

**ASSESSING PERFORMANCE OF TEACHERS
BASED ON
TRAINING AND INDIVIDUAL JOB SATISFACTION
AT
CAMBRIAN SCHOOL AND COLLEGE**

INTERNSHIP REPORT ON
ASSESSING PERFORMANCE OF TEACHERS BASED ON
TRAINING AND INDIVIDUAL JOB SATISFACTION AT
CAMBRIAN SCHOOL AND COLLEGE

SUBMITTED TO

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BRAC UNIVERSITY

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August 13, 2018

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Subject - Submission of Internship Report

Honorable Sir,

It is a great pleasure to submit my internship report on **“Assessing Performance of Teachers Based on Training and Individual Job Satisfaction at Cambrian School and College”** to you. This report is a partial requirement for the fulfillment of my MBA degree at BRAC University. It will give you a brief history of the renowned Cambrian Education Group, its teachers training and development programs, teachers’ commitment toward the institution, and how they are affecting the quality of education.

It has been a great experience to work as a faculty in such a successful organization and prepare my final report on it. Lastly, I am thankful to you for your guidance, suggestions and constructive criticisms during the preparation of this report that only impelled me further into excellence. I sincerely hope that this paper will live up to your expectation.

Thanks,

Anika Tahsin, ID #16164005

BRAC University

ACKNOWLEDGEMENT

Working as a faculty in Cambrian Education Group has given me the chance to develop my career as a lecturer at a young age, and for this, first of all I'd like to show my gratitude towards The Almighty for making it possible. Then I want to express my sincere thanks to Lt. Col Md. Fazlul Hoque, PSC (Rtd.), Principal of King's College, for believing in me, recruiting me and providing me with all the necessary facilities. I also want to thank Md. Jewel Ahmed, Asst. Professor and Head of Language Department who guided me and trained me to become a teacher and a trainer. I am also grateful for having a chance to meet so many wonderful colleagues and become one with their team. Their contribution towards making this report is undeniable.

I am also using this opportunity to show my deepest gratitude towards my honorable internship supervisor, Professor Dr. Salehuddin Ahmed, who despite his busy schedule, guided and encouraged me to complete this report successfully.

Lastly, I would like to thank my family, friends, and everyone else who directly or indirectly lent me their helping hand and made invaluable contributions to this report.

EXECUTIVE SUMMARY

Cambrian Education Group is one of the largest and renowned institutions in this country. It gained its reputation both nationally and internationally by creating the first digital campus in Bangladesh. The teachers here are regularly being trained up on various aspects so that they can use their skills to provide quality education to students. It has its own teacher's training institute which is tailored to their own requirements. It gives their teachers a valuable opportunity to gain knowledge which not only helps in their professional life but their personal life as well; they have become successful both inside and outside their respected classrooms. Their appreciation towards their job experience is deeply related to job satisfaction.

To measure the effectiveness of trainings, and job satisfaction level, a simple survey has been conducted to collect data with some close ended questions and personal interview. Teachers from primary, high school and college level have been involved in this survey to add variance.

The result positively stated that the trainings are very meaningful and valuable, and the level of job satisfaction is very high amongst them. An institution with such skillful and motivated faculties is bound to give qualified education and bring up meritorious students. Finally, some feasible suggestions have been added that can help the current process towards further excellence.



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CHAPTER 01: INTRODUCTION TO THE REPORT



1.1 Background of the Report

Teachers play an extraordinary part in forming the path of development of youth by providing education. Teachers are the ones who teach the young children who in future, turns into the part of the next generation of the society. They bestow knowledge upon students in their most important time of lives. They are the ones who have the responsibility of molding the students' minds who later becomes the responsible citizens of their country. So, if the teachers are well educated and well trained, as well as keenly interested in their job, it makes a perfect combination to create a successful educational environment.

Cambrian Education group is a huge institution containing 10 campuses all over the country and there are more than 600 skilled faculties who are working relentlessly to take this institution at the top in the industry. The results of the board examination show that they have the record of 100% students' passing with the most number of A+(s). This achievement couldn't have been possible if there weren't a group of highly dedicated teachers giving their 110% effort to make it happen. Teachers are basically responsible for organizing lesson plans before lectures, planning for the classes and exams and evaluating them in a standard way. Giving proper feedback, checking up on their improvement, and occasional consultation with parents are some common activities that they have to go through every day. To make the best out of it, this institution provides intensive training to all the teachers every year on different topics such as creating digital contents, classroom management, and even IELTS course training for their professional development.



1.2 Research Questions and Working Hypothesis

Teachers face many challenges in their day to day lives, challenges like classroom discipline, students' involvement in lessons, achieve a satisfactory number in every student's exams, and not to mention the stress of daily teaching. Any failure to meet the challenges can lead to dissatisfaction in their job itself. Proper training can reduce the risk of happening so. In a nutshell, there's a positive relation between successful training sessions and teachers with high job satisfaction. Keeping these in mind, the hypothesizes I will be trying to solve are-

a. Are these trainings truly enhancing teachers' capability to achieve company's vision?

