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### Perception of teachers on performance appraisal in private secondary schools within Chittagong City, Bangladesh

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#### Abstract

Bangladesh has an attractive remark in enhancing access and equity in education; with outstanding achievements in primary education sector also make gender equity at the primary and secondary education levels. Bangladesh also shows the ability to reduction in repetition and dropout rates education sector. Now, Bangladesh is at a crossroads, given its educational development and growth pattern. Teacher's performance is the major issue in educational sector. This study focuses on to find out the perception of teachers on

performance appraisal conducted in their institution. Researcher took 50 teachers as sample and data were collect through standard questionnaire. In this study researcher strive to examine the way of executing performance appraisal in private secondary schools. Researcher also identifies the perceptions of teachers on performance appraisal and explore the other work-related factors which affecting performance appraisal in private secondary school.

**Keywords:** Performance Appraisal, Private Secondary Schools, Perception of Teachers

#### 1. Introduction

Appraisal and feedback have a strong positive influence on teachers and their work. Teachers report that it increases their job satisfaction and, to some degree, their job security, and it significantly increases their development as teachers (OECD, 2009) [3]. Birgen (2007) [1] included in his research as performance appraisal is a process of review by teachers, school heads, deputy school heads and other senior teachers of individual competencies, performance and professional needs. During performance appraisal process an individual teacher and a senior teacher collaborate in evaluating the teachers work as a professional person. It involves appraising all aspects of teaching including teachers' organization of their classroom, how they manage the classroom activities, including the use of time and resources, how they behave towards the pupils, other teachers, school head, parents and the community. Kandie (2008) [5] states that performance appraisal is conducted for the purpose of obtaining information that would enable the management make personnel decisions such as identifying training needs, promotions, transfers, salary increments, motivation and counseling. Performance appraisals begun in China in 222 AD and later on were introduced in the United States of America in 1883. In India performance appraisal was introduced after World War II and since then companies around the world have embraced it (Biswanath, 2010) [2]. Malos (1998) [6] notes that the latest approach to performance appraisal system is use of 360 Degree feedback which provides performance feedback from a full cycle ranging from employees to managers within the organization. In this latest development the performance of an employee is measured against set objectives and is usually called Management by Objectives (MBO). Private primary schools appoint teachers through school management committees. The student-teacher ratio at the primary level was 43:1. The private secondary schools appoint teachers through school management committees. However, since establishment of the Nongovernment Teachers Registration and Certification Authority (NTRCA) in 2005; teacher candidates have been required to obtain registration from the NTRCA, which registers aspiring teachers for the secondary institutions annually through examinations. Only NTRCA-certified teachers are appointed, but since the NTRCA does not consider the pedagogical background of the candidates, many certified teachers are without a B.Ed. The NTRCA was supposed to be a national teacher registration and certification authority, but it was changed in terms of name and function. Such registration practice should not apply only to the private school teacher's but to all teachers and as a national standard. Promotion of schoolteachers is very much restricted. Career paths are limited for both primary and secondary school teachers. In Bangladesh, the working conditions in government schools in general are better than in the private schools. For instance, the Secondary Teachers' Service Regulations of 1979 of the Ministry of Education (MOE) state for recognized nongovernment secondary schoolteachers their duties and functions are: Teach the students in accordance with the curriculum, syllabus, and class routine by means of lesson notes, group discussions,

demonstrations, etc.; Make personal contacts with the students for their individual guidance; Assist the school authorities in conducting examinations, organizing laboratories, and other curricular and co-curricular activities; Supervise student extracurricular activities; and perform such other functions as may be assigned by the school management committee, or the headmaster, in the interest of the school.

### 1.1 Statement of the problem

Performance appraisals generally don't receive positive ratings from anyone involved in an organization. As a result, employees who are directly affected by the Performance Appraisals are less than enthusiastic about participating in them (Schultz & Schultz, Duane, 2010) [8]. Further employees who are aware that their work performances have been less than perfect will not be willing to be evaluated. They also note that most workers just don't appreciate constructive criticism or any criticism as a result employee tends to be hostile knowing they could be given bad news on their performance. If indeed this is true then of what value are performance appraisals in the school system? (Stephen, November, 2014) [9]. Performance appraisal has improved efficiency in the public service which has experienced changing attitudes in working styles that are characterized by improved service delivery, intense competition among employees and high staff motivation towards attaining performance targets (Gacheru, 2010) [4]. Okoyo (2010) [7] highlighted in his study on factors affecting the implementation of performance appraisal in Migori teachers training college found that there was lack of officially designed appraisal documents in the institution, lack of clear policy framework on which to implement the performance appraisal process, lack of executive support and failure to show serious concern for performance appraisal by the management of the institution. Literature findings raise the question about the state of performance appraisal in private secondary schools if teacher training institutions have no specific policy on appraisal for private secondary schools? In this study researcher tries to explore the perception on performance appraisal in private secondary school.

