

Report On
Human Resource Practices of European Standard School

By

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An internship report submitted to the BRAC Business School in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

BRAC Business School
BRAC University
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Declaration

It is hereby declared that

1. The internship report submitted is my/our original work while completing a degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Letter of Transmittal

Dr. Suman Paul Chowdhury
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Subject: Internship Report on the Human Resource Practices adopted at European Standard School.

Dear Sir / Madam,

This is my pleasure to display my entry-level position and provide details regarding the Human Resource Practices as well as the Micromanagement of Generation Z at European Standard School, for which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in a significant compact and comprehensive manner as possible.

I trust that the report will meet your expectation.

Sincerely yours,

Anupama Biswas
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BRAC Business School
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Date: September 08, 2022

Non-Disclosure Agreement

[This page is for the Non-Disclosure Agreement between the Company and The Student]

This agreement is made and entered into by and between European Standard School

..... and the undersigned student at BRAC University

.....

Executive Summary

Methods for managing human resources are crucial in educational institutions. At this point, the use of human resources management (HRM) is becoming increasingly necessary for school administration. HRM recognizes the potential to improve student outcomes via teacher empowerment, motivation, and active participation. Numerous studies demonstrate the significance of HR strategies in influencing teachers' effectiveness. One of Bangladesh's top-tier English-medium schools, European Standard School, is the subject of this study's observation and analysis of human resource management techniques. Since European Standard School was founded in 2001, it has been one of the first English-medium schools for a very long period. In the interim, it has a sizable workforce spread over its 7 campuses in Dhaka.

The main goal of this study was to observe the practices & policies of ESS's human resource management. The study was conducted at European Standard School. To find out their opinions on HR procedures, an in-depth interviewing technique was used. The data was gathered from several secondary sources in addition to depth interviews. In this article, descriptive analysis is used to analyze HRM practices. As can be seen, European Standard School has several shortcomings but continues to work on them by continually investing in human resources. While employees are only somewhat pleased with salary, welfare benefits, and job security issues, they are extremely satisfied with other HR processes, such as the recruitment process, induction system, and performance assessment.

It is anticipated that the suggestions will aid in strengthening ESS's HR management procedures and that they will also apply to another similar academic system similar academic system in Bangladesh. The study could be helpful to decision-makers at different companies that want to manage their educational institutions by implementing ethical HR practices to achieve sustainable development. Even though the fact that there has been research on HR practices in vocational training, no concrete study has been done to look at the HR practices of organizations like ESS. The report will hopefully serve as a reminder of the need for these organizations to adopt appropriate HR policies.

Keywords: European Standard School, Human Resource Management, English-medium educational organizations.

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Chapter 1 Introduction

1.1 Foundation of the report

Since the development of an educational institution greatly depends on the HRM practices by which teachers are chosen, trained, motivated, and prepared for service to the institution, the effective and efficient management of human resources has become one of the major challenges faced by the education sector in recent years. The essential and determining aspect of performance in any kind of organization has always been job satisfaction. Teachers that are happy with their jobs will be more invested in and dedicated to them. Ultimately, teachers want to maximize each student's potential. Some fundamental principles of human resource management have an impact on employees' aptitude, dedication, contentment, engagement, and other traits. HR procedures may be more useful to improve teachers' work happiness. Therefore, one of the keys to ensuring great education is understanding the value of HRM and how to execute it. Since education is the process that facilitates learning and the acquisition of skills, values, and knowledge, it is seen as the foundation of a country. Primary, secondary, upper secondary, and higher education are the four successive levels of education that makeup Bangladesh's major educational system. Ultimately, students in our nation travel via schools, colleges, and universities to obtain an education. The two primary types of educational institutions in Bangladesh are private and public. Currently, Bangladesh has three different school types: English medium; Bengali medium; and English version.

