**) which it viewed as much sounding restricted to teachers' actions.

Findings

1. Sample data

Fig. 2 Gender sample data chart

Gender Sample Data		
Features	n	%
All	15	100
Male	10	66
Female	5	34

Fig.2 shows that **Male** (synonym of he-pupils) represents n=10, 66%. **Female** (synonym of she-pupils) represents n=5, 34%. The figure also shows that within gender sample, 'male' subsample is more represented than 'female' subsample. The interpretation of this difference is proposed in the pages to come.

Fig. 3 School Sample Data Chart

School Sample Data		
Features	n	%
All	15	100
Public secular	3	20
Community/church-owned schools	9	60
Private	3	20

Fig. 3 indicates that Public secular school sector represents n=3, 20%. Community/church owned schools represents n=9, 60%. And private sector represents n=3, 20%. The figure also shows that within school sample, 'community' subsample is the most represented.

2. Interest variable data

a) attraction/attractive classroom

vs. **Boredom/boring classroom**

Table 2. QSQ1 data

Item1: You are often happy with your english teacher's absence at school. True or False? Comment...				
Cases	T/F	Comment	Code1/Coding	Code2/Recoding
1	T	We don't have a good teacher.	Negative	Boredom
2	F	Because we miss several notions.	Positive	Attraction
3	T	Because the course is difficult.	Negative	Boredom
4	T	Because the teacher is too fearsome.	Negative	Boredom
5	T	I dislikethis course.	Negative	Boredom
6	F	Because he misses us that day.	Positive	Attraction
7	T	No comment	Negative	Boredom
8	T	I don't like the english teacher.	Negative	Boredom
9	T	Her course isannoying.	Negative	Boredom

10	F	No comment.	Positive	Attraction
11	F	Becauseheteacheswell.	Positive	Attraction
12	T	No comment	Negative	Boredom
13	T	Because he doesn't teach well.	Negative	Boredom
14	T	Because she always speak quickly.	Negative	Boredom
15	T	Pupils don't like this course	Negative	Boredom

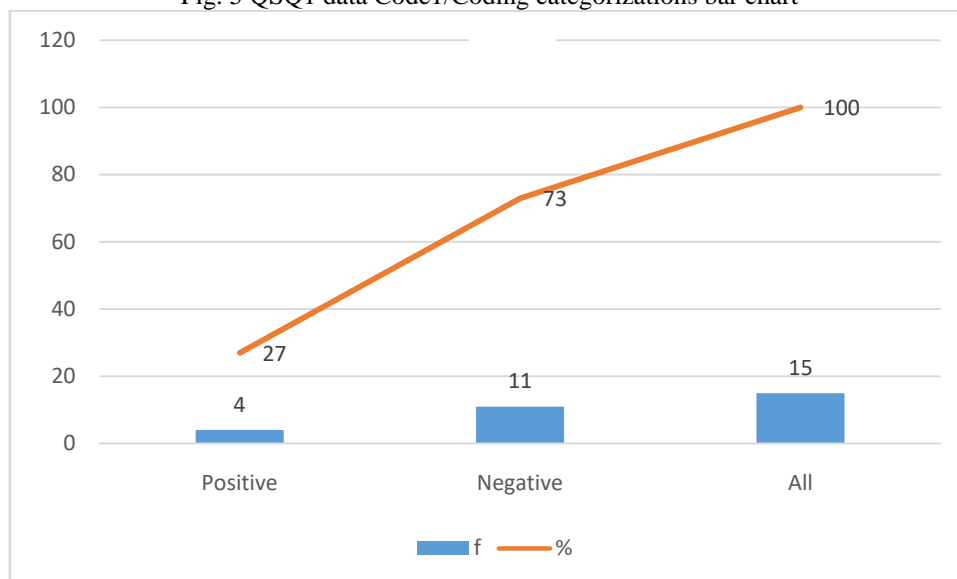
Table 2 is generative of the following categorizations:

