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JOB PERFORMANCE OF TEACHERS AT SECONDARY LEVEL IN BANGLADESH

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Abstract: The purpose of this study was to improve the job performance of teachers by measuring the factors affecting the performance of teachers at secondary level. The present study was delimited to four factors only as attitude toward students, subject mastery, teaching methodology and personal characteristics. The study indicates that the factor of subject mastery was perceived by the head teachers, teachers themselves and students to be at the highest level among the four factors of teachers' job performance. The factor of attitude toward students was viewed to be at the lowest level among the four factors of teachers' job performance. Teaching methodology and teachers' personal characteristics were factors considered to be present in teachers' performance at intermediary level. In the light of above mentioned conclusions, it can be suggested that if teachers improve their performance on the four factors attitude toward students, subject mastery, teaching methodology and personal characteristics, a significant improvement can be made in teachers' job performance.

Introduction

Education is the training and instruction designed to give knowledge to children and young people in schools and colleges.¹ The purpose of education is not merely to contribute to the continuity of culture but also change peacefully and rationally the material foundations of civilization.² The teacher is the most important factor of the teaching-learning process. He is a model and is consciously imitated.³ Teaching is an arrangement and manipulation of a situation in which a learner tries to overcome the learning problems.⁴ As teaching is considered to be a complex activity the scholars and researchers in the field of education have since long been exploring into and analyzing the teaching phenomenon.⁵ However it is universally

recognized that teachers' instructional performance plays a key role in students' learning and academic achievement.⁶ Performance is actions of a person or group during the task.⁷ Job performance is the product of a combination of an individual's motivation and ability.⁸ There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc. The attitude of the teacher toward teaching is an important variable. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. The teacher must try to locate the causes of antisocial behavior and help the children to improve their personality.⁹ The personality of the teacher is a powerful factor in the learning habits and personality development of pupils.¹⁰ Speaking clearly is a special personal characteristic of the teachers and for this action they vary the tone, pitch and inflexion of the voice when communicating in class. Some psychologists define personality in terms of its social stimulus value. Personality, from this point of view, becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and good manners. Generally, we use this concept of personality in selecting applicants for various jobs and courses. The interviewers take into consideration the total picture of an individual's organized.¹¹ There are four categories in which methods of teaching can be divided. Those are teachers' directed methods, student-directed methods, interactive methods and problem solving method. If the teachers divert full attention to these methods and apply in their classes, the results of their job performance can be improved.

Statement of the problem

The present study was significant because it would provide a base to improve the teaching learning process. If we control the factors, that influence teachers' performance at secondary level, the quality of education and teaching learning process as a whole would become more effective. The study was designed to identify factors affecting the performance of teachers at secondary level in Mohonpur upzila under the district of Rajshahi in Bangladesh as perceived by head teachers, teachers and students in order to improve the teachers' job performance at this level. The main objectives of the study were to measure the perceptions of educators and students about the prevalence of these influencing factors on teachers' performance, to compare teachers' performance on each factor in the light of the views of educators and the students, to determine the rating of the educators and

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their students on each factor of teachers' job performance, to discover the level of presence of each factor on teachers' job performance in the light of perceptions of educators & students and finally to recommend improvement of the existing situation. Little research appears to have been carried out on factors that improve teachers' job performance, especially at secondary level in Bangladesh. The present study was thus carried out to judge teachers' performance on the factors of subject mastery, teaching methodology, attitude toward students, and personal characteristics. Research hypothesis of the study was that attitude toward students, subject mastery, teaching methodology and personal characteristics differentially affect teachers' performance. The above hypothesis was tested through the null hypothesis which was that the attitude toward students, subject mastery, teaching methodology and personal characteristics equally affect teachers' performance.

Methodology

For getting accurate data social survey method have been adopted in this study. The nature of the study is descriptive. The required data of the study have been collected from mainly in primary source. Primary data have been collected from 20 secondary schools of Mohonpur upazila under the district of Rajshahi through questionnaires and interviews of the respondent's 20 head teachers, 40 teachers and 100 students respectively.

