



A COMPARATIVE ANALYSIS ON THE COMPENSATION STRUCTURE OF AN ENGLISH MEDIUM SCHOOL



Internship Report

On

“A Comparative Analysis on the Compensation Structure of an English Medium School in Bangladesh (Based on Maple Leaf International School)”



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Date of Submission: 15-09-14

Letter of Transmittal

14th of September, 2014

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Subject: Project Paper on “A Comparative Analysis on an English Medium School in Bangladesh (Based on Maple Leaf International School)”

Dear Madam,

I am honored to provide you with the report on “A Comparative Analysis on an English Medium School in Bangladesh”. I was specified to complete it within 15th September, 2014. I have made this project paper accordingly, analyzed data and submitted the paper as the partial fulfillment of Masters in Business Administration (MBA) degree.

The paper is resulted to serve you in finding out the situation of employment in an English curriculum school. I have tried to analyze as much relevant information as possible and tried to find out the compensation structure of an educational institution which is Maple Leaf International School of Bangladesh.

I sincerely hope that this analysis will aid you about the condition of employment in private English-medium school of Bangladesh.

Truly,

.....

Urfa Zewar

ID: 11364027

Acknowledgement

*All praise and gratitude to Allah
(The alone we worship, the alone we ask for Help).*

I am very thankful to Allah that I could finish my task within the assigned time. First and foremost, I express my thanks and heartiest gratitude to my advisor, Sohana Wadud Ahmad, Lecturer of BRAC Business School for his tremendous help and support. She gave me necessary advices and guidelines; provided me with relevant means and directed me where and how to get necessary data and information for my study.

I would like to extend my gratitude to all of them, who helped me a lot on my project work by providing valuable indications, sharing their experiences, sharing their opinion etc. and I am thankful to them.

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Declaration

Project Title: A Comparative Analysis on an English Medium School in Bangladesh
(Based on Maple Leaf International School)

Student Name: Urfa Zewar

Supervisor: Sohana Wadud Ahmad, BRAC Business School.

I hereby declare that this project work contained in this MBA internship report has been composed by me and describes my own work, unless otherwise acknowledged in the text. It has not been accepted in any previous application for a degree. All verbatim extracts have been distinguished by quotation marks, and all sources of information have been specifically acknowledged.

Signature:

Date:

Executive Summary

The report has been structured to analyze the situation of employment in the private English-medium schools in Bangladesh. For the fulfillment of the intended task, it was a preference to take Maple Leaf International School as the base to analyze, and two other well-known schools as Scholastica and Master Mind were also taken for comparing with the suggested one. Dhaka city is the base of many schools, both public and private, in Bangladesh. Now-a-days the compensation structure of teachers and staffs are significantly affecting the quality of service they are providing, due to the birth of many private schools in Bangladesh. Though schools fall in the category of non-profit organization, but the growing number of private schools and English-medium schools has increased the value of returns. The schools those follow the English curriculum require the best teachers who are efficient to teach and adapt the teaching style of the English curriculum. Thus the teachers are required to be well motivated to enhance their own capability, creativity & knowledge synchronizing the international methods and curriculum to teach. The quality of the task definitely gets affected due to the compensation the teachers and staffs are provided for their services. The report is intended to analyze such structure for an English-medium school and its comparison gives the view of other English-medium schools in Bangladesh.

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Introduction

Education is the backbone of a nation. Like other countries, students in our country go through schools, colleges and universities to attain education. In our country, two types of educational institutions are found, which are private educational institutions and public educational institutions.

When we come across the word SCHOOL, institutions appear in our mind which deals with education. In our country, there are three types of education method that the schools follow. By their method the schools are termed as-

- Bengali Medium School
- English Medium School
- English Version School

Bangla medium schools follow the curriculum approved by education ministry. On the other hand, English version is a program where the bangla medium curriculum is followed in English. English medium schools follow the British Edexcel and Cambridge board's curriculum. Among the English medium schools some reputed English medium schools are Sunbeams, Scholastica, Maple Leaf, Sunny Dale, Master Mind and many other schools. Some well-known bangla medium schools are Viqarunnisa Noon School, Holy Cross School, Ideal School and College etc.

When I was asked to prepare a report on Human Resource Management, I have decided to prepare a report on the pay structure of an English Medium School. The reason of choosing school pay structure instead of a business organization is to know how educational institutions are following Human Resource Management. The report is prepared on Maple Leaf International School which is expanding its activities only for providing a best quality education in Bangladesh.

The values of the school define that this school strives to create a knowledgeable nation for the children of our country. The educational institutions are normally based on the employees who fall in the category of teaching, monitoring or supervising. My strategic plan is to present a comparative scenario of the pay structure of some reputed English medium schools in Dhaka. Whole report is designed by job analysis of the jobs in the family, pay policy & pay grade etc comparing with the other three renowned English medium schools.

History

Maple Leaf International School is a pioneering English medium school in Dhaka, Bangladesh founded in 1972 and offers a wide selection of 'O' and 'A' Level courses under the British Edexcel and Cambridge boards. It is the first institution to be granted permission by the University of London to conduct 'A' level practical exams in Bangladesh. The Maple Leaf community is led by the Principal Mrs. Zeba Ali and is committed to preserving its tradition of excellence. The school is accredited by both the Government of Bangladesh and the University of London.