### 1.2 Significance of the study

This study will deliver beneficial knowledge on this issue that should form the basis for reference to other researchers and readers. This study also anticipated to suggest significant policy statements through its recommendations for policy makers.

### 1.3 Objectives

The objective of this study is to discover the perception of teachers on performance appraisal feedback in private secondary schools in Bangladesh.

Key insights derived from this study include:

1. To examine the way of executing performance appraisal in private secondary schools.
2. To identify the perceptions of teachers on performance appraisal in private secondary Schools.
3. To explore the other work-related factors which affecting performance appraisal in private secondary schools.

## 2. Methodology

In this study researcher use descriptive research design and

the population of this study are private secondary schools. So, the design was suitable for this research because the objective of study was to identify the relation and define how these determinants are supported each other. The target population of this study was the teachers who are providing service in private secondary schools in Chittagong City, Bangladesh. A total of 50 teachers who were respondents for questionnaires participated in the study from some selected private secondary schools. Both primary and secondary sources of data have utilized in this research and the information generated from it can be used widely by the organization itself to update its proceedings and make further progresses. Data has been collected by applying the standard questionnaire. Questionnaire has been adopted from the research project report of (Stephen, November, 2014) [9]. In questionnaire general questions are about gender, age and professional qualifications. Researchers have used Likert scale of fifth continuum from 1 to 5. 5= strongly agree, 4=agree, 3= uncertain, 2=disagree and 1= strongly disagree in this questionnaire.

## 3. Result and discussion

### 3.1 Demographic characteristics of the respondents

**Table 1:** Demographic characteristics of the respondents

	Frequency	Percentage
Gender of the respondents		
Male	22	44%
Female	28	46%
Total	50	100%
Age Distribution of the Respondents		
18-25	14	28%
25-35	16	32%
35-40	17	34%
40& above	3	6%
Total	50	100%
Professional qualifications		
Diploma	6	12%
Graduate-BED	4	8%
BA-PGED	5	10%
BSC-PGED	5	10%
M.ED	3	6%
BSC-AGED	5	10%
M.A	11	22%
Other	11	22%
Total	50	100%

**Source:** Survey 2021

In this study most of the respondents are Female. The females are 46% where the numbers of male are 44%. 28% respondent's age less than 18-25, 32% respondent's age 25-35, 34% respondent's age 35-40, and 6% respondent's 40 & above. From the among respondents 12% respondent's complete Diploma, 8% respondent's complete graduate-BED, 10% respondent's complete BA-PGED, 10% respondent's complete BSC-PGED, 22% respondent's complete M.A & 22% respondents in Others.

### 3.2 Head teachers' responses regarding on the way of executing performance appraisal in private schools.

Head teachers regularly conduct self-appraisal in their institute and the teachers leave the interview room knowing specifically what s/he's doing right or wrong; these two issues ranked at 2<sup>nd</sup> position.

**Table 2:** Head teachers’ responses regarding on the way of executing performance appraisal in private schools

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You regularly conduct self-appraisal?	2	1	0	0	0	4.67	2nd	03
	66.67%	33.33%	0%	0%	0%			100%
You discuss with teachers on what needs to be done & jointly set targets achievement?	0	3	0	0	0	4	3rd	03
	0%	100%	0%	0%	0%			100%
You ensure that feedback provided during the interview confidential?	3	0	0	0	0	5	1st	03
	100%	0%	0%	0%	0%			100%
You appraise teachers-based observation assessment of ability readiness & their potential?	1	1	1	0	0	4	3rd	03
	33.33%	33.33%	33.33%	0%	0%			100%
The teachers leave the interview room knowing specifically what s/he’s doing right or wrong?	2	1	0	0	0	4.67	2nd	03
	66.67%	33.33%	0%	0%	0%			100%

Source: Survey 2021

Head Teachers said that they discuss with teachers on what needs to be done & jointly set targets achievement and also Head Teachers appraise teachers based on observation assessment of ability readiness & their potential but one of them had no opinion regarding this issue; these two issues ranked at 3<sup>rd</sup> position. Head Teachers ensure that feedback provided during the interview confidential. Researcher

found that this issue ranked at 1<sup>nd</sup> position. The teachers leave the interview room knowing specifically what s/he’s doing right or wrong,