Job Performance

The performance is not defined by the action itself but by judgmental and evaluative processes.¹² Thus the actions, which can be scaled, or measured, are considered to constitute performance.¹³ Job performance, which refers to the degree to which an individual executes his roles with reference to certain specified standards set by the organization, is central to any organization.¹⁴ The 'term teaching performance' refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the countless instructional acts that a teacher performs in the classroom.¹⁵ The definition of teaching performance has not been attained universally. Within this context, opinions of students are being recognized as most important in determination of teaching excellence.¹⁶ It is commonly accepted that the teacher is the key element for the success of school education.¹⁷ People are becoming aware of the limitations of the traditional efforts on improving teachers' performance and educational quality in schools.¹⁸ The structure of teachers' effectiveness in the classroom is a comprehensive structure. Internal and external assessment of teachers' performance is very important and should be carried out on regular basis.

Factors Affecting the Performance of Teachers

The factors affecting the performance of teachers are of two types, the external factors and the internal factors. There are many external factors

affecting how a teacher makes decisions in the classroom. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the grade policies, the parents and the students. Many of the factors that impact on students' learning are the knowledge, aptitudes, attitudes, and values with which students leave school or a particular teacher's classroom. The effectiveness of a particular teacher depends to a greater or lesser extent on the goals being pursued and the students being taught, but teachers themselves differ. Like their students, teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience.

Teachers' Attitude

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards an object, idea or institution. The attitude of the teachers' toward teaching is an important variable. Teachers have different opinions, as some believe that children should be seen, not heard but others want to encourage children to feel that the teacher is a friend. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child. The teacher must have a positive attitude toward teaching. He must have sympathetic attitudes toward abnormal children. The teacher must try to locate the causes of antisocial behavior and help the children to improve their personality.

Subject Mastery of Teachers'

The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance.¹⁹ Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is but one dimension of teachers' competence.²⁰ Underlying these categories is teachers' personal characteristics: what they believe about school subjects and how they are best taught, and how they themselves are trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. Coupled with achievement data, they will help identify the best towards the delivery of challenging curricula to students throughout the system.²¹ Many teacher

education programs in industrialized and non-industrialized countries make some reference to the need for research training in teacher preparation. However, there are wide differences of opinion as to the likely objectives and content of Thorough understanding of the subject requires a depth study of all aspects of the subject from a variety of perspectives, to think of ideas and information, to enrich classroom situation, of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other. The teacher should finalize the elements of the course on the basis of his second and third steps. This step is important because it determines the entire teaching plan for the teacher. The teacher should divide each course elements into topics. The teacher should continuously aim to find basic sources of the highest quality and select from them information and ideas useful for teaching plan, the teacher should prepare two-dimension chart. The first side of the chart should refer the names of basic sources and the second side should have various topics of the course. This two dimensional chart should be filled by writing the chapter number and pages number of the basic sources against the topic concerned. This step represents the research which is carried out for developing the course curriculum. The teacher should take preliminary notes for each topic under each element using the source reference points as a general index to the material in the basic sources. A successful completion of this step signifies a thorough and thoughtful investigation of the material in the subject. The teacher should review preliminary notes to select citations and original ideas which can be effectively used to develop teaching plan. This review continues the process of selecting the "best of the best" and eliminating those which were originally noted but, not finally selected on the principle to selecting "the best of the best". If the teacher completes all these steps to this point, he selects the best ideas and information from the best source available. Now the teacher should arrange the selected material in proper sequence for the purpose of teaching plan. The teacher has to be very careful in this step because he has to see that on the one hand the material is presented in psychological order and on the other hand it should be on logical order. Sequencing the material in this way requires a lot of thinking and understanding on the part of the teacher.

Teaching Methodology

There are four categories into which methods of teaching can be divided. They are teacher-directed methods, student-directed methods, inter-active methods and problem-solving methods. Each category is discussed one by one.

Teacher Directed Methods

In these methods, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the scene, so they are called

teacher-directed methods. There can be various shades of these methods but mainly the following are practiced.

