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Teaching Performance of Primary School Teachers and its Impact on Students' Academic Achievement in Bangladesh.

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Abstract: The study mainly dealt with the teaching performance of primary school teachers and its impact on students' academic achievement in Bangladesh. It reveals the teaching performance of teachers considering five important indicators. The academic achievement was also looked into account examining the five important indicators. Social survey method was adopted and both primary and secondary data were used. Data were collected through questionnaire and interviews. Sample was taken randomly and the total number of sample was 120. 60 teachers of govt. and 60 teachers of non-govt. primary schools were taken to make a comparison. 15 Govt. and 15 non-govt. primary schools were taken to assess the policy implementation including other formal activates. The study has found that there are some lacks of teachers in performing their duties. For this reason, the academic achievement of the students' is not satisfactory in both of the govt. and non-govt. primary schools. Comparatively the performance of govt. primary school teachers is more satisfactory than non-govt. primary school teachers in Bangladesh. So, the students' academic achievement is low as to the expectation in both of the govt. and non-govt. primary schools.
Keywords: Teaching Performance, Primary School, Academic Achievement, Bangladesh.

Introduction

Education is the social instrument through which we can guide nation's destiny and shape its future [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]. Education should help in improving the capabilities and skills of the students and introduce new ideas and values among them [3]. The teacher is the most important factor of the teaching-learning process. The school's most important influence is the teacher. He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behavior. He is a model and is consciously imitated [4]. Good teachers are essential for the effective functioning of education system and for improving the quality of learning process. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. However it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement [5]. If we control the factors, that influence teachers' performance at primary level, the quality of education and teaching learning process as a whole would become more effective. Bangladesh government has formulated numbers of Education Commissions and also has provided many initiatives to develop primary education but no commission has been implemented as yet and no initiative could able to be achieved targeted goals in our country [6]. Teachers are getting economic facilities and students are getting stipend to support their study but in practical situation, the expected result could not be achieved [7]. Other facilities including infrastructures are developed compared to the past decayed. But students' academic achievement is sill low. The main target of the study is to explore the important causes of the failure in achieving the goals. In this respect, some literatures have been reviewed and these show that they are failed to look the teachers' performance into account in achieving students' academic achievement. From all those considerations the researcher has humbly taken this topic as a matter of investigation. Obviously it has got its limitations with regard to its scopes and dimensions. However, attempts have been made to understand the teachers' performance in general and at the same time, some pragmatic approaches have been made to understand the prospects of primary education by referring some suggestions. Firstly, the parameters related to teaching performance of the primary school teachers have been discussed. And then the parameters have been discussed to assess the students' academic achievement of the students.

Teaching performance of teacher

Performance is an action of a person or group during the task [8]. Job performance is the product of a combination of an individual's motivation and ability [9]. In 1976 the term students evaluation of teachers' performance was firstly gained familiarity in the ERIC system. Teachers' performance on five teaching functions: instructional

presentations, instructional monitoring, instructional feedback, management of instructional time and management of students' behavior [10]. Teaching performance of primary school teachers have been discussed in various parameters. These are as follows.

a) Punctuality of teacher

Teaching performance of a teacher depends on his punctuality [11]. A punctual teacher can perform his duties properly. To assess the performance of the primary school teachers, some important parameters have been identified and used. These are;

a. i. Time management skill

Basically, academic achievement was moderately, affected by the efficient use of time [12]. Learning time is engaged time with a high success rate. There have a lack of arrival and departure time maintenance of primary teacher under the study area.

The arrival time maintenance of the teachers is shown in the following table.

Table: 1 Arrival time of teacher

Type of school	Total respondents (%)	No. of teachers arrive in time (%)	No. of teacher not arrive in time (%)
Govt. primary school	60 100%	45 75%	15 25%
Non-govt. primary school	60 100%	30 50%	30 50%

The table shows that 75% teachers of govt. primary school arrived school in time and 25% teachers did not arrive school in time as against 50% and 50% in the non-govt. primary school teachers. The study found that a significant number (25% govt. 50% non-govt.) of the teachers were irregular.

