

ENGLISH CLASS(ROOM) IN DRC SCHOOL CULTURE CONTEXT: PARENTS' 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. Thanks to its data this research evidences that this feeling is linked to parents' perception towards the teacher and his or her class(room), which projects teacher self-efficacy and therefore enhances teacher burnout press, synonym of an unfriendly language classroom. Therein, the study points out that like learners' perception and managers' perception, the parents' perception is governed by the country's (DRC) school culture context.

Keywords: *English class(room), foreign language, DRC school culture context, parents' 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. Grace à ses données cette recherche démontre que ce sentiment est de la perception par les parents 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, synonyme d'une classe de langue non ambiante. En cela, l'étude martèle que, à l'instar de la perception des apprenants et la perception des autorités, la perception des parents est subséquente du contexte culture scolaire du pays (RDC).

Mots-clés : *Classe d'anglais, langue étrangère, contexte culture scolaire de la RDC, perception des parents.*

1. INTRODUCTION

The article's research context is *'teaching-learning english as a foreign language'*. In a historical perspective of my D.E.A. (Master) research about Congolese secondary school english teachers' burnout, UNIKIN (University of Kinshasa) Faculty of Letters and Human Sciences, Department of Letters and English Civilization, the research statement is **'feature change hounds the parents'**. The statement lines up with the parents' perception towards the 'school' english (foreign language) classroom, which they compare to 'language centre' classroom. Below, the parents' new-jerk reactions to the interview question are summed up, in *Table 2*. The purpose of the study is to show that the parents' perception towards the classroom shelters teacher self-efficacy « TSE » and therefore enhances the burnout press. Thereby, the goal is to support the view that depersonalization is mostly linked to teachers' relations to parents (Skaalvik and Skaalvik, 2007; Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004). The objective is to promote positive change that takes 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 class classroom (where the learners play an active role) will not lack to help the parents' perception become positive. The study hypothesis is the one already proposed in *"English (foreign language) class in DRC School Culture Context: Pupils' perception"* (i.e., the other article). The hypothesis, simply put, is **'school culture context is the governor of perceptions'**. In line with this the research question is 'what is the Congolese parents' perception of the school English (foreign language) classroom?'

The answer to this question constitutes the essential of Section 4. In fact, apart from this **'Introduction'** (i.e., Section 1) that focuses on the research paradigms, this 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.

2. DEFINITION OF TERMS AND LITERATURE REVIEW

2.1. Definition 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 behaviours 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-centred (UNESCO, 2005 : 171) ;
- **Perception:** In humans, the process whereby sensory stimulation is translated into organized experience (www.britannica.com.>topic>perce...);
- **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).

2.2. Review of literature

The analysis of school culture context does not spare the behaviour of pupils/students' parents, the parents as sponsors of children's education. Thereby, parent perception is one of the provinces of school culture context, or, in Skaalvik and Skaalvik's (2007) terms, one of the provinces of perceived school culture context. Research reveals that emotional exhaustion and depersonalization are central elements of burnout (Schaufeli & Salanova, 2007). It is worth noting that in their study of Norwegian teachers Skaalvik and Skaalvik (2007) precise that emotional exhaustion was not mostly related to time whereas depersonalization was mostly related to teachers' relations to parents. These two brothers went on noting that a possible interpretation is that the parents' evaluation of the teaching is a more important frame of reference for teacher self-efficacy than for collective efficacy. Therein, teachers need positive relations to parents. In fact, the present study believes that the parents' evaluation of the teaching is rooted in the parents' reasoning about the teaching. And this rests on their very good guess on underlying teaching. 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 negative impact on self-efficacy and burnout (Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004). These scholars go on and point out that it may increase anxiety, create a feeling that one is not doing a good job, and promote a need of self-protection. With respect to this, 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. Let us hereabouts exhibit this endpoint (i.e., self-protection) and, for information only, propose that in conversing with Congolese secondary school english teachers, they 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 and burnout press because it make the teachers' feel viewed with respect to self-efficacy.