The school started as a coaching institution in 1972 with a small group of 25 students in Dhanmondi. Mrs. Zeba Ali, who is the Principal of the school, leads the community, along with Mr. Ali Karam Reza, the Vice-Principal and Mr. Ali Mohiuddin Al Shams, Executive Administrator. The school's main buildings are located in Dhanmondi Thana, Dhaka.

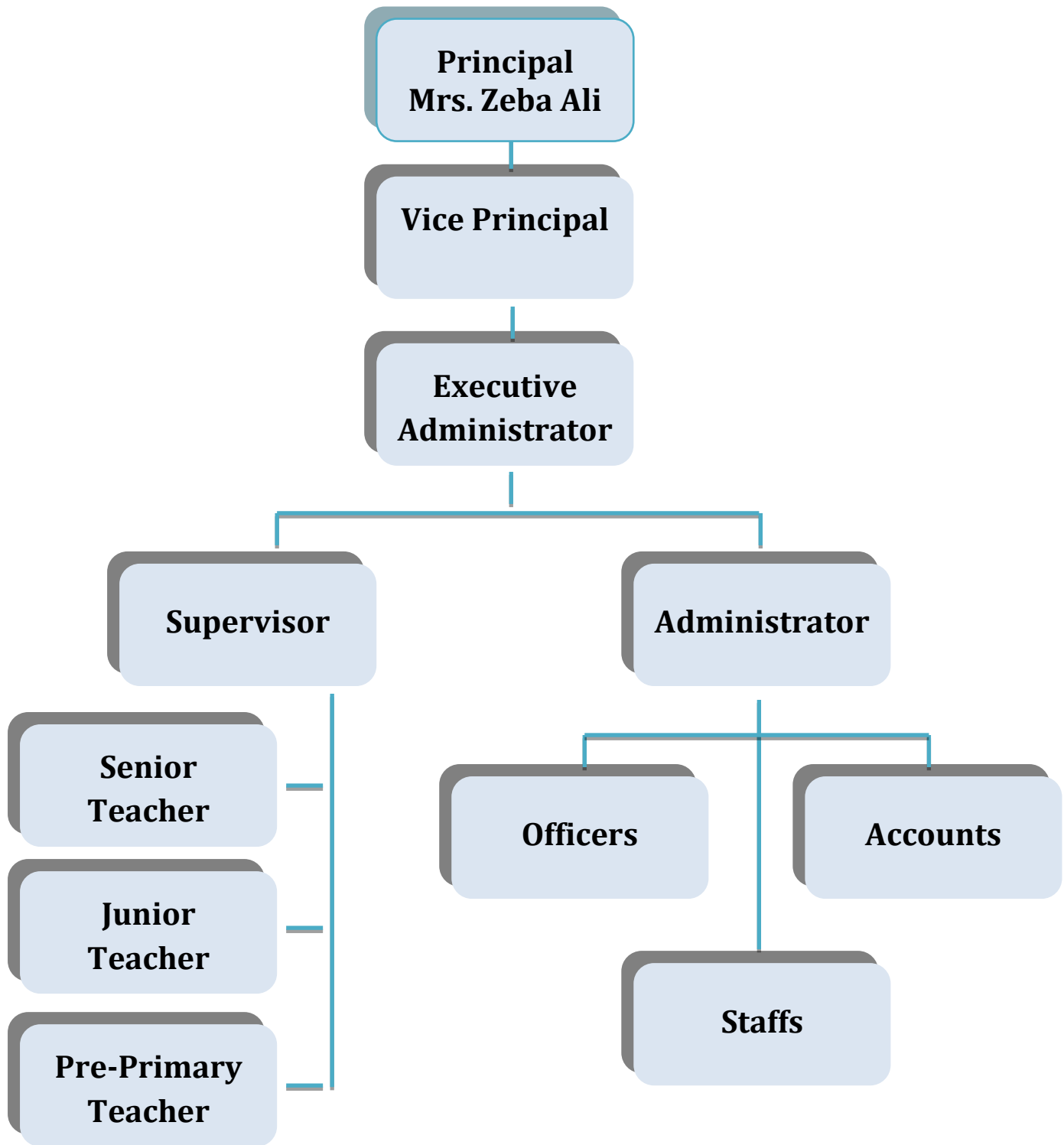
There are nine units of this school that includes approximately 10000 students, and around 1000 teachers and 30 supervisors and 500 staffs.

Product and service offerings

The service this educational institute offers is teaching, monitoring and guiding to build an educated nation. All courses are taught by experienced and distinguished employees or teachers at the 'O' and 'A' levels. Here the product of the school is those students who successfully completed their 'O' levels and 'A' levels.

The school has state of the art modern laboratories to support classroom lectures as well as multimedia facilities for use in the classes. The aim is to provide a challenging environment to prepare students for rigorous higher educational standards at leading institutions around the globe and at the same time produce highly motivated individuals, earnest in their desire to acquire knowledge and a spirit of self-discovery.

Operational Network Organogram



Objectives

Broad objective

The main objective of this report is to analyse the pay structure and benefits of an educational institution.