Table: 2 Departure time of the teacher

Type of school	Total respondents (%)	No. of teachers did not leave school before schedule time (%)	No. of teachers leave school before schedule time (%)
Govt. primary school	60 100%	50 (83.34%)	10 (16.66%)
Non-govt. primary school	60 100%	35 (58.34%)	25 (41.66%)

The table shows that 16.66% teachers of govt. primary schools left school before schedule time as against 41.66% in the non-govt. primary school teachers. This tendency affects the total academic achievement of the school. For ensuring better performance, timely arrival and departure of the teacher needed to be enforced in all primary schools in Bangladesh. Teachers both govt. and non-govt. primary schools came to school late and left the school early. It was found more in the non –govt. primary schools in the study area. Teachers both of govt. and non-govt. primary schools were not following the time schedule properly. The data shows that there are some causes of not maintaining the time schedule like;

- negligence of teacher / lack of sincerity of teacher
- inactiveness of SMC (School Managing Committee)
- limitations of monitoring by the Thana Education Officer (TEO)
- remotest location of school

So, ensuring arrival and departure time of teacher, above problems should be removed.

a. ii. Leave enjoyment strategy of teachers

The leave enjoyment of the teachers is given in the following table.

Table: 3 Approved-unapproved leave

Type of school	Total casual leaves in a year	Total respondents (%)	No. of teacher enjoyed approved leave (%)	No. of teacher enjoyed unapproved leave (%)
Govt. primary school	20 days	60 100%	50 83.33%	10 16.67%
Non-govt. primary school	20 days	60 100%	40 66.66%	20 33.34%

The table shows that 83.33% govt. primary school teachers enjoyed approved leave and 16.67% teachers enjoyed unapproved leave as against 66.66% and 33.34% non-govt. primary school teachers. Government and non-government primary schools have a provision of taking casual, medical and special leaves. A teacher can take 20 days as casual leave in a year. A teacher can also take 2 days casual leave in a month and 14 days as medical leave. However, medical leave may be extended on the prescription of a medical practitioner up to three months on an interval with full pay. In the leave enjoyment, teachers maintain linage connection to the

colleagues. They each other help to enjoy leave from the school. It so happens because there are existing lack of proper supervision of high authority and guardians and SMC members.

Use of teaching aids by teachers

A teaching aid is a tool used by teachers, which illustrate or reinforce a skill, fact, or idea [13]. The use of teaching aids in the class room is shown in the following table.

Table: 4 Teaching aids used in the classroom

Category of school	Total respondents (%)	No. of teacher used teaching aids in the class (%)	No. of teacher not used teaching aids in the class (%)
Govt. primary school	60 100%	20 33.33%	40 66.67%
Non-govt. primary school	60 100%	11 18.33%	49 81.67%

The table shows that 100% govt. primary schools having teaching aids but 66.67% school do not use it in the classroom. It is fantastic to note that the non-govt. primary schools under study do not have useable teaching materials. Teaching aids are very essential for the students of class I and class II. The study found that all government primary schools were facilitated with teaching aids but teachers were not using it in the class room though using teaching aids is pertinent to teaching. Non-government primary schools under study were not facilitated with teaching aids. So, using teaching aids by the not govt. primary school teachers does not arise.

The main causes of not using teaching aids are found as follows;

- Teachers think it as burden for them using in the classroom
- It is time consuming
- It losses money of the teachers
- There is no strict rules of using it

So, teaching aids should be supplied by govt. and it needs enforcement to be ensured its use in the classroom.

Weekly class taking situation

The class taking strategy of primary school teachers is given in the following table.