Lecture Method

It is a very traditional method, its history goes back to the period when there was no printing, and knowledge was communicated by the teacher to a student orally. The teacher depended upon his memory and transmitted the knowledge orally to his students. Actually lecture method has been responsible in the past for transmitting knowledge from generation to generation. Lecture method can take three basic forms. 1. Formal Lecture. 2. Informal lecture. 3. Lecture commentaries

Demonstration method

It is similar to the lecture method as far as direct communication of information and ideas from teacher to students but it is dissimilar to it because it uses a visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them. Students observe real situation and working. It is very essential in subjects of science, type-writing, music and physical-education.

Drill Method

It is one of the most direct forms of reinforcing learning. In this method, the essential part on a particular topic is repeated so that it gets firmly set in the minds of the students. The repetition is done intelligently till it becomes automatic and can be done with a minimum of attention. The method depends too much upon memorization and practice.

Questioning Method

It is the method which is most commonly used by the teachers. Actually teachers do not realize that how much time of the class is taken by the teachers in asking the questions. It is one of the most effective ways of stimulating students to higher levels of thinking. However, it requires that the questions should be such that they require convergent as well as divergent thinking on the part of students. Questions which merely require recalling of memory are not considered good for the purpose of promoting thinking but they may be alright in drill method. Questioning method may take three forms as, diagnostic questioning, developmental questioning and informational questioning.

Student Directed Methods

These methods are just opposite to teacher-directed method because they put the responsibility of learning on students. The students take the responsibility of planning and carrying out which fosters the development self-discipline. Thus these methods do not restrict themselves merely to the

subject matter but have implications for students' growth beyond that. The main forms of these methods are:

Individualized Instruction

Its emphasis is on teaching each student individually. The teacher has to take the following variables into consideration of each individual student to help him in learning as, his skills, his abilities, his interests, his learning style, his motivation, his goals, his rate of learning, his self-discipline, his problem solving ability, his degree of retention, his participation, his strengths and his weaknesses.

Individual study

The students read books and other material makes notes out of them and out of the lectures of the teachers but they fail to transfer most of them to their heads and are not able to use them in solving problems. The individual study method encourages doing this. The teacher helps the students to develop proper study habits. It lays the foundation of continued growth of students. Thus it is very effective student-directed method of teaching. They may be of two forms as, supervised study and independent study.

Interactive Methods

In these methods, both the students and the teachers play their role. The teacher does not dominate the classroom. Either inter-action takes place between the teacher and the students or between students and students or both.

Discussions

In this method, the discussion takes place in the classroom. It may be a very brief exchange of facts or opinion or it may be a panel discussion or it may be somewhere between these two extremes. The discussion method may take three forms as, introductory discussion, clarifying discussion and summary discussion.

Group Projects

Schools are meant not only for formal teaching but for informal education also group projects provide enough opportunities for both. In-group projects, student's work together for common objectives and thus a sense and spirit of cooperative working develops among them. It leads to more socialization among students. Group projects may take three forms as, panel presentations, symposium and task force.

Problem Solving Methods

This method is different from the other three described earlier i.e. teacher directed, student directed and interactive methods. The other three have been described in a structured form but it is not possible to do with this one. It takes many forms and mostly used as an approach rather than method in other three types of methods.²² Leading educators over the past several

years have emphasized that quality of instruction is a key factor influencing students' behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his or her own behavior.