ESS expects students to put forth a lot of effort and always act with respect. They have high standards for conduct and decency. They take great satisfaction in the level of pastoral care provided to the pupils at European Standard School (ESS). Since they are familiar with each student, they can recognize and respond to issues as they develop, assisting the students in every way to realize their full potential. ESS has a reputation for going above and above and providing top-notch levels of assistance. Additionally, a Student Support Officer is on call during the day to offer help and advice. The choice of the ideal school for a child is a challenging one. Therefore, such institutions should focus on motivating instructors, fostering adaptable knowledge, innovation, and the capacity to align themselves with global standards of education. Therefore, treating such instructors effectively necessitates using sound HR procedures. The purpose of the report is to evaluate ESS's HR practices and policies.

1.2 Individual Experience on an internship at ESS

Before serving as an intern teacher, I had a very limited amount of teaching experience. As a result, I decided to do an internship at a school where I can put my teaching skills to use. My first time teaching in a classroom was during this internship, and I tried to capture this experience in this report. Throughout my voyage, I have learned a lot of new things and have done my best to adapt to the surroundings. I'll highlight a few of these encounters in my article. I wanted to do my internship at a recognized institution where I might gain useful experience. I chose institutions that fit that standard since I want to teach English as a second language in the future.

Fortunately, I discovered European Standard School, which needed an English teacher. It is one of the reputable institutions, and I have heard of this one before. Without further ado, I submitted my application for the job in the summer of 2022 (this was the time when the pandemic was lighting starting to lift due to the increased recovery rate from Covid-19). I had to take a written exam after being called upon, and then they chose me for the Viva. After the interview, I received the offer right away. My adventure so began in the middle of March 2022. I have many fond memories of the day I started since I got to see how different the professors and kids were. I taught English to students in grades 7 and 6, in certain cases. The standard decorum must be followed by every pupil. They used to get up and introduce themselves when they entered or exited the classroom. They used to practice good manners and greet the professors. Despite their occasional mischief, they were incredibly lovable. Many of them took their studies very seriously and were quite diligent. There were also plans for extracurricular activities including different sports and games at the school.

I was shortly selected to teach one of the sections of grade 7 as a class teacher as well. As a result, I now had additional duties such as keeping track of attendance, interacting with parents, and handling the children's disciplinary concerns. The school demonstrated the ability to have all the features of a typical school, from assemblies to scouting activities and other general extracurriculars.

Even though there wasn't much room, the arrangements made there were ideal for fostering a learning atmosphere, and the instructors, principal, and other staff did a great job of inspiring and motivating the pupils.

1.3 Limitations

Obstacles faced during the internship

Throughout my internship, I encountered several challenges. I struggled to manage my time well. I had to there on time because the school started at 7:45 a.m., but that period is notorious for heavy traffic because all of Dhaka's offices and schools open at the same time. Finding transport was challenging at the time as well. Two days a week I also attended classes at my institution. My academic coursework and internship had to be coordinated. There were challenges in adjusting to the school's regulations as well. For example, because I was new, I wasn't involved in many of the rules and occasionally missed out on acceptance from other students as a result.

Since I didn't have a job that required me to work five days a week, I didn't have to go to the assembly, I frequently left school before everyone else, and I didn't take classes by myself but rather with the help of others, all these factors made it difficult for me to establish a genuine connection with my students. As an intern teacher rather than a normal teacher, I had to take care of my needs as well as those of my coworkers. These all posed challenges to completing my internship without incident.

S.W.O.T Analysis for European Standard School

Strengths

- **Open HR Manual:** The ESS Human Resources Manual is accessible and provides thorough explanations of all job-related topics. It provides a clear direction for every employee to carry out their duties without confusion.
- **Sound working environment:** ESS has a very comfortable and healthy working environment. ESS offers a particularly safe workplace for women, which improves the caliber of instruction for students.
- **Utilization of Information Technology:** All employee data is system-based. Due to the it-based operating system, it is quite simple to find the employees' service history.
- **Different Staff Loans:** ESS cares about its workers and offers a variety of loan programs to them so they may improve their quality of life and be inspired to work for a lifetime.