**3.3 Teachers’ responses regarding on the way of executing performance appraisal in private schools.**

**Table 3:** Teachers’ responses regarding on the way of executing performance appraisal in private schools

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You are encouraged to make self- appraisal?	12	10	4	12	9	3.09	4th	47
	25.35%	21.28%	8.51%	25.53%	19.13%			100%
You discuss with head teacher on what needs to be done & jointly set targets achievement?	4	12	12	12	7	2.87	5th	47
	8.51%	25.53%	25.53%	25.53%	14.33%			100%
The head teacher ensures that feedback provided during the interview is confidential?	6	8	17	12	9	3.12	3rd	47
	12.76%	17.02%	36.17%	25.53%	19.13%			100%
The appraisal interview is based on observation, assessment of ability, readiness & potential of teacher?	12	7	14	8	6	3.23	2nd	47
	25.53%	14.89%	29.78%	17.02%	12.76%			100%
You leave the interview room knowing specifically what you are doing right or wrong?	9	10	17	9	5	3.38	1st	47
	19.14%	21.27%	36.17%	19.14%	4.25%			100%

Source: Survey 2021

Most of the respondents (46.63%) said that they are encouraged to make self- appraisal but some respondents (44.66%) said that they are not encouraged to make self-appraisal, where 8.51% had no opinion regarding this issue; it is ranked at 4<sup>th</sup> position. Most of the respondents (39.86%) said that they don’t discuss with head teacher on what needs to be done & jointly set targets achievement. Where (33.68%) said that they discuss with head teacher on what needs to be done & jointly set targets achievement; it is ranked at 5<sup>th</sup> position. Most of the respondents (44.66%) said that the head teacher does not ensure that feedback provided during the interview is confidential. (29.78%) agreed but some respondents (36.17%) had no opinion regarding this issue; it is ranked at 3<sup>th</sup> position. Most of the respondents said that the appraisal interview is based on observation, assessment of ability, readiness & potential of teachers; it is ranked at 2<sup>th</sup> position. Most of the respondents (40.41%) said that they leave the interview room knowing specifically what they are doing right or wrong. Second largest (36.17%) respondents had no opinion and (23.39%)

disagreed; it is ranked at 1<sup>th</sup> position.

**3.4 Head Teachers’ responses on their perceptions on performance appraisal feedback.**

All Head Teachers argued that they discuss regularly with the teachers about their job performance; it is ranked at 1<sup>th</sup> position in this study. All Head Teachers argued that they create an enabling environment for feedback with the teachers; it is ranked at 2<sup>th</sup> position. Most of the Head Teacher said that teachers feel comfortable with the comment they (Head Teacher) give during the appraisal. But one of them had no opinion and it is ranked at 3<sup>th</sup> position. Head Teachers said that, there is a consensus on the action plan to be implemented after appraisal. But one had no opinion about that and it is ranked at 4<sup>th</sup> position. No opinion found from all head teachers about the comments are made in a respectful manner that is constructive for feedback and this analysis found that it ranked at 5<sup>th</sup> position.

**Table 4:** Head Teachers’ responses on their perceptions on performance appraisal feedback

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You have regular discussions with the teacher about their job performance?	3	0	0	0	0	5	1st	03
	100%	0%	0%	0%	0%			100%
You create an enabling environment for feedback with the teachers.	2	1	0	0	0	4.67	2nd	03
	66.67%	33.33%	0%	0%	0%			100%
The teacher feels comfortable with the comment you give during the appraisal?	1	1	1	0	0	4	3rd	03
	33.33%	33.33%	33.33%	0%	0%			100%
There is a consensus on the action plan to be implemented after appraisal?	0	2	1	0	0	3.67	4th	03
	0%	66.67%	33.33%	0%	0%			100%
The comments are made in a respectful manner that is constructive for feedback?	0	0	3	0	0	3	5th	03
	0%	0%	100%	0%	0%			100%

Source: Survey 2021

**3.5 Teachers responses on their perceptions on performance appraisal feedback.**

Most of the teachers (55.31%) said that they have regular discussions with the head teacher about their job performance and this issue ranked at 1<sup>st</sup> position. Most of the teachers (46.80%) said that head teacher creates an enabling environment for feedback; it is ranked at 2<sup>th</sup>

position. Maximum teachers feel comfortable with the comment they are given especially when they have not attained targets; it is ranked at 3<sup>th</sup> position. Teachers said that there is consensus on the action plan to be after appraisal; it is ranked at 5<sup>th</sup> position. Most of the teachers said that feedback comments are not made in a respectful manner and this issue ranked at 4<sup>th</sup> position.