3. METHODOLOGY

3.1. Population

The study population is the parents whose children are from Lukunga District's secondary schools, in Kinshasa, capital city of DRC. That is, the parents whose children attend the schools from such Kinshasa urban areas including the four townships of Mont Ngaliema, Kitambo, Gombe, and Mont Ngafula: as the research setting.

3.2. Sampling

The 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 **10 (ten)** parents *volunteers* in the whole. In that case, the study resorted to the informants' open-mindedness. The method used in data collection was the face-to-face between the interviewer/researcher and the interviewee. The method was not open to sampling bias¹ because, irrespective of their titles, informants are merely parents whose children counted among the pupils from different levels of secondary schools belonging to the research setting. Simply put, the 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). Hence, the study population is **10(ten)**. That is, parents 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

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

(*convention*) with the State, and 'private' means schools of which individuals are sole owners. *Table 1* shows the distribution of those schools.

Table1–Research sample

N°	Interviewee gender	Parent-learner school of inquiry	Urban area/commune	Number of informants	Sector
1	F	Collège Boboto	Gombe	1	Community
2	M	ITC-Ngaliema	Mont Ngaliema	1	Public secular
3	M	Institut de la Gombe	Gombe	1	Public secular
4	F	EDAP- UPN	Mont Ngaliema	1	Public secular
5	M	Institut Bobokoli	Mont Ngaliema	1	Community
6	M	Institut Lukubama	Mont Ngaliema	1	Community
7	F	Lycée Tobongisa	Mont Ngaliema	1	Community
8	M	Institut St. Georges	Kintambo	1	Community
9	M	Institut Ngolo Dynamique	Kintambo	1	Private
10	F	C.S. 4 Janvier	Mont Ngaliema	1	Private
Total				10	

The sample was inspired by Krejcie and Morgan's (1970) sample sizes requirement. Put simply, **10**-elements sample is the size required for **10**. Therefore, with its **10**-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' parents with respect to their perception towards the teaching-learning of English as a foreign language. The study also utilizes population characteristics that go within parents' perception such as 'gender' and 'school' (i.e., the children's learning environment). That is, the two parameters selected as capable of exerting an influence on the variable under study: *attraction/attractive* versus *boredom/boring*. The meticulous atmosphere resulting from this structure qualifies **unfriendly class(room)**.

3.5. Research interest variable

The research selected and tested, as latent variable, the **English (foreign language) class attraction versus class boredom**. By 'latent' is meant the variable we can not measure directly unless we plug ourselves in the mind of the person to know what he or she is envisioning (Muijs, 2012). Let us sum up that attraction and boredom constitute the two aspects of parents' perception. By the way, very limited in time and space, one type of tool was implemented and this was the **interview** tool. Its sole instrument was:

- **Item:** "Your are more concerned with your child/children's school results in terms of scores (marks/percentage) than in terms of English (foreign language) appropriation. True "T" or False "F"? Comment....

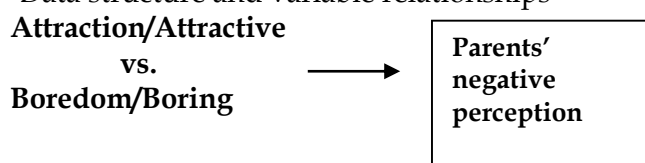
It is worth adding that, although indirect, the instrument however sounded in the parents' ears as a direct question synonym of 'How do you appreciate the English (foreign language) classroom in school context?' The informants' new-jerk reactions are presented in *Table 2*.

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 Section 4 "Findings". The data are processed in a way that gets parents' perception reflect itself as a **pair model**. In line with the perceived school context, i.e., DRC school cultural context, the diagram below shows the data structure and variable relationships:

Fig.1- Data structure and variable 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 (definition of terms and the review of the literature) and through the bibliography.

b. Data collection

Meeting the parents was made easier thanks to the Letter of the Faculty, University of Kinshasa. The interview schedule was implemented (see *Appendix*). The tool helped grasp the parents' opinions about the issue.

c. Research data description

To start with, the method was the researcher's glance at the informant sufficed to determine the GENDER (i.e., *in-born* or *in-built* parameter) whereas the child's SCHOOL (i.e., *external intrinsic* parameter) was revealed by the parent. In fact, 'gender' and 'school' was the two parameters retained to measure in oral form Congolese parents' perception towards the English

(foreign language) class. As appearing in “3.5”, the instrument (the original in French) was translated into English for the researcher’s personal vision and for helping French non-speakers’ better understanding of the instrument. In the narration, the term ‘case’ which refers to informant is italicized and its initial “c” capitalized (e.g., *Case7*) to differentiate it from ordinary ‘case’. The study *Cases, 10(ten)* in the whole, sum up the study’s ratio data.