Weaknesses

- Competition in the market is very high as there are increasing numbers of English Medium schools in the city.
- Over documentation: ESS's documentation process has trained its staff to produce excessive amounts of paperwork, which drains their time and energy. The higher authority must conduct a thorough investigation.
- Overwhelming workload "after hours."
- Delay in making a choice: In an emergency, HR cannot choose without consulting with higher authorities. As a result, they come off as weak decision-makers.
- System of slow promotion: Given the fact that recruits are always being circulated in the industry, ESS has a significant absence of appreciating even long-term workers with appropriate increments or promotions.
- Weak Leave System: Apart from the regular bridge holiday, the school uses a bridging holiday system, which means that if a teacher is away without giving prior notice on either Sunday or Thursday, the school deducts two days' worth of pay from that teacher's paycheck. This is true whether the interim Friday/Saturday is a workday.

Opportunities

- Research and Development: ESS had a long history of being a reputable English-medium school. However, their fame has been eroding in recent years. They can pinpoint issues and offer solutions by working hard on research and development.
- Training and skilled instructors: ESS constantly encourages teachers to pursue training so that they may provide pupils with better instruction. The entire cost of the instructors' CDITL training is covered by the authorities.

Threats

- Competitive Wage and Turnover: ESS's salary package is competitive, but it lags considering certain other excellent, as well as local schools, hence the rate of staff turnover is rising daily. This adds to the bad reputation as competitors are there in the market providing attractive salary packages.
- New foreign nations are permitted to operate in the education sector in the English medium, which poses a serious challenge to ESS. They must battle against stronger opponents.

- Focus diversification: ESS has broadened the range of industries in which it operates. They were unable to provide the required degree of assistance because of their extensive 40+ year of expertise. Since HR is also tasked with looking into other issues, they are unable to focus only on the school.

Chapter 2

About European Standard School

Authorities at European Standard School (ESS) are dedicated to the academic excellence of every and every one of the pupils. Through good instruction, ESS develops the highest aspirations and cultivates achievement. People are a learning community with high standards that actively works to appreciate the positive aspects of every person. The foundation of European Standard School (ESS) is quality, respect, and trust.

They encourage a passion for lifelong learning and are dedicated to everyone's achievement. The European Standard School (ESS) was founded in 2001, and they are quite proud of the many accomplishments made by its pupils throughout the years. ESS has high standards and keeps raising the bar. The requirements of each of our students are met by European Standard School (ESS).

ESS is delighted to report that the school leaver numbers are exceptionally high, with nearly 100% of our students choosing the proper necessary plans. Students receive individualized advice on their next steps. Our pupils constantly encounter leading international organizations, corporations, and colleges. They are inspired to set high goals and pursue greatness starting in Reception.

In collaboration with parents, European Standard School (ESS) aims to deliver a distinctive education. In a safe and secure atmosphere, everyone is fostered and challenged to be the best version of themselves. The school's core principles are respect for one another and the pursuit of justice, peace, and reconciliation. ESS expects students to put forth a lot of effort and always act with respect. They have high standards for conduct and decency. They take great satisfaction in the level of pastoral care provided to the pupils at European Standard School (ESS). Since they are familiar with each student, they can recognize and respond to issues as they develop, assisting the students in every way to realize their full potential. ESS has a

reputation for going above and above and providing top-notch levels of assistance. Additionally, a Student Support Officer is on call during the day to offer help and advice. The choice of the ideal school for a child is a challenging one.

Chapter 3

Human Resource Department of European Standard School

The Human Resources Department, which handles the primary duty of staffing and all other HRM duties, is one of European Standard School's most respected and important departments. Additionally, it takes the initiative to provide training for employees' personal growth, which will ultimately assure organizational development. Additionally, it employs a variety of techniques, including performance evaluations, incentives, and control, to assess instructors' work and inspire them at various points in time. Eight capable and seasoned executives in various ranks make up ESS's human resources department. The Human Resources Department of European Standard School is directly supervised by senior officials while operating out of its Baridhara headquarters.