Specific objective:

- ✓ To identify the compensation structure of Maple Leaf International School.
- ✓ To evaluate the structure of Maple Leaf and two other English-medium schools, Scholastica and Master Mind.
- ✓ To compare the structure of Maple Leaf with other educational institutions.

Methodology:

Methods of Data Collection:

The required data was collected by verbal communication with the administrative officer of Maple Leaf International School. There were conversations with the administrative officers with a descriptive questionnaire provided in the appendix.

Primary source:

- Interview with the administrative officers, supervisor and some teachers of the respective schools.

Secondary source:

- Websites

Data collection instruments:

- Visit to Scholastica and Master Mind.

LIMITATIONS:

- The school staffs are restricted to disclose about the compensation package.
- It was tough to manage the time to complete the report due to time constraints of the interviewees.
- There were difficulties in the questionnaire session to gain the confidential data.

Literature Review

Review on the topic:

Compensation, today, is one of the most obvious, persistent and troublesome responsibilities of managers because it concerns everyone in the organization and in the economy. Truly speaking, scarcely any subject is as important as is compensation. It determines the wage earners buying power, his standard and scale of living, his status, prestige and worth in the social system. It is the single most significant tool in the hands of management to attract, to retain and to stimulate human element which activates, operates, promotes and keeps going the organization.

Definition of compensation

A compensating or being compensated anything given as an equivalent, or to make amends for a loss, damage, unemployment, etc.; recompense payment for services; esp., wages or remuneration the counterbalancing of a defect in the structure or function of a part by greater activity in or development of one or more other parts. A mechanism by which an individual seeks to make up for a real or imagined psychological defect by developing or exaggerating a psychological strength.

Compensation:

1. Payment for work done.
2. Payment for injury, loss, or otherwise depriving a person of something he or she is entitled to.

Compensation Management

Compensation Management is designing and implementing the total compensation package with a systematic approach to provide with the value to employees in exchange for work performance. It is basically a systematic approach to providing monetary value to employees in exchange for work performed.

Importance

Compensation is an integral part of human resource management which helps to motivate the employees and improve organizational effectiveness.

Effectiveness in terms of:

- Attracting & Retaining Talent
- Motivating talent for better performance
- Cost effectiveness

Compensation Strategy

Compensation strategy defines the intentions of the organization on reward policies, processes and practices required to ensure that it has the skilled, competent and well-motivated workforce it needs to achieve its business goals.

Compensation Strategy

- Defines compensation philosophy.
- Link compensation to your overall planned strategy.
- Change the culture and reinforce it with compensation.
- Reward the behaviours that drive the results.
- Think total compensation.
- Measure the return on invested payroll.
- Generally approved by the Board of the organization.

It also defines

- ✓ The position of the organization on the job market
- ✓ The pay market, the organization follows
- ✓ The basic compensation components used in the organization and the standard rules applied to each compensation component.

Importance:

- Manage the personnel expenses of the organization.
- To keep the organization competitive and successful.
- Differentiates the organization on the job market.

- Builds the attractiveness of the company for the top talents.

Components of Compensation:

Components of compensation comprises the base salary, incentives, benefits, allowances, foreign service inducement/ hardship premium, long term benefits and taxes etc. Base Salary:

Compensation is the pay provided by an employer to an employee for the services provided (i.e., time, effort, skills and results). It can include both fixed and variable pay, and should be tied to the individual's level of performance.

There are two main types of compensation: Base pay and variable pay. Base pay is the annual pay that does not vary during the course of the year. Annual base pay may also be referred to as Gross pay or guaranteed cash in some countries. Conversely, variable pay, also known as incentives, is tied to level of performance or results achieved; can be based on individual, team or organizational performance, and is re-earned each performance period. Incentives can be further classified as short-term or long-term.

Base Salary:

Base salary is the amount of money that an employee normally receives in return of the service he or she provides to the company. The base pay also serves as the benchmarks against which bonuses and benefits are calculated.

Base salaries for executives are determined based upon job responsibilities, level of experience, individual performance, comparisons to the salaries of executives in similar positions obtained from market surveys, internal comparisons, and competitive data obtained from consultants and staff research. The goal for the base salary component is to compensate executives at a level that approximates the median salaries of individuals in comparable positions and markets.

Benefits:

- Alternatively known as indirect compensation,
- Benefits constitute a substantial portion of compensation (approx. one third of compensation for regular employees is benefits).

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- Benefits include a suit of programmes such as:
- Entertainment, Festival celebrations, Gifts, Use of club facilities, provision of hospitality including food and beverage, employee welfare, use of health club, Conveyance tour and travel, Hotel Board and Lodging, vehicles, telephone and other telecommunication facilities, Sponsorship of children.
- Basically an employee tends to join and stay with an org. which guarantees an attractive benefits programme.
- Vacation along with holidays and rest breaks help employees mitigate fatigue and enhance productivity during the hours employees actually work.

Fringe benefit: Provident fund, gratuity, medical care, recreation, canteen, uniform, insurance coverage, etc.

Perquisites: Allowed to executives company vehicle, club membership, paid holidays, furnished house, stock option plan, etc.