The informants’ oral statements under new-jerk reactions rubric constitute this study’s **nominal data**, analyzed in Code1/Coding way (first level) and interpreted in Code2/Recoding way (second level) as **parents’ reasoning**. Also, the oral item proposed was a True/False-binary response item. Nevertheless, 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, hence, these quantifications have the value of **numeric data**.

Let us pursue, respective of the utilized method which is a direct interviewer-interviewee face-to-face, this research thus excluded **interval data**. It is worth noting that the informants were very interested in this debate; giving, hence, a flash of lightning for further deeper research in this field. 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.

4. FINDINGS

a. Sample data

Fig.2. Gender sample data chart

Gender sample data		
Features	n	%
All	15	100
Male	06	60
Female	04	40

Fig.2 shows that **Male** (synonym of *he*-parents) represents n=06, 60%. **Female** (synonym of *she*-parent) represents n=4, 40%. The figure shows that, within gender sample, feature male is more represented than feature female.

Fig.3. School sample data chart

School sample data		
Features	n	%
All	10	100
Public secular	03	30
Community/Religious	05	50
Private	02	20

Fig.3 indicates that *Public secular* school sector represents n=3, 20%. Community/religious represents n=9, 60%. And private sector represents n=3, 20%. The figure also shows that feature community/religious is the most represented in school sample.

b. Interest variable data

Table2-Interview data

Item1: "Your are more concerned with your child/children 's results more in terms of scores s (marks/percentages) than in terms of their appropriating English (foreign language). True "T" or False "F"? Comment....				
Cases	T/F-choice	Comment	Code1/ Coding	Code2/ Recoding
1	T	As parent, I am concerned with the percentage. Because from this my child can pass the class or resume. Look at the way nursery schools train the children in French. Even the kids whose parents do not speak French at home come up to speak it after a short time. The schools should imitate the nursery schools...	Negative	Boredom
2	T	Even at our time, we attended the course just for 'marks'. Things have never changed. It is due to the way this course is taught at school. Children are unable to stammer in English...	Negative	Attraction
3	T	It's not our fault. We know the importance of the english. But if the child fails he won't pass the class. In addition, the english is not taught as in language centres. How the pupils can be interested in it ?	Negative	Boredom
4	F	At my time, I liked the english. Now, I also advise my children to strive to like the english course. But it's difficult since they say they dislike it. They argue that the course is too difficult. Nevertheless, compared to language centres, the truth is that the schools don't help the learners promote interest in the english....	Positive	Attractive
5	T	It's normal for each parent. It is the school system. If the system changes, the rest will change...	Negative	Boredom
6	F	It's always my question to know the secret of language centres. Really, the schools should see again the things. They must provide teachers with adequate teaching tools...	Positive	Attraction
7	T	At my time, I liked English. But the way it was taught didn't help me speak it. And nowadays it is important to speak even a broken english...	Negative	Boredom
8	T	If they fail, they resume the year. By the way, the methods have still remain the same since our time don't like the english teacher.	Negative	Boredom

Item1: "Your are more concerned with your child/children 's results more in terms of scores s (marks/percentages) than in terms of their appropriating English (foreign language). True "T" or False "F"? Comment....				
Cases	T/F-choice	Comment	Code1/Coding	Code2/Recoding
9	T	I manage on my own in English. And you know why? I attended the english language centre. In other words, in any case, all parents' wish is to hear their children speak english. But, it is not a secret, at the end of humanities the children are unable to try with one, two, three sentences...	Negative	Boredom
10	T	He (the child) himself says that he does not like the english. They should try to see how to motivate the pupils...	Negative	Attraction