Core HR Practices at European Standard School:

- Recruitment and Selection
- Training & Development
- Compensation & Benefits

ESS is constantly looking for candidates with similar values. The value is placed on finding, recruiting, and selecting the appropriate candidates for the appropriate positions at the appropriate times. To find & hire the best people, ESS uses a progressive sequence of operations.

Steps in the hiring procedure: Need Evaluation Beginning with a job analysis. For the whole organization, manpower planning is conducted annually. The appropriate Department Head or Supervisor will submit an Employee Requisition Form (ERF) to HR as needed by the recruitment strategy. To confirm the requirement of the post and its location, this request is compared to the annual manpower plan and goes through a job analysis procedure. It turns to

external recruiting when internal promotions or transfers are unable to satisfy HR criteria. Job specifications and descriptions: HR creates a work description for the position as well as a "Job specification" after consulting with the line manager and using the "Employee Requisition Form". It is the characteristics necessary to properly do the task. The position must be posted online and advertised in print media to "hire the right individuals for the right job." Search: When a vacancy occurs that necessitates hiring, the vacancy is advertised to many sources like the corporate website, newspaper advertising, online job posts, and internal announcements of the vacancies to pick from a big pool of candidates. To find prospects, HR also keeps in touch with colleges and professional organizations. For potential applicants who may fill future positions, HR also keeps a database of CVs. Online advertisements, newspaper advertisements, employee referrals, universities, and professional institutes (such polytechnics, ICMA, CA, ACCA, etc.), job fairs, recruiting agencies, word of mouth, etc. are all sources of CVs for hiring management and faculty. Choosing procedure - The following steps are included in the selection procedures:

- Initial screening by examination of the advertisement's requirements.
- Following the initial interview, candidates take a written test that gauges their general fit for the position.
- Following that, suitable applicants should participate in a thorough interview with the department head or panel.
- Following the completion of all steps, a final decision has been reached, and the chosen applicant has been given an appointment letter.

The following are the recruiting selection tools:

- Conversation
- General English Test (For Faculty);
- Subject Test (For Faculty).
- Computer Test.
- Written Test (English Assessment, Aptitude Test); (For Management)
- Presentations (For designers, Architects)
- A demonstration in class (For Faculty Members)
- Group discussions and panel interviews

ESS offers all applicants equal job opportunities based on their academic credentials, demonstrated skill, experience, and training. A competitive process will be used to choose candidates.

Years of experience, personality, performance in the interview, and honesty and dedication as determined by the interview and records will all be considered when choosing an employee. A shortlist of candidates is created by HR based on the candidates' Education, Experience, and CV presentation after HR ranks and screens the applications received in response to an advertisement against the criteria stated in personnel requirements. Following each interview, an evaluation form must be completed, filled out, and then submitted with appropriate supporting documentation. Initial CV screening is done by the necessary criteria by the responsible member of the recruitment unit. The selected applicants are contacted for an initial interview and, if deemed qualified, will take the written test. The unit manager closely monitors the entire procedure. A "General English Test" is administered to candidates for faculty positions to evaluate their level of competence and subject matter expertise in English. The candidate must pass the written and IT test to be considered for any managerial roles. Any level of hiring requires a second interview with a panel that includes the department head, supervisor, section head, human resources representative, and the acting chairman and managing director or deputy managing director. In many instances, this is more of a conversation session where information is shared than an interview when the candidate is evaluated from many angles. References are consulted for further details.

Primary Choice: To further weed out the unfit prospects, the applicants are rated against one another, and their test results are compared. The "Application for Employment Form" must be completed by the candidate after being chosen and after the overall wage and benefits package have been discussed and agreed upon. The application must be completed and returned to the recruitment manager together with copies of all academic and professional credentials and recent photos. The Manager will make sure that the form is filled out completely and will cross-check all papers against the original copies. The documents must be processed for final approval if they are accurate.