Fig. 4 QSQ1 T/F-choice categorizations chart

Features	f	%
All	15	100
True	11	73
False	4	27

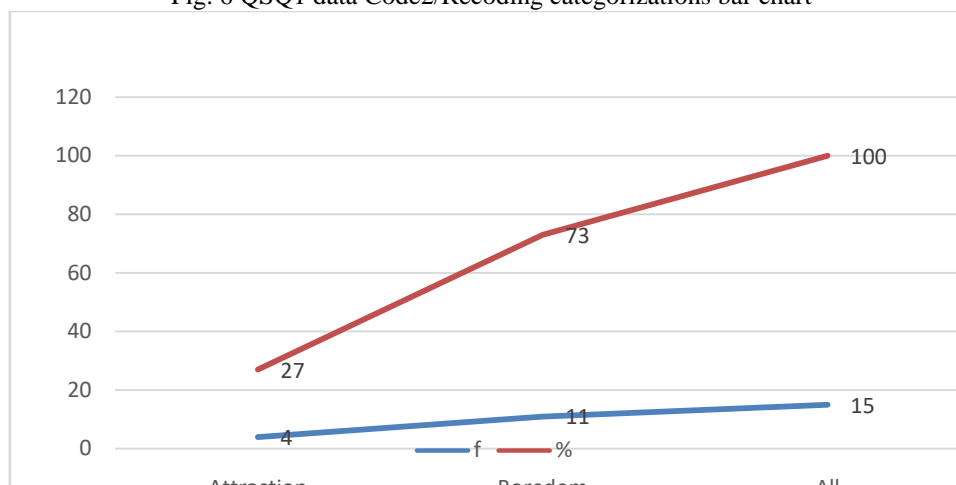
Fig.4 indicates that true-choice «T»synonym of validation of this learner behaviour (i.e., beinggladwhen the teacher is absent) represents n=11, 73%. False-choice «F»synonym of invalidation of this learner behavior represents n=4, 27%. The figure also indicates that the teacher's absence is wished (by pupils).

Fig. 5 QSQ1 data Code1/Coding categorizations bar chart



Feature positive (i.e., positive perception) which lines up with feature false « F » (i.e., false that pupils are glad when the English teacher is absent at school) represents n=4, 27%. Whereas feature negative (i.e., negative perception) which lines up with feature true «T» (i.e., true that pupils are glad when the English teacher is absent at school) represents n=11, 73%. Thefigure also indicates those learners' negative attitudes (or negative behaviours) towards their teachers.

Fig. 6 QSQ1 data Code2/Recoding categorizations bar chart



Feature attraction (attractive) which lines up with feature positive represents n=4, 27%. And **feature boredom (boring)**, which lines up with feature negative, represents n=11, 73%. The figure also indicates the judgment reserved to the trainer.

b) change/perceived need versus status quo

Table 3 QSQ2 data

Item 2: The way of teaching english in schools must change. True or False? Comment...				
Cases	T/F	Comment	Code1/Coding	Code2/Recoding
1	T	Because the course will go off well.	Negative	Change
2	T	English is taught as a memory course.	Negative	Change
3	T	Teachers should improve themselves.	Negative	Change
4	T	We spend much time copying.	Negative	Change
5	F	Pupils must change, too.	Negative	Change
6	T	Because we lack modern tools.	Negative	Change
7	T	We are unable to speak English.	Negative	Change
8	T	They can inspire from centres.	Negative	Change
9	T	No comment	Negative	Change
10	T	We should practice.	Negative	Change
11	F	No comment	Positive	Status quo
12	T	A very difficult language.	Negative	Change
13	T	We have bad marks in <i>English</i>	Negative	Change
14	T	The English centres teach well.	Negative	Change
15	T	They should imitate English centres.	Negative	Change

Table 3 is generative of the following categorizations:

Fig. 7 QSQ2 data T/F-choice chart categorizations

Features	f	%
All	15	100
True	13	87
False	2	13

Fig.7 shows that feature true «T», which validates the research idea that teased out the pupils/english learners (i.e., Instrument/Item 2), represents n=13, 87%. And feature false «F », which invalidates the research idea,

represents n=2, 13%. The figure also indicates that since the status quo (i.e., **grammar format**) seems to be the rule, in spite of their figuration in the programmes, the english (foreign language) courses will signify nothing to those learners.