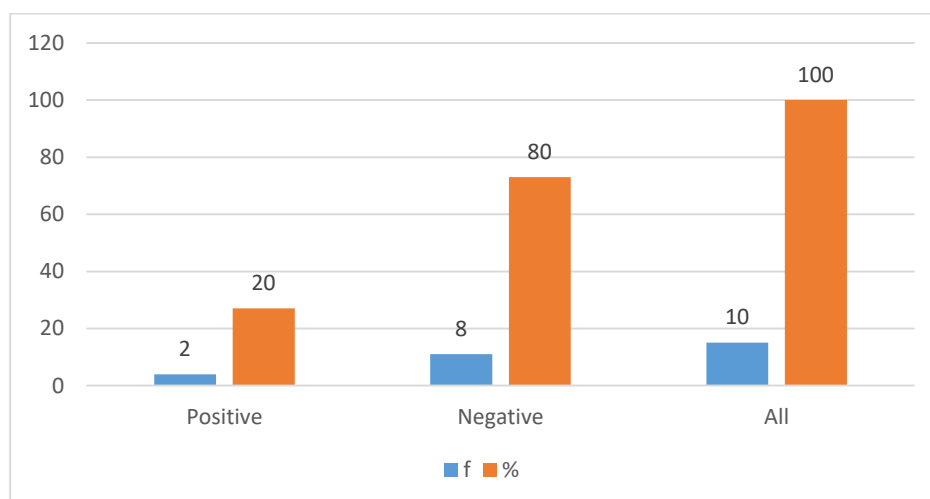
Table 2 is generative of the following categorizations:

Fig.4-- T/F-choice categorizations chart

Features	f	%
All	10	100
True	08	80
False	02	20

Feature true «T», which validates the research idea, represents **n=8, 80%**. Whereas feature false «F», which invalidates the research idea, represents **n=2, 20%**. The figure also shows that 'True' as alluding to parents' interest in their **children's 'marks'** (in the detriment to 'foreign language appropriation) is the parents' perceived need.

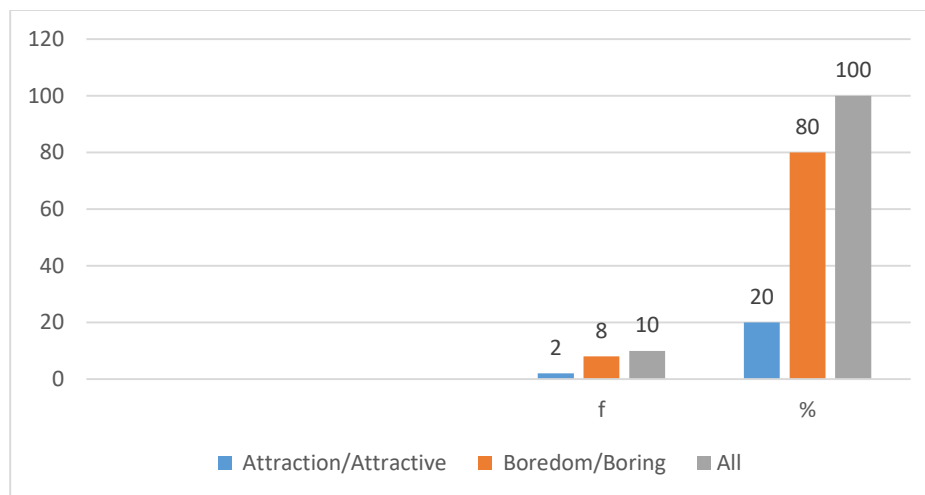
Fig.5 – Data Code1/Coding categorizations bar chart



Feature positive (i.e., positive perception) which lines up with false-choice « F » (i.e., false that parents are preoccupied more with children's 'marks' than with children's appropriation of english/foreign language) represents **n=2, 20%**. Whereas feature negative (i.e., negative perception) which lines up with

true-choice «T» (i.e., true that parents are preoccupied more with children's 'marks' than with children's appropriation of english/foreign language) represents $n=8$, 80%. The figure also indicates that those parents' perception towards the English (foreign language) class is negative.