Table: 5 class taking strategy in the primary schools

Type of school	No. respondents (%)	No. of Total classes (On an average)	No. of classes taken regularly %	No. of classes taken irregularly (%)
Govt. primary school	60 100%	35	30 85.72%	05 14.28 %
Non-govt. primary school	60 100%	35	25 71.42%	10 28.58 %

The table shows that 85.72% class was taken regularly and 14.28% class was taken irregularly by the govt. primary school teachers as against 71.42% and 28.58% by the non-government primary school teachers in the study area. It is surprising to note that while data collection, it was observed that in some schools, senior students were taking classes. They were engaged by their teachers though they do not know how to use chalk-dusters or how to teach lessons. When the student was teaching in the class, teacher was remaining silent and students were making noise and they were also found absent minded. The data show the causes of it as follows;

- Teachers inherited this type of teaching system from their boyhood
- They are suffering in various diseases of old aged diseased. Teachers are mostly aged under the study especially in the govt. primary schools
- Teachers can enjoy the time by gossiping in the absence of the Headmaster. Though there is no clerk in the primary schools the headmasters have to do much official work and for this reason they have to stay out side oft he schools.

So, fruitful class taken should be ensured in the primary schools by creating post of clerk so that the Headmaster may be stayed in the school and may supervise classes properly.

Lesson Plan

A lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper [14]. Its purpose is to outline the "programmed" for a single lesson. That's why it's called a lesson plan [15]. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual

lesson with a beginning, middle and an end that aims to help them learn some specific thing that they did not know at the beginning of the lesson.

Use of lesson plan by the teachers

Making lesson plan and its implementation are compulsory for every primary school but it was found somewhere that the lesson plan is hanging on the wall. Teachers do not follow it properly and do not show it to the students. A good lesson plan plays an important role for the completion of the syllabus. Without using a good lesson plan, it would not be possible for any school to complete their syllabus in time. In this respect, every school should make a good lesson plan and it should be given to the students at the beginning of the session. Lesson plan may be made but not being followed strictly in the study area.

The use of lesson plan is shown in the following table.

Table: 6 Use of lesson plan by the schools under study

Type of school	No. of school (%)	No. of schools use lesson plan (%)	No. of schools do not use lesson plan (%)
Govt. primary school	15 100%	10 66.67%	05 33.33%
Non-govt. primary school	15 100%	02 13.33%	13 86.67%

The table shows that 66.67% govt. primary schools use their lesson plan 33.33% does not use it as against 13.33% and 86.67% in the non-government primary schools. The causes were found not to use the lesson plan are as follows;

- Using lesson plan is not compulsory in the schools

Home Visit by the Teachers

Students' home visit by teachers plays an important role in reducing the rate of dropout. Usually a teacher is required to visit at least two irregular student's home in a month. But it was observed that the teachers of the study area were not found interested to do so, specially the non-govt. primary school teachers. The rate of dropout in the study area is not being reduced as per expectation.

The following table represents the rate of home visit by the primary school teachers.

Table: 7 Home Visit by the Teachers

Type of School	Total respondents (%)	No. of teachers visited home (%)	No. of teachers not visited home (%)
Govt. primary school	60 100%	50 83.33%	10 16.67%
Non-govt. primary school	60 100%	20 33.33%	40 66.67%

The table shows that 83.33% of govt. primary school teachers visited home of the irregular students and 16.67% did not visit home as against 33.33% and 66.67% in non-govt. primary school teachers under the study. The causes of not visiting home by the teachers are found as to the following issues.

- No action taken against teachers for not visiting home as yet
- No remuneration given to the teachers or extra work
- Supervision not taken strictly
- Office wants only documents for visiting home of the irregular students

Implementation of Government's Policies

The table below focuses the policy implementation rate of govt. policies.