Fig. 8 QSQ2 data Code1/Coding categorizations bar chart

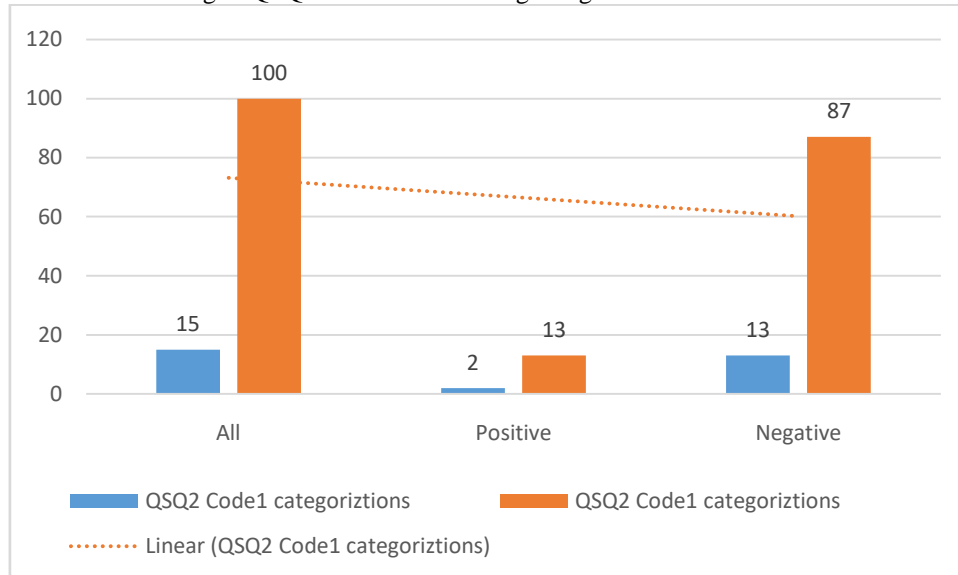


Fig. 8 shows that feature positive that invalidates the research idea behind false-(F) choice represents n=2, 13%. And that feature negative that validates the research idea behind feature true-(T) choice represents n=13, 87%. The figure also indicates those pupils' very good guess on the class (room) format.

Fig. 9 QSQ2 data Code2/Recoding categorizations bar chart

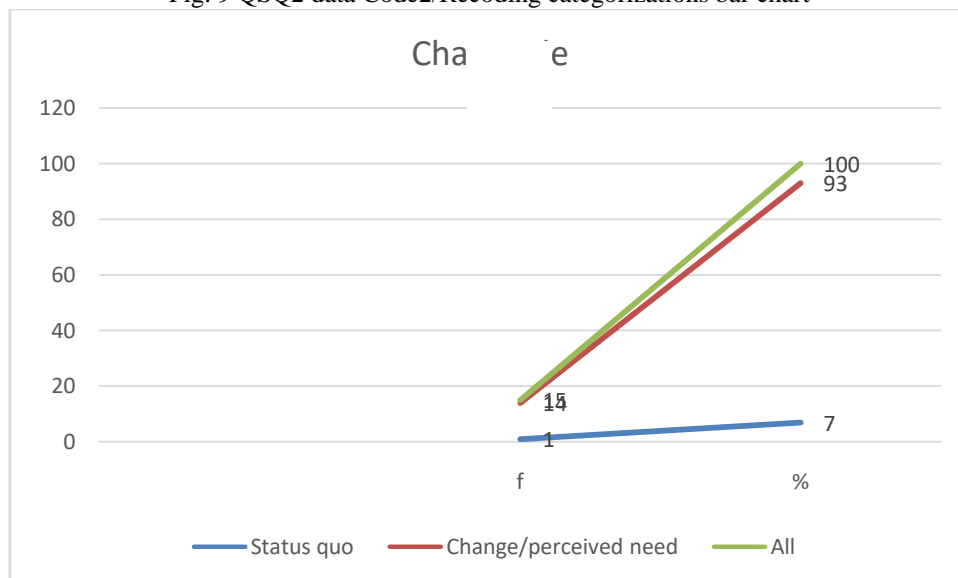


Fig.9 indicates that feature status quo that emerges from feature positive (i.e., positive perception), which lines up with F-choice synonym of invalidation of the research idea, represents n=2, 13%. And that change/transformation that emerges from feature negative (i.e., negative perception), which lines up with T-choice synonym of validation of the research idea, represents n=13, 87%. The figure also indicates how very strong this perceived need is.

c. Cross variables by gender and school (i.e., two selected samples/parameters)

QSQ1 Cross attraction vs boredom variable by gender

Fig.10--QSQ1-Male chart

Features	f	%
False, Positive, Attraction/Attractive	2	20
True, Negative, Boredom/Boring	8	80
All	10	100

Fig.10 indicates that false-series represents n=2, 20%. Whereas true-series represents n=8, 80%.