Fig.6 – Data Code2/Recoding categorizations bar chart



Feature attraction (or attractive class) which lines up with feature positive represents $n=2$, 20%. And **feature boredom (boring foreign language class)** which lines up with feature negative represents $n=8$, 80%. The figure also indicates those parents' judgment about the school style: *boring style*.

c. Cross attraction vs boredom variable

- *Cross variable by Gender :*

Fig.7 She-parent bar chart

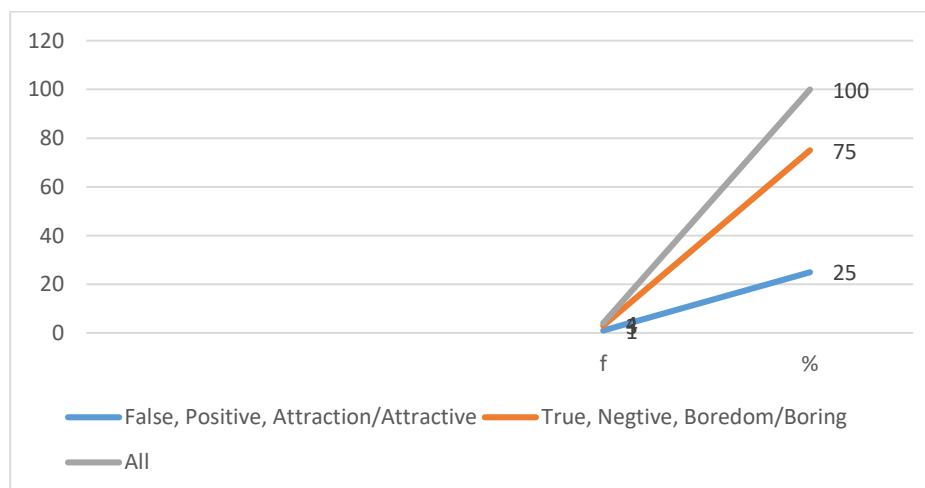


Fig.7 indicates that within *she*-parent sub-sample *False, Positive, Attraction/Attractive* series represents $n=1$, 25%. Whereas *True, Negative, Boredom/Boring* series represents $n=3$, 75%. Through its curves the figure also indicates that the progression of the latter series is higher than that of the former series.

Fig.8. He-parent bar chart

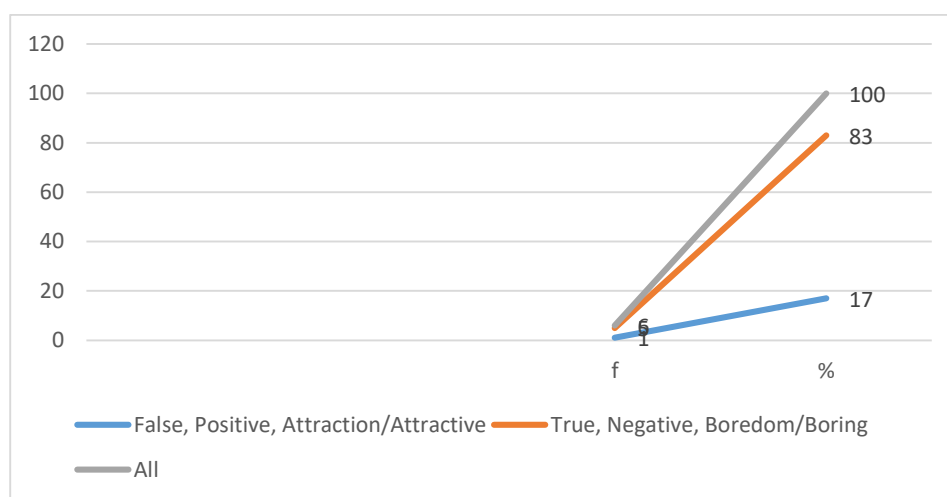


Fig.8 indicates that *False, Positive, Attraction/Attractive*-series represents $n=1$, 17%. Whereas *True, Negative, Boredom/Boring*-series represents $n=5$, 83%. Here, too, through its curves the figure also shows the ascendance of the latter series over the former series.