Table: 8 Implementation Rates of Govt. Policies

Type of school	No. of school (%)	No. of school implement policies (%)	No. of school implementing no policies (%)
Govt. primary school	15 100%	15 100%	00 00%
Non-govt. primary school	15 100%	03 20%	12 80%

Source: Field data

The table shows that 100% government primary schools implemented govt. policies as against 20% non-government primary schools under the study. To achieve quality and standard primary education, policy implementation plays an important role. Government has made some fixed policies for primary schools. Teacher are asked or advised to implement these policies one after another. But the study found meager policy

implementation rate especially by the non-govt. primary schools. Why teachers do not implement govt.s policies is given below.

- Large syllabus for the students
- No extra money given to policy implementation
- Shortage of teacher
- Insufficient infrastructural facilities
- Lack of helping hand of the S. M. C.

Academic Achievement

Students' academic achievement mostly depends on the socio-economic condition of teachers, environment and teaching qualities of the teacher's etc [16]. But the study has discussed the above parameters to measure the academic achievement of the students of primary schools. Though government has taken some projects and programs for ensuring quality primary education, it could not achieve its targeted goal [17]. The main objectives of the projects were to enhance enrollment of children, reduce dropout and improve the quality of primary education. The total achievement depends on the increase of enrollment, reducing dropout and completion of primary education. The following parameters have been identified to assess the rate of achievement by the schools under study.

Enrollment

The rate of enrollment is the basic indicator to academic achievement. The rate of enrollment of the study is given in the following table.

Table: 9 Enrollment positions of the schools under study

Type of school	Total no. of school	Population/ 6+ children of the catchments area	Total no. of enrolled student Rate of enrollment	Enrollment rate
Govt. primary school	15 100%	460	392	85.21%
Non-govt. primary school	15 100%	325	265	81.53%

Source: Upazila Education Office Bagmara, Rajshahi, 2010

The table shows that the enrollment rate of government primary schools is 85.21% whereas the enrollment rate of non-government primary schools is 81.53% in the study area. In the study area, some students were found coming school half-fed. They could not pay attention to their studies in the afternoon classes because of hunger. The causes behind dropout are found as follows;

- Poor guardians always try to engage their children in income-earning activities rather than sending them to schools. As a result, enrolment and completion rate have not been increased significantly in the study area.
- NGO schools are trying to enroll the poor students by giving financial support and short time schooling as the students can help the family in agricultural activities of their parents. So, the enrollment rate in the study is decreasing day by day.

Dropout

At present the dropout rate at the primary level is 42% in Bangladesh [18]. The average enrollment rate in the study area is 83.87% but comparatively the dropout rate is more than enrollment rate. With a view to reducing dropout in primary schools, government has initiated some programs but fruitless. The poor students can not collect stipend money which is being sent for meeting up their needs. For this, some students are dropped out from the school.

The dropout situation of the study area is given in the following table.

Table: 10 Dropout status of the study area

Type of school	Total no. of school (%)	Total number of dropped-out student	Dropped-out rate
Govt. primary school	15 100%	129	32.90%
Non-govt. primary school	15 100%	105	39.62%

Source: Upazila Education Office Bagmar, Rajshahi, 2010

The table shows that in govt. and non-govt. primary schools the dropout rates are 32.90% and 39.62% respectively in the study. To reduce the dropout rate, teachers can play an important role because they are very close to guardians. So, involvement of teachers should be ensured to reduce dropout by providing them honorable salary and economic support. The PEDP-II has identified the weak organizational and institutional framework of primary education which causes students' dropout. In the study area the main causes of dropout

were found as the ignorance of guardians, poverty, and role of NGO schools, inadequate stipend and early marriage. The causes of dropout have been identified as follows;

- Extreme poverty
- Teachers are not willing to visit the irregular students' home
- Unconsciousness of the guardians
- Negligence of S. M. C.
- Mismanagement of stipend money
- For not holding PTA (Parent-Teacher Association) and Mother's meeting

Scholarship obtaining status

As per govt. provision every school has to send 20% students of class five for appearing at the scholarship examination. To assess the schools achievement, the result of scholarship examination 2008 under the study has been taken in to account. The following table shows the average result of the scholarship examination.