**Table 5:** Teacher’s responses on their perceptions on performance appraisal feedback

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You have regular discussions with the head teacher about your job performance?	12	14	10	9	2	3.53	1 <sup>st</sup>	47
	25.53%	29.78%	21.27%	19.14%	4.25%			100%
The head teacher creates an enabling environment for feedback?	10	12	14	8	3	3.38	2 <sup>nd</sup>	47
	21.27%	25.53%	29.78%	17.02%	6.38%			100%
You feel comfortable with the comment you are given especially when you have not attained targets?	7	9	10	8	3	2.55	3 <sup>rd</sup>	47
	14.89%	19.21%	42.55%	17.02%	6.38%			100%
There is consensus on the action plan to be after appraisal?	8	7	8	6	7	2.36	5 <sup>th</sup>	47
	17.02%	25.53%	27.66%	12.76%	14.89%			100%
Comments are made in a respectful manner that is constructive for feedback?	7	8	10	10	2	2.53	4 <sup>th</sup>	47
	14.89%	17.02%	21.77%	42.55%	4.25%			100%

Source: Survey 2021

**3.6 Head teachers’ responses on other work-related factors affecting Performance appraisal**

All head teachers provide required resources to facilitate teaching & learning in the school and they also incorporate the views of the teacher how to improve standards in the school; these are ranked at 1<sup>st</sup> in this analysis. Head teachers facilitate teacher to attend training & other professional

development course; it is ranked at 2<sup>th</sup> position. Head teachers provide teachers with appraisal forms during the interview, but no opinion found from one head teacher; it is ranked at 3<sup>th</sup> position. From among respondents one head teacher keeps a diary to record daily activities in the school, but others have no opinion regarding this issue; it is ranked at 4<sup>th</sup> position.

**Table 6:** Head teachers’ responses on other work-related factors affecting Performance appraisal

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You provide required resources to facilitate teaching & learning in the school?	1	2	0	0	0	4.33	1 <sup>st</sup>	03
	33.33%	66.67%	0%	0%	0%			100%
You facilitate teacher to attend training & other professional development course?	1	1	1	0	0	4	2 <sup>nd</sup>	03
	33.33%	33.33%	33.33%	0%	0%			100%
You incorporate the views of the teacher how to improve standards in the school?	1	2	0	0	0	4.33	1 <sup>st</sup>	03
	33.33%	66.67%	0%	0%	0%			100%
You provide teachers with appraisal forms during the interview?	0	2	1	0	0	3.67	3 <sup>rd</sup>	03
	0%	66.67%	33.33%	0%	0%			100%
You keep a diary to record daily activities in the school?	0	1	2	0	0	3.33	4 <sup>th</sup>	03
	0%	33.33%	66.67%	0%	0%			100%

Source: Survey 2021

**3.7. Teachers’ responses on other work-related factors affecting Performance appraisal**

Most of the respondents (57.44%) said that have required resources to facilitate teaching & learning but 25% respondents are not satisfied about the required resources to facilitate teaching & learning; it is ranked at 1<sup>th</sup> position. Most of the respondents (46.80%) said that they are facilitated to attend training & other professional courses but (32%) said that they are not facilitated to attend training & other professional courses; it is ranked at 3<sup>th</sup> position.

Maximum teachers (40.42%) had no opinion that they do incorporate the views of the head teacher on how to improve standards in the school; it is ranked at 5<sup>th</sup> position. Majority (36.16 %) of the respondents agreed that they are provided with appraisal forms during the interview. Where (34.03%) respondents disagreed that they are provided with appraisal forms during the interview; it is ranked at 4<sup>th</sup> position. Maximum teachers (53.18%) keep a diary to record daily activities in the school and it is ranked at 1<sup>th</sup> position in this analysis.