- Cross variable by school

Fig.9.-Public secular school sector chart

Features	f	%
False, Positive, Attraction/ Attractive	1	33
True, Negative, Boredom/Boring	2	67
All	3	100

Fig.9 indicates that in this subsample the 'False-' option and related features represent $n=1$, 33%. Whereas the 'True-' option and related features represent $n=2$, 67%. In simpler terms, the figure indicates that in a historical perspective of public secular school sector it is true that children's marks constitute the parents' perceived need. And, thereby, parents' perception towards the school English (foreign language) class is negative and the judgment thereof is that of a boring class or non-attractive class/style (as being compared to 'language centre model' and 'nursery school model').

Fig.10.-Community/Religious school sector chart

Features	f	%
False, Positive, Attraction/ Attractive	1	20
True, Negative, Boredom/ Boring	4	80
All	5	100

Fig.10 indicates that in this subsample the 'False-' option and related features represent **n=1, 33%**. Whereas the 'True-' option and related features represent **n=2, 67%**. The figure also indicates that in a historical perspective of community/religious school sector, it is true that pupils' parents are more interested in children's marks than in english (foreign language teaching-learning) appropriation and their judgment of the school class is : a boring or non-attractive style (as being compared to 'language centre model' and 'nursery school model').

Fig.11.-Private school sector chart

Features	f	%
False, Positive, Attraction/ Attractive	0	0
True, Negative, Boredom/ Boring	2	100
All	2	100

Fig.11 indicates that in this subsample the 'False-' option and related features represent **n=1, 33%**. Whereas the 'True-' option and related features represent **n=2, 67%**. The figure also indicates that in a historical perspective of private school sector, it is true that these pupils' parents, too, are more interested in children's marks than in english (foreign language teaching-learning) appropriation and their judgment of the school class is : a boring or non-attractive style (as being compared to 'language centre model' and 'nursery school model').

d. Data interpretation

➤ Sample data

Gender sample data (Cf. *Fig.2*), this finding simply indicates that at the data collection stage, meeting and talking to *he*-parents appeared less strategical (or easier) than meeting and talking to *she*-parents.

School sample data (Cf. *Fig.3*), this finding indicates that, in spite of the fact that the number of public secular schools is inferior and/or but that the number of private schools is superior in Lukunga District, at the moment of data collection the researcher much met the parents whose children attend the community/religious sector (catholic schools especially).

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

Table 2, this finding indicates a general view that, with respect to English (foreign language) class, the 'school' style has much pain to convince the Congolese pupils' parents'.

T/F-choice categorizations bar chart (Cf. *Fig.4*), as already proposed in data analysis, this finding indicates these **parents' perceived need**, that is, **children's marks** in the detriment to children's appropriation of the teaching-learning process.

Data Code1/Coding categorizations bar chart (Cf. *Fig5*), this finding indicates that Congolese parents' negative perception towards the english (foreign language) class just shelters secondary school teachers' individual self-efficacy and collective efficacy. It (Cf. *Table2*) also indicates that, about teaching foreign languages, the Congolese parents have a positive perception towards the 'language centre' and the 'nursery school' teachers' individual self-efficacy and collective efficacy.

Data Code2/Recoding categorizations bar chart (Cf. *Fig.6*), as already proposed in data analysis, this finding indicates the Congolese parents' judgment of the secondary school way of teaching english as a foreign language, a limited way, as alluding to **grammar-format model**. That is, in UNESCO's (2005) terms, a rotten style because of its putting the learners in a passive role.

➤ **Cross variables**

Cross variable by gender, this finding indicates that reasoning as male or female has its share in these parents' perception. The curves indicate that 'gender' influence on this parents' perception is a growing entity, respective not only of their child/children's current school culture context reality but also of their own reality as former *he*-pupils and *she*-pupils.

Cross variable by school, this finding indicates that reasoning as a parent of the child/children's *X/Y*-school has its share in these parents' perception. The analysis did not spare one school sector. This level's curves indicate that 'school' influence on this parents' perception is a growing entity, respective not only of the child/children's current school culture context reality but also of their own reality as former pupils in '*X/Y*'-school. That is, status **quo** or **no change** but maintenance of **grammar-format class**.

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 those parents have a very good guess on such an idea, that is, School transformation/change.