Incentives:

Variable pay is tied to level of performance or results achieved; can be based on individual, team or organizational performance, and is re-earned each performance period. Short-term incentives reward performance over a period of one year or less. Long-term incentives on the other hand reward performance over a period longer than one year and they often include stock options, restricted stock, and performance shares.

Incentive compensation is a common practice in many organizations, especially those with a distributed field force. When done well, it can effectively drive certain behaviours and results within an organization and reinforce the pay-for-performance strategy.

- An additional payment (or other remuneration) to employees as a means of increasing output.
- The lump – sum payment has at least three advantages:
- First, employees realize that they are paid this only once and that too when they accept an overseas assignment. So the payment tends to retain its motivational value.

- Second: costs to the company are less because there is only one payment and no future financial commitment. This is so because incentive is a separate payment, distinguishable from a regular pay, and it is more rapidly for saving or spending.
- Third, less chances for pre mature repatriation.

Annual Incentives: Annual cash incentives are provided to executives to promote the achievement of performance objectives.

Employees Compensation Philosophy:

In trying to determine high the overall wage rate should be, and when wage raise 'should be granted, a manager has an infinite variety of philosophies to choose from. However, the two extremes are the productivity philosophy and the purchasing power philosophy

The Productivity Philosophy:

It may be described as the high-wages-low-unit-cost of production concept. Here management believes that it is essential to increase productivity first and increase wages by at least the same amount afterwards.

Purchasing Power Philosophy:

Maintain that in order to keep the total economy operating near full employment, the purchasing power of the employees must be high enough so that they will be able to furnish a stimulant to current and future production by buying the output of the industry.

We observed that many executives of this bank believe that employees should be paid high salary to make them productive; others believe that employees should be paid according to their performance; again others believe that employees should be paid according to their buying power level. But actual compensation system of this bank is not absolutely productivity oriented or purchasing power oriented. It is a combination of both.

Wage Theory Followed:

There are six kinds of widely known wage theories:

(I) **Labor theory of value:** This theory is based on Adam Smith's theory that the value of a commodity is equal to the amount of labor embodied in it.

(ii) **Subsistence theory:** According to this theory, wages of labors in an industrial economy tend to be set at that level of income barely sufficient to maintain life.

(iii) **Wage fund theory:** This theory holds that the total wage fund available to pay labor is the amount that remained after paying rent, raw materials, & other factors of production. Therefore, the number of workers determined average share in total fund.

(iv) **Marginal productivity theory:** According to this theory? The value produced by the last or marginal employee is the compensation and everybody will get this amount of compensation.

(v) **Bargaining theory:** This theory states that compensation is determined by the relative bargaining power of the employee, union and the company.

(vi) **Jaques' equity theory:** Jaques equity theory is based up of the assumption that the scale of differential compensation payments should be established on a national scale rather than on an individual company or industry basis.

Findings and Analysis

Compensation strategy for Maple Leaf International School

While making compensation strategy, Maple Leaf looks for-

- Job requirement.
- Teacher's knowledge, skill and ability.
- Teaching Performance.
- Teaching experience (sometimes)

Salary structure

- ❖ Differs based on designation & performance.
- ❖ Performance evaluation reflects skills & job responsibilities of employees.
- ❖ Differs based on experience.

Pay Structure

Teachers	Starts with Tk 12,000 to 15,000 (Without Experience) Starts with Tk 15,000- 18,000 (With Experience)
Supervisors	Tk 20,000-Tk 25,000
Administrators	Tk 20,000-Tk 25,000
Executive Administrator	Not Applicable
Vice principal	Not Applicable
Principal	Not Applicable

Components of compensation

Bonus

- Festival bonus- no festival bonus is given during the festival

Annual Increment

After every one year, the salary increases by giving an increment test and the amount is calculated by the result percentage in the Tk 1000.

Allowances

- ❖ Medical Allowance- no medical allowance is provided to the teachers.
- ❖ Mobile Allowance- supervisors get mobile allowances for making phone calls to the guardians or the teachers, other supervisors and the authority.

Benefits

- ❖ Insurance-no insurance policy is there.
- ❖ Leave – With Pay
 - Annual Leave- 7 days (including sick leave)
 - If more than 7 days- Without Pay
- ❖ Transport Facility- not given
- ❖ Maternity leave- 45 days (if more than 3 months, without pay)
- ❖ Waiver for the teachers' children- 50% tuition waiver is given only for the students whose parents are the staffs or the teachers of Maple Leaf.

Long term benefits

- ❖ Monetary benefits-
 - ✓ Provident fund – not given
- ❖ Non-monetary benefits- there are no relational returns provided to the employees.

Summary of findings:

From the given data it was observed that Maple leaf provide a consolidated salary to every staffs and teachers, rather than providing different components of any compensation package. The compensation is decided by the vice-principal of the school. As there are no combination of the incentives and benefits in the compensation package, it is ultimately covered in the basic salary of the employees. The increment is given in the basis of evaluation on the teachers by a written test and a VIVA.

Overview of Scholastica

Scholastica is a popular school among all the reputed schools in Dhaka. It was established in 1977 by Mrs. Yasmen Murshed. It was originated with a mission to provide a balance and attractive education for all our students, using English as the primary medium of instruction while giving equal importance on Bangla.