Fig.11 QSQ1-Female chart

Features	f	%
False, Positive, Attraction/Attractive	0	0
True, Negative, Boredom/Boring	5	100
All	3	100

Fig.11 indicates that *false-series* represents n=0, 0%. Whereas *true-series* represents n=5, 100%. The figure also indicates the scenario within QSQ1-gender sample. That is, compared to *he-pupils* subsample, *she-pupils* subsample offers itself advocate of *true-series* at the most. QSQ1 gender subsamples mead represents $80\%+100\%/2=180\%/2=90\%$ for *true-series* and, conversely, $20\%+0\%/2=20\%/2=10\%$ for *false-series*.

QSQ1 Cross variable by school
 Fig.12 QSQ1-Public secular school sector chart

Features	f	%
False, Positive, Attraction/Attractive	1	33
True, Negative, Boredom/Boring	2	67
All	3	100
Schools of inquiry : EDAP-UPN, Institut de la Gombel, I.T.C. Ngaliema.		

Fig.12 indicates that false-series represents n=1, 33%. Whereas true-series represents n=2, 67%.

Fig.13 QSQ1-Community/church-owned schools chart

Features	f	%
False, Positive, Attraction/Attractive	3	33
True, Negative, Boredom/Boring	6	67
All	9	100
Schools of inquiry: Institut Ste. Cécile, Lycée Don Bosco, Institut Bobokoli, Lycée Bosangani, Institut Révérend Samba, Collège Boboto, Collège St. Georges, Institut St. Eduard, LycéeTobongisa.		

Fig.13 indicates that false-series represents n=3, 33%. Whereas true-series represents n=6, 67%.

Fig.14 QSQ1-Private school sector chart

Features	f	%
False, Positive, Attraction/Attractive	1	33
True, Negative, Boredom/Boring	2	67
All	3	100
Schools of inquiry : C.S. Ndwenga, C.S. La Borne, Institut 4-Janvier.		

Fig.14 indicates that true-series represents n=2, 67%. And that false-series represents n=1, 33%. In addition, the QSQ1 school subsamples mead for true-series represents $67\%+67\%+67\%/3=201\%/3=67\%$. Conversely, false-series represents 33%.

QSQ2 Cross change/perceived need variable by gender

Fig.15 QSQ2-Male chart

Features	f	%
False, Positive, Status quo	2	20
True, Negative, Change/Perceived need	8	80
All	10	100

Fig.15 indicates that false-series represents n=2, 20%. Whereas true-series represents n=8, 80%.

Fig.16 QSQ2-Female chart

Features	f	%
False, Positive, Status quo	0	0
True, Negative, Change/Perceived need	5	100
All	5	100

Fig.16 indicates that false-series represents n=0, 0%. Whereas true-series represents n=5, 100%. The figure also indicates the scenario within QSQ2 gender sample. That is, compared to he-pupils subsample, she-pupils subsample offers itself advocate of change at the most.

b. QSQ2 Cross change/perceived need variable by school

Fig.17-Public secular school sector chart

Features	f	%
False, Positive, Status quo	0	0
True, Negative, Change/Perceived need	3	100
All	3	100
Schools of inquiry : EDAP-UPN, Institut de la Gombe1, I.T.C. Ngaliema.		

Fig.17 indicates that false-series represents n=0, 0%. Whereas true-series represents n=3, 100%.

Fig.18 Community/religious school sector chart

Features	f	%
False, Positive, Status quo	0	0
True, Negative, Change/Perceived need	9	100
All	9	100
Schools of inquiry :Institut Ste. Cécile, Lycée Don Bosco, InstitutBobokoli, LycéeBosangani, InstitutRévérend Samba, CollègeBoboto, Collège St. Georges, Institut St. Eduard, LycéeTobongisa.		

Fig.18 indicates that false-series represents n=0, 0%. Whereas true-series represents n=9, 100%.

Fig.19 Private school sector chart

Features	f	%
False, Positive, Status quo	2	67
True, Negative, Change/Perceived need	1	33
All	3	100
Schools of inquiry : C.S. Ndwenga, C.S. La Borne, Institut 4-Janvier.		

Fig.19 indicates that false-series represents n=2, 67%. Whereas true-series represents n=1, 33%. The figure also indicates the scenario within school sample, that is, private subsample offers itself as opponent view (minority) to public secular and community/religious sectors (majority).

d. Data interpretation

➤ **Sample data**

Gender sample data (Cf. *Fig.2*), with reserve there may be other hidden reasons (example, the person's temperament) the interpretation is that, this finding simply indicates that at the data collection stage, *he*-pupils showed warmer than *she*-pupils.