Recruitment approval and appointment letter signature: The "Application for Employment Form" is authorized, and the appointment letter is signed as follows receiving sufficient references:

- The Managing Director must authorize all employment forms.

- The Managing Director/Director and Chief Operating Officer shall sign the appointment letter and confidentiality statement of faculty members.
- The Managing Director shall sign the appointment letter and confidentiality letter for contractual faculty personnel.

Offering a Position: The potential appointee receives an appointment offer letter when it has been authorized. It is accepted and signed by the appointee. Then, after consulting with the supervisor, the individual is added to the system as a new employee, and an orientation/induction program is created for them.

Types of Appointments: ESS provides the following two basic kinds of appointments:

- I. Full-time work shall be considered regular employment and regulated by the terms and conditions of the corporate service regulations.
- II. Contractual Employment: All contractual employment, including retired, short-term, part-time, and internships, will be regarded as such. Contractual employment of this nature could fall beyond the ambit of business service policies. The Letter of Contract will include a list of all terms and conditions. Worker profile as soon as the "Application for Employment Form" and all other papers are received, a personal profile is created.

The responsible member of the Recruitment Unit will ensure that the profile is properly and completely documented before being given to the concerned individual for storage. If foreign nationals living in Bangladesh or elsewhere are deemed qualified for the open positions, ESS may hire them.

- A work permit is required for the foreign worker. The legitimacy of her appointment will be contingent upon her obtaining a work visa within a set timeframe if she does not already have one.
- The Service Rules will not apply to foreign employees. The terms of his or her employment shall be governed by the "Employment Contract" or "Appointment Letter."

3.1 Probation

Before their positions are officially confirmed, all new hires must complete a probationary term. The probationary period lasts for the following amount of time:

All academic unit faculty will serve for one (1) year, and all management staff will serve for six (06) months in both the corporate and academic units of ESS. Candidates in Grades 6 and up and those who receive special treatment because of some attribute may only be placed on probation for three months. Additionally, a probationary term of at least three (3) months will be required for all non-management employees.

Probationary term exception: If the Faculty/Management employee's performance is deemed to be poor, the probationary period may be prolonged for a maximum of 6 (six) months. But if performance continues to be subpar throughout the longer period, his or her services will be terminated without any compensation. An employee may be confirmed on the same grounds, at the management's discretion, before the conclusion of their probation period based on exceptional performance.

3.2 Orientation and/or Induction

The orientation/induction program is customized to the needs of the person and the department they are joining. A new hire must first go through an "Orientation/Induction Program" that lasts at least three to four days. Welcoming new employees to the organization, providing a thorough orientation to the School's area of operations, values and culture, policies and regulations, work environment, and their expected roles and responsibilities in the organization, and facilitating the new employees' easy integration into the workplace while familiarizing and boosting their confidence to perform their duties are the goals of our induction programs: Introduce incoming faculty members to successful teaching techniques, key teaching ideas, resources, and tactics they may use in the classroom to produce good learning outcomes.

Training and Development: The Human Resource Department of the School's Management Services has a separate Training & Development unit which is primarily accountable for: Determining the scope of development; Establishing a development plan; Implementing the training plan; Monitoring and evaluating the training outcomes; Developing training policies and programs related to actual need; Planning, designing, and conducting training sessions. ESS strongly encourages staff members to expand their professional and skill sets through ongoing education and training opportunities connected to their jobs. When creating any curriculum, it is crucial to consider how successfully the program will help students improve both their professional and personal abilities. An examination of training needs is carried out using the yearly evaluation, supervisor suggestions, the group training policy, and particular job requirements. T & D unit offers the following kind of programs to ESS staff members while keeping all these factors in mind:

- Short-term and long-term programs for teacher training
- IT skill development programs on frequently used programs as well as the programs that are necessary for a certain position
- Specific skill development programs for the professional growth of all levels of employees.
- Training on how to use the various Enterprise Resource Management (ERM) systems used by the Group.