CONCLUSION

Through the topic 'ENGLISH CLASS(ROOM) IN DRC SCHOOL CULTURE CONTEXT: PARENTS' PERCEPTION' we have discussed the way teacher burnout press is related to pupils/students' parents behaviour. The parents' behaviour is anchored on their very good guess on underlying classrooms. The data analysis and data interpretation have demonstrated that parents' perception, herein shown to be **negative** (Cf. Research question), shelters teacher self-efficacy "TSE". And, thereby, parents' perception constitutes a teacher concern "TC" because it enhances the teacher burnout (TB) press. 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 parents' negative perception

Categories	Subcategories
<p>Attraction</p> <p><i>fighting a duel with</i></p> <p>Boredom</p>	<p>➤ Parents' very good guess on underlying foreign language class(room)</p> <p><i>fighting a duel with</i></p> <p>➤ School boring/non-attractive foreign language class(room)/style.</p>

From the report of herein interview data, *Table 4* links Congolese parents' negative perception towards English (foreign language) classes/courses to parents' reasoning as traducing into the distance or gap between the parents' very good guess on the underlying foreign language class(room) synonym of 'attraction'/'attractive classroom' and the reality on ground synonym of 'boredom'/'boring classroom'. The duality which is reflected for instance in (*Case2's*) « **Children are unable to stammer in English...** » and the like.

b. Discussion

The perception of Congolese parents' perception towards the 'school' English (foreign language) class is **negative perception**. It is rooted on these parents' very good guess on the underlying foreign language class(room), which is one thing (good thing). But the reality on the ground (i.e., *grammar-format* class) is quite another thing. It is worth noting that while parents develop very good guess on underlying teacher and underlying classroom, teachers, too, develop very good guess on underlying parents. Above, in *Section 2*, we proposed that teachers are dependent on cooperating with parents and need

positive relations to them (Schaufeli & Salanova, 2007; Kokkinos, 2007 ; Hakanen et al., 2006 ; Leung & Lee, 2006 ; Schaufeli & Bakker, 2004). Herein, 'negative perception' being the scenario, thus, these Congolese English (foreign language) teachers are experiencing how critical the pupils' parents are. In simpler terms, these teachers are experiencing how not trusted by the pupils' parents they are. As a consequence, these teachers (especially those with negative impact on self-efficacy and burnout) do not lack to promote depersonalization. And like their children, those parents 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 the school culture context. Therefore, based on its findings, the study hereabouts supports the hypothesis that, '**school culture context (SCC) is the governor of perceptions**'. Above, this is evidenced enough when for instance the informants state clearly that schools should adopt the English centres' way of teaching English. This comparison just attests that 'school culture context' is different from 'language centre culture context'. Therein, those parents also exhibit 'change' or 'transformation' in the school way of managing the foreign language classrooms. And this directly shelters the teacher self-efficacy « TSE ».

c. Implications

What comes before implies 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, this will help propose pedagogical strategies capable of helping shape more and more the behaviour of practitioners in education (i.e., teachers, learners, parents, and managers), parents especially;
- As herein evidenced that the perception towards the classroom shelters teacher self-efficacy (TSE), and that thereby it enhances the teacher burnout (TB) press, as sponsors of their children's education parents should know that their wish about seeing english (foreign language), in schools, being managed in the language centres way is a good thing for them. 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, and as supported that learners are not intrinsically motivated or able to construct meaning for themselves (UNESCO, 2005 : 33), they (i.e., parents) should help their children try and always try to strive to be happy with their teachers. In so doing it will help their children promote, little by little, interest in the teaching-learning process and therein alleviate teacher burnout (TB) press.

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APPENDIX

Interview schedule:

<i>French</i>	<i>English translation</i>
<p>Les résultats de vos enfants en termes de scores (points/pourcentages) vous intéressent plus que l'appropriation de l'Anglais (langue étrangère)?</p> <p>Vrai ou Faux?</p> <p>Commentez.....</p>	<p>Your are concerned with your children's results more in terms of scores (marks/percentages) than with their appropriating English (foreign language)?</p> <p>True or False?</p> <p>Comment :.....</p>