School sample data (Cf. *Fig.3*), with reserve there may be other hidden reasons (example, the number of public secular schools is the lowest in Lukunga District) the interpretation is that this finding indicates that at the moment of data collection, meeting pupils from community/religious schools sector offered much chance as compared to public/secular sector and private school sector pupils.

➤ **Interest variable (i.e., attraction vs. boredom)**

QSQ1 data (Cf. *Table 2*), this finding indicates the configuration of foreign language teachers faced by much pain to help themselves be viewed (by the learners) as good foreign language trainers. In the present study's burnout scope, this can not leave them indifferent.

QSQ1 T/F-choice categorizations bar chart (Cf. *Fig.4*), in favour of T-choice synonym of « *I am glad when the english teacher is absent...* », this finding clearly indicates that in this perceived school culture context, the English (foreign language) teacher is viewed as a **child-beater** (*Fr. bourreau*).

QSQ1 data Code1/Coding categorizations bar chart (Cf. *Fig.5*), in exhibiting feature 'negative' in the detriment to feature 'positive' this finding simply strengthens the idea that, in this perceived school culture, the English teacher in his or her pupils' eyes is a child-beater. As promised, the interpretation of the curve is that this perception is a growing entity. That is, before they start their school English (foreign language) training these children are motivated. And their idea of English teacher is that of someone capable of helping speak English (foreign language) quickly. However, as far as the courses advance, they come to an idea of or discover another type of foreign language teachers (i.e., *grammar-format* teacher), who, like for instance chemistry teachers, overcharge them with copies, grammar rule-based copies.

QSQ1 data Code2/Recoding categorizations bar chart (Cf. *Fig.6*), in exhibiting 'boredom' or **boring teacher** in the detriment to 'attraction' or 'attractive teacher' this finding, in line with what comes before, indicates that the foreign language classroom is mostly linked to the foreign language teacher's self-efficacy. In other words, in UNESCO's (2005) terms, this finding indicates that the teacher is the key-enabling factor. But that, the reality is quite another thing. The curve indicates that this pupils' negative perception is a growing entity, as already explained

QSQ2 data (Cf. *Table3*), this finding indicates the global view of English (foreign language) teacher-english learner meticulous atmosphere or meticulous teacher-learner meticulous relationships quality. And, in teacher self-efficacy and burnout press scope, this can not leave the teachers indifferent.

QSQ2 data T/F-choice categorizations bar chart (Cf. *Fig.7*), in exhibiting « T » synonym of 'change' this finding indicates that, in this perceived school culture context (i.e., DRC secondary school) the way of teaching english as a foreign language has demonstrated its limits. And that, new reforms are needed to help learners promote interest in foreign language teaching-learning process.

QSQ2 data Code1/Coding categorizations bar chart (Cf. *Fig.8*), in exhibiting feature 'negative' in the detriment to feature 'positive' this finding indicates that these pupils' perception towards the type of english (foreign language) classroom proposed to them is negative : **negative perception**. About this level's curve, to avoid being repetitious, the explanation already proposed also apply, here.

QSQ2 data Code2/Recoding data (Cf. *Fig.9*), in exhibiting 'feature change' in the detriment to 'feature status quo' this finding just indicates these pupils' perceived need. That is, in UNESCO's (2005) view of school leadership, **transformation** the way of teaching-learning English as a foreign language. It is worth noting that in this perceived school culture context this (i.e., change/transformation) should consists in shifting from *grammar-format* classroom to *friendly-format* classroom. The curves related to these pupils' perceptions indicate that the perceptions (positive/negative) are growing entities, as already explained.

➤ **Cross variables**

Cross variables by gender, in QSQ1's scope and QSQ2's scope, these findings indicate that in this perceived school culture context reasoning as male or female has, in latent manner, its share in these learners' perceptions. Nevertheless, further studies are needed to come up to determine between *he*-inborn and *she*-inborn the parameter that encompasses stronger influence on foreign language learners' perception.

Cross variables by school, in QSQ1's scope as well as QSQ2's scope, these findings indicate that reasoning as learners of English (foreign language) in this perceived school culture context's X/Y-school (not as learners of English/foreign language in X/Y-language centre) has its share in these pupils' negative perception. Further studies are needed to come up to determine which sector, among the three school sectors, encompasses the strongest influence on the foreign language learners' perception. It is interesting to add that in this perceived school culture, **status quo** or **no change** but **maintenance of grammar-format way of managing foreign language classroom** is hereby evidenced in each of the school sectors.