3.3 Compensation, Benefits, and Promotional Policies

Everything a worker receives in return for their efforts on behalf of the company is referred to as employee remuneration. Basic wages, holidays, health and life insurance, pensions, gratuities, and other benefits might be included. House rent, paid time off for employees, a facility for the education of children, leave administration, and other factors are among ESS's compensation dimensions. In the ESS, several different types of leave may be several different types of leave that may be taken, including earned leave (with full payment), emergency leave, bereavement leave, medical leave, paternity leave, quarantine leave, maternity leave, special leave, leave without pay, hajj leaves, and summer and winter vacations. ESS Pay Scales are a crucial HR function. From Junior Officers to Directors, ESS has a pay structure. It couldn't be learned here due to their confidentiality. In ESS, there is a Welfare Trust. Depending on the circumstances of the case, the principal's compensation is decided. The committee makes the decision. According to the information provided, ESS offers a structured pay package that includes bonuses and incentives, cost-of-living adjustments, and allowances in addition to the base income. The administrative board decides on the deal. Based on merit review, the raise is given every six months. Additionally, a certificate is provided as payment for superior achievement.

3.4 [Promotional Policy]

Three promotional lines are included:

- i. Support Staff: In ESS, these positions are referred to as non-management roles. After a set number of years of service, they may be promoted. Every year, a performance review is undertaken, and the evaluation committee is presented with promotional considerations during the evaluation meeting. The recommendation for promotion is approved following analysis.
- ii. Management Position: During an evaluation meeting, the head of the department in the relevant area will suggest a promotion to a management position. The committee will then assess whether the recommendation satisfies the requirement or not before making its decision.
- iii. Faculty Position: A change in grade or designation does not result in a promotion. Faculty members are placed in higher-level classes depending on their abilities and performance.

3.5[Rating Methodology with promotional policies]

An annual evaluation of ESS's promotion chances is conducted by a committee under the direction of the managing director. It considers things like the length of service, time spent in the current job, leadership caliber, transfers, terminations, and dismissals. Rating Methodology Promotional candidates are rated as follows: Through employee confidentially reports, the employee must receive at least 60% to 70% of the possible points. In addition, the punishment or disciplinary document shouldn't have to be issued. European Standard School tries for the individual to have received favorable comments from the other department leaders so heated situations can be minimal.

Outstanding: The instructor regularly provides instruction of the highest caliber and is competent and talented. The teacher's performance is exceptional generally, despite the possibility of a few areas for improvement.

Skilled: He/she is capable and possesses most of the abilities required for effective teaching. Several areas must be improved to fulfill all the school's standards and constantly provide great performance.

Rising: He or she is acquiring the abilities required for effective teaching. To satisfy the demands of the school, there is room for improvement. The instructor can execute to standard with diligence and constant supervision.

Inadequate: He/she is unable to teach at the appropriate level or lacks the necessary abilities. There are many areas for development, and the educator must put in a lot of effort to reach the basic standard by the school's requirement.

Chapter 4

The goal of this study is to examine and assess European Standard School's human resources policies. To assess the present state of HR practices at educational institutions, the need for HR requirements, the advantages of HR practices at educational institutions, etc., thorough literature research has been conducted. There isn't much research on HRM practices in educational institutions like schools. Many profit-making firms are used in the studies on HRM practices. By maximizing the potential of teachers, HRM practices significantly contribute to bettering school performance. For instance, several studies show that HRM procedures have a favorable effect on employee productivity, retention, and dedication. However, HRM has been viewed as essential to raising academic achievement in schools.

HRM may be used as a tool to inspire teachers to work toward achieving the objectives of their schools. Additionally, improving the competency and dedication of teachers is necessary to support better student outcomes, and only good HRM can do so. One factor that affects how well a school performs in terms of student outcomes is the professionalism of the teachers. HRM is a practical instrument to help teachers adapt in schools by adopting new ideas to be professional in their everyday activities. Highly qualified instructors are hard to come by, and even when they are, most schools struggle to manage and develop them to keep the dedicated, higher-contributing teachers they do have. Schools can benefit from HRM processes in this regard.