**Table 7:** Teachers’ responses on other work-related factors affecting Performance appraisal

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Weighted Importance	Ranks	Total
	5	4	3	2	1			
You are provided with required resources to facilitate teaching & learning?	17 36.17%	10 21.27%	8 17.02%	7 14.89%	5 10.63%	3.57	1 <sup>st</sup>	47 100%
You are facilitated to attend training & other professional courses?	15 31.91%	7 14.89%	10 21.27%	10 21.27%	5 10.63%	3.36	3 <sup>rd</sup>	47 100%
You incorporate the views of the head teacher on how to improve standards in the school?	5 10.63%	10 21.27%	19 40.42%	8 17.02%	5 10.63%	3.04	5 <sup>th</sup>	47 100%
You are provided with appraisal forms during the interviews?	10 21.27%	7 14.89%	14 29.78%	13 27.65%	3 6.38%	3.17	4 <sup>th</sup>	47 100%
You keep a diary to record daily activities in the school?	10 21.27%	15 31.91%	11 23.40%	10 21.27%	1 2.12%	3.49	2 <sup>nd</sup>	47 100%

Source: Survey 2021

**4. Summary of the findings**

In this study most of the respondents are Female. Most of the respondent’s age between 35 and 40. Researcher founds that head teachers regularly conduct self-appraisal in their institute and teachers leave the interview room knowing specifically what s/he’s doing right or wrong, they discuss with teachers on what needs to be done & jointly set targets achievement and they also appraise teachers based on observation assessment of ability readiness & their potential, they ensure that feedback provided during the interview confidential. Head teachers ensured that teachers leave the interview room knowing specifically what s/he’s doing right or wrong, All Head Teachers argued that they discuss regularly with the teachers about their job performance, they create an enabling environment for feedback with the teachers. Also argued that there is a consensus on the action plan to be implemented after appraisal Teachers feel comfortable with the comment, they (Head Teacher) give during the appraisal. All head teachers provide required resources to facilitate teaching & learning in the school and they also incorporate the views of the teacher how to improve standards in the school, they also facilitate teacher to attend training & other professional development course. This study found that not all head teachers keep a diary to record daily activities in the school.

Teachers’ responses regarding on the way of executing performance appraisal in private school’s researcher found that most of the teachers encouraged to make self- appraisal, they didn’t discuss with head teacher on what needs to be done & jointly set targets achievement but some teachers are not encouraged to make self- appraisal. Most of the teachers said that the head teacher does not ensure that feedback provided during the interview is confidential but the appraisal interview is based on observation, assessment of ability, readiness & potential of teachers. Teachers leave the interview room knowing specifically what they are doing right or wrong. They have regular discussions with the head teacher about their job performance. Teachers’ perception

on head teacher that they create an enabling environment for feedback and they feel comfortable with the comment they are given especially when they have not attained targets. Teachers said that there is consensus on the action plan to be after appraisal. But researcher found that the feedback comments are not made in a respectful manner and this issue ranked. They have required resources to facilitate teaching & learning but some are not satisfied about the required resources to facilitate teaching & learning. Teachers are facilitated to attend training & other professional courses. Maximum teachers had no opinion that they do incorporate the views of the head teacher on how to improve standards in the school. Mixed arguments found regarding the appraisal forms during the interview. Researcher found an appreciable thing that teachers keep a diary to record daily activities in the school.

**5. Conclusion and recommendations**

From the overall findings of the study, the following recommendations are made on how to improve performance appraisal.

Head teacher must encourage all teachers to make self-appraisal. Head teacher must work with all teachers in determining the performance goals for the school and they should encourage teachers in determining the performance appraisal policy for the school. This would integrate the teachers’ efforts towards a shared vision for the school. The head teacher is recommending developing a pleasant working relationship with the teachers where both can gain confidence in working with each other. The performance appraisal should be carried out regularly. Appreciation should be given to those who have excelled and those who have not should be encouraged positively. Though head teachers provide required resources to facilitate teaching & learning in the school and they also incorporate the views of the teacher how to improve standards in the school but must maintain or keep diary to record daily activities in the school. The teachers are also not provided with appraisal

forms before the interview and therefore believe that the confidential reports written by the head teachers are appraisal forms. The government should ensure that all schools have established performance appraisal policy to facilitate professional growth of teachers. A good and relaxed working relationship between the head teacher and teachers is the main component to effective performance appraisal. The head teacher is recommending enlightening a pleasant working relationship with the teachers where both can achieve confidence in working with each other in order to achieve enhanced results.

The study revealed that performance appraisal is conducted in private schools where teachers are not encouraged to conduct self-appraisal. Sometimes the teachers are not jointly with the head teacher set targets for achievement and performance appraisal interview is based on observation, assessment of ability, readiness and potential of the teacher. On the perception of teachers on performance appraisal feedback, the study established that majority of the teachers do not like being appraised. They consider performance appraisal as a direct attack on their autonomy and do not feel comfortable with the comments they are given especially when the targets have not been attained. The teachers are also not provided with appraisal forms before the interview and therefore believe that the confidential reports written by the head teachers are appraisal forms. The government should ensure that all schools have established performance appraisal policy to facilitate professional growth of teachers.

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