Research reveals that school leadership is defined not only in terms of control and maintenance but also in terms of transformation (UNESCO, 2005). It is worth summarizing *Section 4* by noting that the analyzed and interpreted data reflect that these learners have a very good guess on such an idea, that is, SCHOOL transformation/change about English (foreign language) teaching-learning. Let us, now, go to conclude this discussion.

Conclusion

Through the topic '**ENGLISH CLASS(ROOM) IN DRC SCHOOL CULTURE CONTEXT: PUPILS' PERCEPTION**' we have discussed the way Congolese teacher burnout press is and/or can be enhanced by learners' perception. It is just when the students promote negative view of the teacher and his or her course. Because students' negative perception, as already proposed in 'Introduction', is capable of enhancing the JOB DEMAND press. And JOB DEMAND press calls upon JOB RESOURCE press and form together JOB DEMAND & JOB RESOURCE burnout factor structure. This section sums up the proposed different discussions through its three points, which are: **results summary**, **discussion**, and **implications**.

a. Results summary:

Table 4: Cause of Congolese pupils' negative perception

Categories	Subcategories
Attraction/Change <i>fighting a duel with</i>	➤ Students' very good guess on underlying foreign language class(room)/Attractive style <i>fighting a duel with</i>
Boredom/Status quo	➤ School reality/Boring style.

From the report of herein data, **Table 4** links Congolese pupils' negative perception towards English (foreign language) classrooms to the distance or gap between pupils' very good guess on underlying **English (foreign language) class/attractive style** associated with school way change/transformation and the reality on the ground or the reality in schools (as compared to language centres): '**boring style**'.

b. Discussion

The perception of Congolese pupils towards the English (foreign language) class is **negative perception**. It is due to pupils' very good guess on the underlying foreign language class(room). This helps the learners evaluate the reality on the ground. Even if they cannot name it in technical terms the truth is that, the reality on the ground sums up **in grammar-format**. In other words, this study findings indicate that grammar-format is one teacher-learner stressor. It is interesting to emphasize that learners develop very good guess on underlying teacher and underlying classroom. Teachers, too, develop very good guess on underlying student(s) and underlying classroom. And, therein, like parents' perception and managers' perception the learners' perception shelters teacher self-efficacy. And the cases of negative perception, as herein illustrated, cannot lack to make the teachers promote depersonalization because of their relations to learners who do not trust them. It means that in this perceived school culture context, depersonalization is not necessarily mostly linked to parents, as some people said. In this kind of relationships, learners just promote interest in '**marks**' in the detriment to interest in the teaching-learning process. And the setting of this scenario is nothing else if not school culture context. Therefore, this study data evidence enough the hypothesis that '**school culture context is the governor of perceptions**'. Above, especially in *Section 4*, this is visible enough when the informants state clearly that schools should adopt the English centres' way of teaching English. Such a comparison between 'school way' and 'language centre way' just qualifies 'school culture context' as governor of perceptions. As already proposed that learners are not intrinsically motivated or able to construct meaning for themselves (UNESCO, 2005: 33), for this research, thus, the Congolese pupils' (herein represented by the informants) negative

perception towards the English teacher and the English (foreign language) classroom is anchored on the **country (DRC) school culture context**. In other words, like the parents' perception and the managers' perception, the learners' perception is governed by the country school culture context.

c. Implications

The proposed findings imply what follows:

- As supported that cognition is based on the shaping of behaviour (UNESCO, 2005: 30), the researchers in this field of *cognitive linguistics* should keep on investigating on latent variables. In so doing, it will help develop more and more pedagogical strategies capable of helping shape the behaviour of practitioners in education (i.e., teachers, learners, parents, and managers);
- As herein evidenced that the learners' perception towards the classroom shelters **teacher self-efficacy** « TSE » and that thereby negative perception is synonym of **teacher concern** « TC » the learners should know that their wish about seeing English being taught/learned in language centre way is a good thing. As first beneficiary, it qualifies their very good guess on an underlying foreign language class(room). However, since there are no other alternatives because changing an in-force rule/system is a prerogative of deciders, they (i.e., learners) should strive to be happy with the English (foreign language) teaching-learning format being proposed. In so doing it will help them avoid disruptive behaviour (i.e., indiscipline, neglect, etc.) and thereby contribute to teacher burnout press alleviation.

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