Though the importance of HRM for schools is recognized, HRM is still struggling to practice in a systematic, effective, and efficient way in educational institutes. Reasons for this can include poor coordination among functions; incompetent HR personnel; and improper TNA processes and training programs that fail the teacher's requirements and expectations. Education leaders and policymakers are failing the ultimate viewpoint of HRM

Conclusion:

The HR department at ESS must complete its task with excessive documentation and follow-up, and the appropriate authorities must consider an equitable division of the workload among the staff members. Since campuses are spread out over many locations, their working environments may differ from one another. However, the local authority of the school branch is unable to make any decisions; instead, they can only report incidents to the higher authority. Every choice is made with input from top management, which slows down the decision-making process. It is challenging for academic members and college administration to resign. They are only permitted to submit a formal resignation once a year after a session. If not, it will be seen as an unauthorized resignation. However, ESS's general work atmosphere is excellent.

Being a teaching intern provided a unique opportunity to appreciate the importance of teachers in children's lives. Teachers can influence pupils in a variety of ways and a variety of positions. I had an internship for around four months, and during that time, I had a significant life event. I was able to make the most of this chance and learn more about teaching because of the supportive environment at the school where I worked. I always tried to encourage and motivate my pupils while lecturing. I set high standards for myself in terms of bringing out the best in the pupils. I saw it as a challenge and put in the effort, keeping in mind that each pupil is unique and has different capacities.

Teachers are responsible for selecting the best activities for their pupils to maximize learning. I made several changes to the teaching method to get better. I performed the necessary actions and provided the kids with various exercises to accomplish that. This improved the teaching's effectiveness and interest level. I tried to instill in the children healthy learning habits. I put effort into improving myself so that I could learn the necessary skills and use them when I teach. To establish a positive and secure learning atmosphere, I saw to it that the pupils followed the regulations and upheld manners. During my internship, one of my top concerns was to carry out my professional obligations. Teachers must prioritize the needs of the students and must have the necessary knowledge and skills to offer instruction. The makeup of students must be such that their potential is unbounded. The efforts of the instructors have an impact on the lives of the children. In the end, I must admit that it was a challenging but incredibly fruitful experience from which I developed new ways of thinking and behaving.

Recommendations

The research has offered some suggestions for enhancing some aspects of ESS's practices in human resource management. The suggestions might include:

- Even if most employees are pleased with their pay, it should be altered to reflect instructors' performance.
- To improve the performance of the instructor, there should be non-monetary incentives in addition to monetary ones (such as praise, certificates, etc.).
- The higher merit performer should be given certain advantages and allowances.
- Instructors need to have ongoing training and development because they must stay current with modern pedagogy and adapt to pupils.
- For any type of company, the employer-employee connection is crucial. ESS's HR department should take care of that connection to foster loyalty and lower turnover. Teachers must be encouraged to discuss their concerns, challenges, and ideas with HR or the administration of the school. Employee productivity will increase if they feel like they have contributed. Therefore, there should be freedom of expression in every area of teachers' working circumstances that makes them feel a connection to the school.
- The procedure of performance evaluation is generally well received by employees. Employee participation in the assessment process is becoming more successful and raising morale among staff members. To make it more successful, ESS must continue to work in this area. A follow-up meeting is possible six months following the examination.
- Faculty retention has become highly important as many rivals are entering the education industry and it has become tough to keep competent faculties.
- They may begin 360-degree observations of workers of all levels to conduct better performance appraisals. Additional advantages for the faculty members, such as performance bonuses or incentives, transportation services, and some sort of tuition assistance for the faculty members' children, need to be developed by their HR department. It may be possible to provide local authorities from various branches greater autonomy so that decision-making may go more quickly, and HR can perform efficiently.

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