Personal Characteristics

There are many personal characteristics adopt the teachers present a confident in the classroom atmosphere. From them one is to present a confident role image and develop a relaxed style of communication in the classroom. Students respond well to teachers who smile readily and demonstrate ease and assurance in interpersonal communication. Demonstration of confidence on the part of a sender reflects sureness and authority and stimulates the attention of receivers. On the other hand, nervousness, hesitation, or lack of confidence frequently creates unease or uncertainty in receivers. Admittedly, it is sometimes difficult for teachers to project an image of confidence and adopt a relaxed style of communication if the topic is difficult. In such situations nervousness can often be overcome by demonstrating special enthusiasm for the subject matter being taught. The second personal characteristic of the teacher is to talk the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon. Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language, except when it is absolutely necessary to do so. When technical terms are used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained.²³ Speaking clearly is a special personal characteristics of the teachers and for this action they vary the tone, pitch and inflexion of the voice when communicating in class. Students respond well to teachers who speak clearly and emphasize the mood and meaning of messages. Teachers should learn voice projection skills and vary the pace, volume and tone depending on the demands of the situation. A monotone voice almost always causes students to become uninterested in what a teacher has to say. On the other hand, a controlled and well-modulated voice helps to convey meaning and maintain the interest and attention of students. This principle has been given emphasis above in the discussion of non-verbal communication. The effective teacher is always conscious of the use of voice and the way it is being used to control attention and student responses. Many teachers use a very quiet voice in class so that the students need to attend carefully if they are to hear what is being said. A teacher who says "Listen carefully" in a soft voice is often urging students to

attend or they may miss the essential subject matter of message that are being delivered.²⁴ An effective teacher's characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students.²⁵ Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have a acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. He would do well to devise, than follow, a carefully constructed plan of achievement. In a quest for betterment, consistency is a key concern. Without consistency, the teacher will soon find that cumulative effect of his effort is diminished continuously and improvement moves forward at and unsteady pace. Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific an clear examples and analogies while directing student's attention to key ideas and relevant attributes.

Table 1: Mean and standard deviation of principal's perception scores about teachers' performance on each factor

Factors	Number of item	Mean	S.D
Attitude Toward students	04	2.27	1.41
Subject Mastery	04	4.58	2.25
Teaching Methodology	04	3.08	2.10
Personal Characteristics	04	2.41	1.62
Total	16	12.34	7.38

The results in table 1 indicate that total mean scores for teachers job performance

factors were (M=13.74, SD=7.38) that fall in the category of average job performance, there were high scores on factor subject mastery (M=4.58, SD=2.25) in factor teaching methodology were (M=3.08, SD=2.10), on factor personal characteristics were (M=2.41,SD=1.62) and were low scores on attitude toward students (M=2.27, SD=1.41)

Table 2: Mean and standard deviation of teacher's perception scores about teachers' performance on each factor

Factors	Number of item	Mean	S.D
Attitude Toward students	04	3.23	1.78
Subject Mastery	04	4.56	2.69
Teaching Methodology	04	3.78	2.46
Personal Characteristics	04	3.40	2.18
Total	16	14.97	9.11

The results in table 2 indicate that total mean scores for teachers' job performance factors were (M=14.97, SD=9.11) that fall in the category of

excellent job performance, there were high scores on factor subject mastery (M=4.56, SD=2.69) in factor teaching methodology were (M=3.78, SD=2.46), on factor personal characteristics (M=3.40, SD=2.18) and were low scores on attitude toward students (M=3.23, SD=1.78).

Table 3: Mean and standard deviation of student's perception scores about teachers' performance on each factor

Factors	Number of item	Mean	S.D
Attitude Toward students	04	2.09	1.02
Subject Mastery	04	3.49	2.43
Teaching Methodology	04	4.50	1.64
Personal Characteristics	04	3.08	1.23
Total	16	13.16	6.32

The results in table 3 indicate that total mean scores for teachers' job performance factors were (M=13.16, SD=6.32) that fall in the category of average job performance, there were high scores on factor subject mastery (M=3.49, SD=2.43) in factor teaching methodology were (M=4.50, SD=1.64), on factor personal characteristics were (M=3.08,SD=1.23) and were low scores on attitude toward students (M=2.09, SD=1.02).

Conclusions

The conclusions of the study were as follows:

1. The factor of subject mastery was at the highest level or at the first position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the head teacher, teachers themselves and students.
2. The factor of teaching methodology was at the second position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the head teacher, teachers themselves and students.
3. The factor of personal characteristics was at the third position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the head teacher, teachers themselves and students.
4. The factor of attitude toward students was at lowest level or at fourth position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the head teacher, teachers themselves and students.

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