Scholastica's mission is to create inquisitive, knowledgeable and thoughtful young individuals, who will be equipped to tackle head-on the challenges of our modern-day "global village". They will seek to become responsible citizens, who will embrace and respect people from other cultures and walks of life.

Scholastica provides with a complete school-leaving course of study, from pre-school to the A' levels. It has developed its own curriculum; and aim to provide with a holistic education program combining the core competencies of the national and British curricula. For the primary, secondary and high school classes, the comprehensive curriculum is designed which leads to the University of Cambridge International Examinations Ordinary and Advanced level General Certificate of Education exams, taught in the high school. These examinations are conducted under the auspices of the British Council, Dhaka.

In January 2001, the senior classes moved into its new premises. It has science and computer laboratories, electronic and print libraries, an audio-visual language teaching centre, various sports facilities, and an air-conditioned auditorium.

Scholastica's junior, middle and senior divisions are located in the Dhaka neighbourhoods of Dhanmondi, Gulshan, Uttara, and Mirpur. There four branches include approximately 8000 students, and more than 250 teachers and 4 to 5 TNT supervisors, around 15 supervisors and about 300 staffs. The Uttara campus was built in 2000. It accommodates classes 4 to 12 in class rooms across its seven-stored compound. The school has an indoor gymnasium - The STM Hall (named after the chairperson's husband), science and IT labs, and libraries. The cafeteria overlooks Scholastica's 'Red Court' - the outdoor five-a-side futsal pitch and basketball court. Scholastica has opened a campus in the heart of Mirpur. The campus also has facilities such as a full scale swimming pool and auditorium.

Scholastica offers a complete primary, elementary, secondary and high school program leading to the General Certificate of Education examinations which are conducted by the British Council in Dhaka.

As of the 2008-09 academic sessions, the school's O- and A-level examinations were administered by Cambridge International Examinations replacing the Edexcel system of schooling.

Compensation Strategy of Scholastica

While making compensation strategy Scholastica looks for-

- ✓ Job requirement.
- ✓ Teacher's knowledge and skill.
- ✓ Teaching Performance.
- ✓ Teaching experience.

Salary Structure

- ❖ Differs based on designation, performance and experience.
- ❖ Performance Evaluation reflects skills & job responsibilities of employees.

Pay Structure

Teacher (known as Faculty in Scholastica)	Starts with Tk 15,000 (Without Experience) Starts with Tk 18,000-20,000 (With Experience)
Supervisor	Tk 30,000-Tk 35,000
TND Supervisor	Tk 40,000-Tk 45,000
Assistant to VP	Tk 45,000
Personal Assistant to the Head of Section	Tk 20,000-Tk25,000
Head of section	Tk 50,000-Tk 60,000
CEO	Tk 80,000- Tk 1,000,000
Managing Director	Not Applicable

Components of compensation

Bonus

- Festival Bonus- 1 basic given in 2 festivals

Annual Increment

After one year of probation, the salary increases by Tk 4000-5000. After that Scholastica follows-the system of-

- ✓ Performance appraisal (includes overall performance, capacity of student handling, performance of students etc. Aspects are monitored throughout the year)

Allowances

Medical Allowance- it is included with the salary

Benefits

- ❖ Insurance- insurance policy is given after completing the probation period.
- ❖ Leave – With Pay
 - Annual Leave- 6 days
 - Sick Leave – 15 days
 - If more than 6 days- Without Pay
 - Teachers are allowed to take only 4 days leave during his/her probation period. If he/she taken more leaves, then his/her probation period gets connected with the leaves that he/she has taken earlier.
- ❖ Transport Facility (With Service Charge)
- ❖ Maternity leave- 6 months
- ❖ Waiver for the teachers' children- no waiver is given, it is general for all the children

Long term benefits

Monetary benefits-

- ✓ Provident fund – certain percentage of their total salary except the basic pay

Non-monetary benefits-

- ✓ To enhance the teachers' motivation the teachers are given a amount of money with a certificate in the end of the year for their extra-ordinary performance as their reward.
- ✓ To encourage the teachers to present everyday in school they are given a certain amount of money with a certificate in the year end for their hundred percent attendances throughout the year as their relational returns.

Summary of findings:

From the given data it was observed that Scholastica provides a structured compensation package. It provides cost of living adjustments, allowances, benefits and incentives with the basic salary. The package is decided by the administrative board and it has a HR department who plan for the compensation packages. The increment is given on the basis of the performance evaluated semi-annually but the increment is provided once in a year. Also there is a component of relational return provided as certificates for the recognition of the better performances with the cash of merit-pay.

Overview of Mastermind School

Mastermind School is one of the prominent leading British-curriculum schools in Bangladesh. It offers English-medium education to students from play group age to grade 12, leading to the IGCSE and GCA A-level examinations, held under the Edexcel examination board.

The main buildings are located in Dhanmondi, with a branch in Uttara.

Mastermind was founded by late Mr. S. Hossain, Mr. M. Majid and Mr. S. F Ahmed, who is also the school's honorable principle. The school's principal is Syed Fakhruddin Ahmed, who doubles as the senior physics teacher at the school. It has over 3000 students, and 300 teaching staff.