Table: 11 No. of students obtained scholarship in the study area

Type of primary school	Total No. of school (%)	Total number of student attended the scholarship examination 2010	No. of student obtained Scholarship	Rate of obtaining scholarship
Govt. primary school	15 100%	95	11	11.57%
Non-govt. primary school	15 100%	86	05	5.81%

Source: Upazila Education Office Bagmara, Rajshahi, 2010

The table shows that the average rate of obtaining scholarship in govt. primary schools is 11.57% and in non-govt. primary schools is 5.81%. Generally brighter students appear at the scholarship examination but the result in the selected schools, obtaining scholarship is not satisfactory. The annual average rate of obtaining scholarship is 8.69%. So, the result of getting scholarship in the study area is not satisfactory. The meager rate is related to the following obstacles;

- Teachers can not complete the total course of the students
- No extra coaching is given to the students
- No weekly or monthly examination is taken under the study
- To send (20%) students to scholarship examination, only formality is maintained

Completion of primary education and students' performance (Bangladesh context)

The completion of primary education is the important target of the GOB (Government of Bangladesh) within the Framework for Action to Meet Basic Learning Needs under the EFA (Education For All). The targets as stated in the National Plan of Action (NPA) include:

1. Increase in gross enrollment of children of age-group 6-10 years in primary schools up to 95 per cent by the year 2000; and
2. Increase in completion rate of primary schooling up to 70 per cent by the year 2000(ADB, 2003).

Report Blasts Primary Education page-I, 11 February 2009, (IRIN) found that around 70% of children in Bangladesh who completed their primary education were unable to reading, writing and arithmetic. According to an internal report by the DPE, 69% of students who had completed five years of primary school were unable to read news headlines in Bangla newspapers properly, and 87% of students failed to do simple mathematical calculations. GOB is trying to ensure enrollment of the students in the school and it is increasing day by day. But in the question of quality and completion of primary education, GOB is failed to increase quality and completion of Primary education as to the expectation. The table shows the completion rate of primary education under the study.

Table: 12 Completion of primary education in the study area

Type of school	Total no. of school (%)	No. of student enrolled in class one (2004)	No. of student completed class five(2008)	The rate of completion class five
Govt. primary school	15 100%	392	302	77.04%
Non-govt. primary school	15 100%	265	177	66.79%

Source: Upazila Education Office Bagmara, Rajshahi, 2010

The table shows the completion rate of primary education in the study area. In govt. primary schools there enrolled 392 (in 2004) students in class one but the number of students completed class five was 302. The rate of completion was 77.04%. On the other hand, in the non-government primary schools there enrolled 265 (in 2004)

students in class one. But the number of students completed class five was 177. The rate of completion class five was 66.79% under the study. The causes of small completion rate are found as follows;

- Leaving school for getting stipend from another schools
- Going to NGO schools
- Early marriage
- Death of parents
- slot in child laborer

Level of marginal fitness of the students under study

Marginal fitness of the students indicates the ability of making small sentences in English, speaking functional English, ability of doing general mathematics, ability of taking ideas of daily knowledge, common sense, knowledge of food and nutrition, cleanliness, knowledge of religion and so on.

The table shows the marginal fitness of the students under the study.

Table: 13 Marginal fitness of the students in the study area

Type of school	Total fitness indicators	Obtained marginal fitness	Marginal fitness rate
Govt. primary school	53	05	09.43%
Non-govt. primary school	53	03	05.66%

Source: Upazila Education Office Bagmara, Rajshahi, 2010

The table shows that 09.43% marginal fitness was achieved by the students in the govt. primary schools as against 05.66% in the non-govt. primary schools under the study. Bangladesh has achieved good progress in basic education over the past few decades, especially in terms of enrolling more eligible children and increasing the number of girls enrolled. At the same time, more initiatives are required to achieve the 100 percent enrolment of children in primary schools. Apart from improving access to schools, the challenge remains to improve the quality education. Special attention may be given on training of teachers, upgrading curriculum, improvement of management, academic supervision and monitoring of activities and building up of data collection and data maintenance system. The study found little positive change in primary education in respect of quality achievement. Government has taken some projects for the development of primary schools. But no attention has been given to mitigate the economic hardship of primary school teachers in Bangladesh. The marginal fitness of the students is so meager that it can not be imagine within the initiatives taken by the government of Bangladesh. The causes of the meager fitness are found as follows;