It has a debating society, a sports club, a newsletter club, and a community service club. It runs on the British curriculum (GCE). In August 2011, Mastermind School won "The Most Versatile School" award at the Biotechnology Fest, Hosted by City Montessory School, in Lucknow, India. Mastermind School provides extra-curricular activities of debating, community service and sports. The school clubs are run by an executive committee, selected for each club.

Every year the Mastermind Community Service Club takes part in charitable works, including charity food sales, paying visits at Ashiq Foundation (a rehabilitation centre for under-privileged cancer-affected children), collection of winter clothes for charity distribution, a blood donation camp, and art competition for autistic children.

Its mission is to provide a fully enhanced learning experience, fortified with strong academic and student development programs. These programs are designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. .

Its continuous efforts collaborate with its state of the art lab facilities and library to help our students gain access, to tools that are required for shaping and molding the minds of our future. The authority is very proud to have their Chemistry and Physics Lab Department.

This effort of preparing students towards excellence cannot be possible without the efforts of its diligent, hard-working and distinguished teachers and education providers. The teachers or faculties and staff members are employed and hired with the highest standards which provide their students with a skilled and knowledgeable hand in guiding them to a path of success.

Students also enjoy extracurricular activities that Mastermind School has to offer. We offer various athletic and sport activity clubs that help our students stay active and healthy. Its Mastermind Debating Society (MMDS) club has earned distinguishing honorary recognition as one of the highest ranked debate club of Bangladesh and earning top-level international consideration at events. Students are involved in extracurricular humanitarian efforts to positively help their communities through community service. This service provides students to personally develop and attributes towards characteristics of integrity, nobility, and respect.

To honor the students and their academic achievements Mastermind School formally hosts an elaborate graduation ceremony for its O'Level and A'Level graduates. In addition, the school also sponsors and celebrates the Bengali New Year (Pohela Boishakh Mela) annually for our students, families, faculty, staff, and community in order to pay tribute to our values and the importance of culture.

Compensation Strategy of Mastermind

While making compensation strategy Master Mind looks for-

- ✓ Job requirement.
- ✓ Teacher's knowledge and skill.
- ✓ Teaching Performance.
- ✓ Teaching experience.

Salary Structure

- ❖ Differs based on designation, performance and experience.
- ❖ Performance Evaluation reflects skills & job responsibilities of employees.

Pay Structure

Teacher	Starts with Tk 15,000 (Without Experience) Starts with Tk 18,000-21,000 (With Experience)
In-charge	Tk 40,000-Tk 50,000
Administrators	Tk 20,000-Tk 25,000
Coordinators	Around Tk 60,000
Principal	Not Applicable

Components of compensation

Bonus

- Festival Bonus- no bonus is given during the festival.

Annual Increment

After every two years, the salary increases by Tk 5000-10,000. After that Master Mind follows-the system of-

- ✓ Performance appraisal (includes overall performance, capacity of student handling, performance of students etc. Aspects are monitored throughout the year)
- ✓ The performance feedback is provided by the Chairman personally to each employee; the one who is standing best is appreciated and given more increment, and the one not standing to the standard has to show the reasons of the lacking.

Allowances

Medical Allowance- it is included in the basic salary.

Mobile Allowance- supervisors get mobile allowances for making phone calls to the guardians or the teachers, other supervisors and the authority.

Benefits

- ❖ Leave – With Pay
 - Annual Leave- 7 days (including sick leave)
 - If more than 7 days- Without Pay
- ❖ Transport Facility- no transport facility is given
- ❖ Maternity leave- 45 days (if more than 3 months, without pay)
- ❖ Waiver for the teachers' children- no waiver is given, it is general for all the children

Long term benefits

- ❖ Monetary benefits-
 - ✓ Provident fund –no provident fund policy
- ❖ Non-monetary benefits
 - ✓ To enhance intellectual growth of teachers Master mind offers training, workshop etc
 - ✓ Master Mind encourages constructive social relationship with co-workers.

Summary of findings:

From the given data it was observed that Master Mind provides a similar consolidated salary to every staffs and teachers, rather than providing different components of any compensation package. The compensation is decided by the Chairman of the school. The increment is given in the basis of evaluation on the employees' performances and provided bi-annually. The employees are strictly assessed for the performance evaluation on the given categories.

Comparison

The private English-medium schools in Bangladesh are operating with the same curriculum but the terms of employment in the schools vary to some extent. The factors to differentiate the employment terms are taken considering the facts of employment conditions and the basis of the questionnaire made on such factors were the method of data collection. The factors are- basic salary range, benefits provided incentives, relational returns, performance evaluation system, increment given system and other motivational factors. The objective of this section is to compare the system of Maple Leaf International School with the Scholastica and Master Mind School in Bangladesh. The comparisons are as follows-

Basic Salary Range

Maple Leaf	Scholastica	Mastermind
The basic is provided as a lump sum in the consolidated form. The range is Tk.15,000 to Tk.18,000 for teachers; Tk.20,000 to Tk.25,000 for supervisors and staffs in the administration.	The basic starts from the Tk.15,000 to Tk. 20,000 for the teachers; Tk. 30,000 to Tk.45,000 for Supervisors and Tk. 20,000 to Tk. Tk. 25,000 staffs of the admin; the top-management is provided Tk. 45,000 to Tk. 1,00,000.	The basic is provided as a lump sum in the consolidated form. The range is Tk.15,000 to Tk.21,000 for teachers; Tk.20,000 to Tk.60,000 for coordinators, in-charge and staffs in the administration.

Benefits

Maple Leaf	Scholastica	Mastermind
No general benefits provided to the teachers and the supervisors. However, 50% tuition waiver is given only for the students whose parents are the staffs or the teachers of	It provides facilities of provident fund, bonus, 6 days annual leave, 15 days sick leave and 6 months maternity leave. It also has transport facility for the teachers but they need to	No general benefits provided to the teachers and the supervisors. In addition, the teachers are provided with 7 days annual leave and 45 days maternity leave. The

<p>Maple Leaf. In addition, the teachers are provided with 7 days annual leave and 45 days maternity leave. The supervisors get mobile allowances for making phone calls to the guardians or the teachers, other supervisors and the authority.</p>	<p>pay service charge for taking this facility. Additionally, it has insurance policy for the teachers, they get a certain percentage of their total salary except the basic pay.</p>	<p>supervisors get mobile allowances for making phone calls to the guardians or the teachers, other supervisors and the authority.</p>
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Relational Returns

Maple Leaf	Scholastica	Mastermind
<p>No relational returns are provided to the teachers.</p>	<p>The teachers are given an amount of money with a certificate in the end of the year for their extraordinary performance as their reward. Along with, they are given a certain amount of money with a certificate in the year end for their hundred percent attendances throughout the year as their relational returns.</p>	<p>No relational returns are provided to the teachers.</p>

Incentives

Maple Leaf	Scholastica	Mastermind
No incentives are provided to the teachers or administrative staffs.	There are no announced short-term or long-term incentives provided to the employees. But the payment as increment is provided more for those who shows better performance in the whole academic year.	The school also provides the salary as almost similar to how Maple Leaf provides. But there is no announced incentives for them but the better performances are given some increment as a lump sum in every two years of the employment period.

Performance Evaluation System

Maple Leaf	Scholastica	Mastermind
The performance evaluation system of Maple Leaf is done by examining the knowledge as written tests and VIVA, rather than the other schools those follows the observation method	Assessment is done semi-annually on the Demonstration and the evaluation of the performances. Though the evaluation is done semi-annually but the increment or monetary reward for better performances are provided once in a year.	Assessment is done bi-annually and the evaluation is done on the basis of observation method by the supervisors.

Increment System

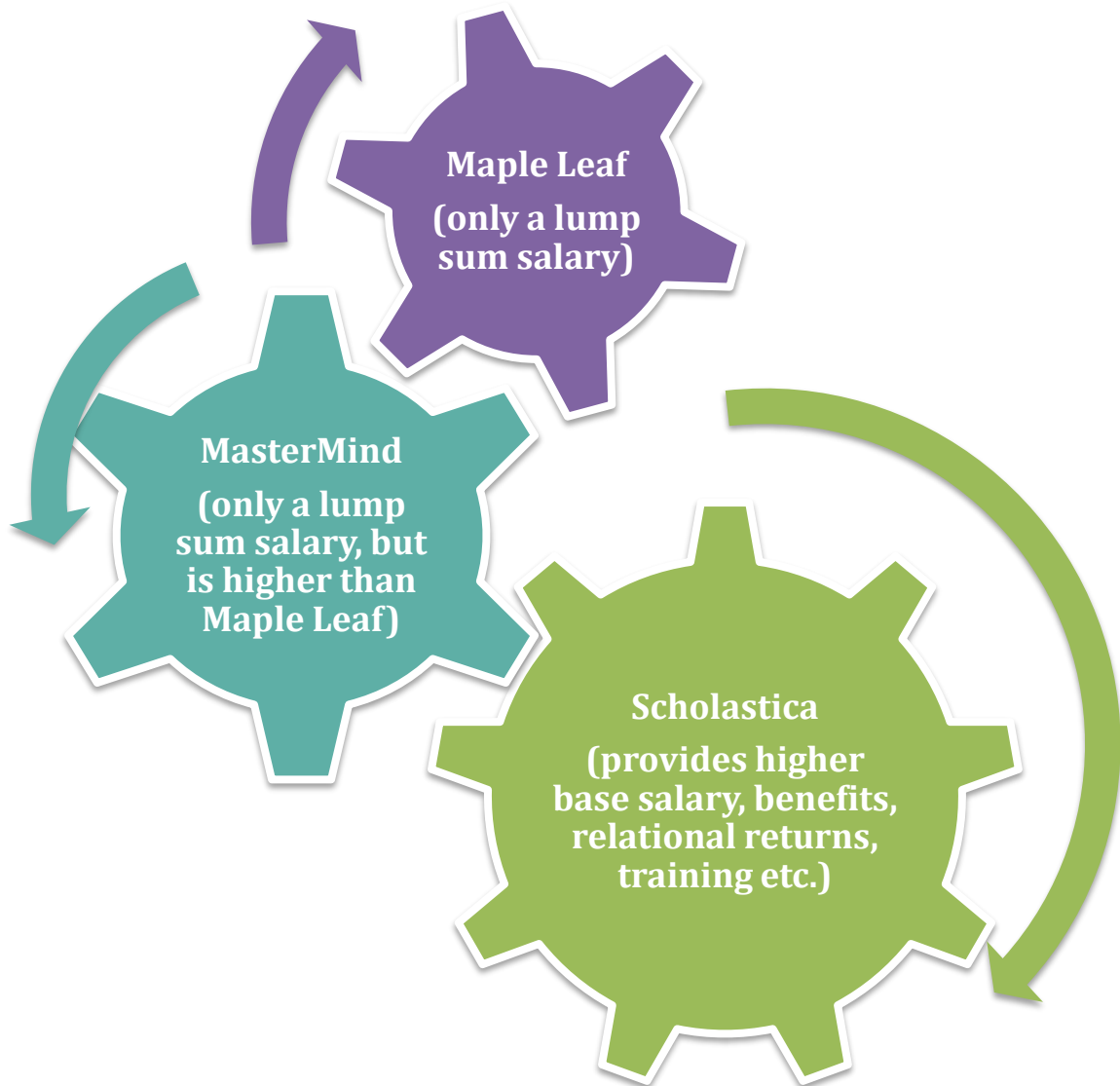
Maple Leaf	Scholastica	Mastermind
After every one year, the salary increases by giving an increment test and the amount is calculated by the	After one year of probation, the salary increases by Tk 4000-5000. After that Scholastica follows-the	After every two years, the salary increases by Tk 5000-10,000. After that Mastermind follows the