- Teachers are not aware about the measurement of the fitness of the student
- Low quality teachers are teaching
- Lack of trained teacher
- Harassment of the teachers by higher authority
- Existing bribery system
- Corruption in recruitment of the teacher

Findings

Detail findings of the study may have been found in different points of views: However, the teaching performances of primary school teachers has not found satisfactory under the study. In the context of arrival and departure, leave enjoyment status, use of teaching aids, class taking situation, use of lesson plan, home visit, implementation of govt. policies etc. have been discussed and analyzed. Both of the govt. and non-govt. primary schools do not follow the rules and regulation of teaching environment. Comparatively govt. primary school teachers are more sincere than non-government primary school teachers under the study. So, over all teaching performance of both the school are not expected or satisfactory. To assess the students' academic achievement, some indicators like; enrollment, dropout, scholarship obtaining status, completion of primary education, and marginal fitness of the students etc. were discussed and analyzed. In case of above parameters, it was found that the govt. primary schools were found more satisfactory than non-govt. primary schools though over all result is not satisfactory. Creation of better academic environment, close supervision of works including strong and efficient school management needed to be improved in achieving better performances of the teachers.

Recommendations

Considering the above problems of primary education, the study has made following recommendations. These are as follows;

1. For ensuring quality primary education, the teacher-student ratio should be re-fixed to 1:30 in place of current 1:67 for both govt. and non-govt. primary schools.
2. For reducing the drop-out rate the class timing may be rescheduled on the basis of local demand.

3. Teachers should be recruited on the basis of specific subject teaching and their capacity may be developed through subject-based skill training.
4. Teachers should be recruited from within the locality as far as possible and to be posted at a near-by place so that they can understand the local needs and problems and take necessary steps thereby.

Conclusion

The study was designed to understand the performance of primary school teachers relating to the students' academic achievement. It was presumed that better initiatives yield better performance but in the practical situation it was not proved so. It was found that the socio-economic condition of govt. primary school teachers was better than that of non-govt. primary school teachers. They were economically better off, socially well accepted and privileged compared to non-govt. primary school teachers but performance was not comparatively good. It was observed that the salary structure, academic and training facilities and supply of teaching aids were better in case of govt. primary schools but their over all performance was not found up to the expectation. It disproves that the better salary produces better service. The non-govt. primary school teachers get a meager amount (Tk.3,050/- per month) and get no other benefits. School buildings are not well furnished. Teaching aids are meager, other facilities are almost absent still they are working heart and soul to render their duties. Their performances, in respect of timely arrival-departure, less enjoyment of undue leave or unauthorized absence prove that they are more responsible than that of govt. primary school teachers. Students enrollment, turn up, rate of drop out and completion records prove that the non-govt. primary school teachers are playing a vital role in the expansion of primary education in the rural areas of Bangladesh. However, in respect of implementing govt. education policies and strategies govt. primary school teachers are playing a suitable role than that of non-govt. primary school teachers. However, the researcher of this study is contented to see the outcome and positive results of the hypotheses drawn earlier on this issue. Most of the hypotheses were proved positive and the objectives of the study were fulfilled. One can predict from this that privatization in education sector may produce better performance at least in primary education sector. The performance of private sector in primary level education like; Nursery schools, English medium schools and Kindergarten schools are performing worth while performance in this sector though they are rendering services mostly in the urban areas and mostly for the children of well-to-do families. If the recommendations are followed and implemented, the quality of primary education especially in the rural areas may be improved.

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