<p>result percentage in the Tk.1000.</p>	<p>system of performance appraisal that includes overall performance, capacity of student handling, performance of students etc. Aspects are monitored throughout the year.</p>	<p>system of performance appraisal which includes overall performance, capacity of student handling, performance of students etc. Aspects are monitored throughout the year. The performance feedback is provided by the Chairman personally to each employee; the one who is standing best is appreciated and given more increment, and the one not standing to the standard has to show the reasons of the lacking.</p>
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Motivational Factors

Maple Leaf	Scholastica	Mastermind
<p>There are no such motivational factors for the teachers.</p>	<p>The teachers are given training and workshop for the career growth in teaching profession, which work as motivational factors as it enhances the teachers' performance after the completion of the training and work shop.</p>	<p>There are no such motivational factors for the teachers.</p>

The comparisons depict the situation as-



Recommendation

The analysis of the compensation structure of Maple Leaf suggests that there are some lacking in the system that the school holds. Comparing the other English-medium schools, it was found that Maple Leaf needs to have a lot of motivational factors in terms of monetary and non-monetary components in the compensation packages, so that it will motivate the teachers, as well as the staffs, to contribute the best performance as far as each of the employees can. The suggestions can be-

- ✓ Maple Leaf should provide some incentives that will work as a value-giving to each employee for contributing in the success of the school.
- ✓ The teachers should also be evaluated according to their performances and good handling ability, besides the testing of the knowledge level, as it is done in the other two schools.
- ✓ Every year salary should be increased according to the performances and this will motivate for enhancement of the teaching profession.
- ✓ There should be some relational returns (like recognition, certificates etc.) as well as the monetary reward for the creativity the teachers show to groom up the student.
- ✓ Some benefits and allowances should be given for the higher merit performer. Also in general there is a need for the increase in the maternity leave from 45 days to 60 days.
- ✓ The basic salary is required to be increased as a lump-sum is provided without any benefits and incentives. The given package may not motivate the teachers as well as the staffs, thus the competition to give better performance will not be of proper use. It is needed to increase the basic salary to some extent for the teachers as well as the staffs for being paid more, there will be higher expectations.
- ✓ The teachers should be given training for the development of their own position and for the enhancement of the teachers' career.

Conclusion

Compensation is a critical area of human resource management, and one that can greatly affect employee behaviour. To be effective, compensation must be perceived by employees as fair, competitive in the market, accurately based, motivating and easy to understand. The outcome of job evaluation is the development of an internal structure or hierarchical ranking of jobs. In this case, it is tried to identify the basic differences of the compensation strategies between Maple Leaf and the other two schools after the evaluation process they follow. It was found that the Maple-Leaf is still having some sorts of lacking which cannot satisfy the employees' expectations. There are also motivational factors needed for the career development of the employees to result the best performances and to be the best school educational institution among the whole of Bangladesh.

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Appendix

Questionnaire

I assure that the provided information should be confidential and should only be used for the academic purpose undergoing as the MBA program. The purpose of this questionnaire is to understand the compensation structure and to ensure the standard.

1. Do you have any structured compensation package in your institution?
2. What type of evaluation method you follow to determine the compensation structure for the employees?
3. What are the basic you provide to different levels of your organogram?
4. What types of incentives you plan or provide to the employees?
5. What are the benefits or facilities given to your employees?
6. Is there any type of allowances you provide to your supervisors?
7. Which reward system you are following?
8. Is there any type of non-financial rewards in the compensation package?
9. Is there any type of merit pay?
10. What is the reaction of the employees observed by the provided compensation package?
11. How do you provide the increment or promotional benefits to the employees?