Assumption: trainings are time consuming but these are making them the smartest teachers in the country capable of teaching 21st century children and young adults. They also become capable of capturing the students' minds and taking out the best from them.

b. Are the teachers satisfied with their current working policy and environment?

Assumption: the working hours, wage, work environment which includes office facilities given and relationship with co-workers and lastly the status that's provided as a teacher of this renowned institution is good enough to keep a low turnover rate.



1.3 Scope of the Study

Teachers from pre-primary, primary, high school and college section of the institution that I'm currently working on are involved in this study to find out the effectiveness of the training and related job satisfaction. This report will give a brief review of a larger entity that is the whole BSB education network itself.

1.4 Objective of the Study

The main objectives that led me to choose this topic of the study are as follows-

- To learn about the current status of the teachers training program at pre-primary to higher secondary level
- To examine whether employees are content at the given opportunities and environment; in other words, are they satisfied with their job or not
- To identify the prominent motives as to why they are happy/unhappy with the existing system
- To create feasible recommendation to improve the overall situation

As Cambrian school and College is one of the largest and most wide spread schools across the country, it would be fruitful study if it can be identified how these affect a teacher's performance.



1.5 Limitations

- Although it is a huge institution yet at the branch where I'm working has relatively less teachers so the survey had to be conducted upon a limited number of people.
- It was easier to gather information about training but job satisfaction is a sensitive topic and employees were very cautious about this, so data was collected technically and anonymously so that authority doesn't disapprove.
- Data regarding the actual turnover rate of teachers was impossible to get, because the organization did not want to expose their personal statistics.

1.6 Methodology of the Study

In order to conduct this research, both primary and secondary sources were used to collect data. While collecting information, it was closely observed that the answers were not biased by maintaining their personal opinion a secret from others.

Primary Source: A set of close ended questions about training and development was given to 20 teachers and among them 15 teachers of college, high school, and primary sections was able to help to answers the questions. Also, some open ended personal interview with teachers were done with 34 teachers individually to learn whether they are satisfied with their current job or they would shift if better salary was offered at some other school/college. All of these were conducted anonymously after taking permission from the authority.



Secondary Source: The school's official website, information from newspapers, brochure, annual report and official Facebook page was used to collect the secondary relevant data. All the references are attached at the end of the report.

1.7 Literature Review

The education system today is vastly different from what it was centuries ago. At the very beginning, mothers were in charge of all the education needed to be provided to their children, while fathers took the responsibility for hunting and survival. In 2000 BC, the first concept of school was discovered in Mesopotamia where teachers taught the students how to read and write. Nevertheless, this opportunity was only limited towards the privileged class of the society. It was in 18th century when the global ministry of education decided that all children regardless of family background should attend primary school and get basic education. With the increasing importance in education, the importance of teacher's education also increased.

A lot of researches have conducted in the education sector and it is proved that student's academic achievements are mostly influenced by the quality of teachers (OECD, 2005). So, in many developing countries, improving the quality of teachers to increase the students' educational outcome is being practiced widely. A teacher with superior features has the ability to capture the young learners' minds. As knowledge is something that's constantly changing, and students are the rightful owner of the most accurate and latest knowledge, so teaching process and teachers should also be upgraded to cope up with the 21st century terms. Training plays the main role for the betterment of teaching skills. Pre-service training and in-service training helps a



teacher's professional development thus increasing the overall quality of a teacher (as mentioned in Teacher quality: Evidence Review (ODE, 2014)).

Along comes another important issue of concern, which is job satisfaction. It is a significant phenomenon because it is directly related with the turnover, absenteeism, and overall effectiveness of an organization (Currivan, 1999; Nguni, 2006; Van Scooter, 2000). Job satisfaction is the feeling of pleasure and achievement which an employee experiences in his/her job when he/she knows that the work is worth doing. At any case, it is connected with motivation and productivity which mainly come from effective training (Noe et al, 2009; Greenberg & Baron, 1995). Teachers who know that their employer will provide him/her enough opportunity to develop their professional career are most likely to stay in their respected organization and give their best service.



CHAPTER 02: ORGANIZATION OVERVIEW



2.1 About Cambrian School & College

Cambrian school & college is committed to provide intellectual, social, cultural and economic benefits to communities through programs of education, co-curriculum activities, research and scholarships. They are delivering world class education and research in the national education system of Bangladesh. Moreover, they have been involved in the next practice in the form of world citizenship education and make an innovative and creative system for smart and enlightened generation.

2.2 Cambrian Education Group at a Glance

- BSB Global Network was founded in 1993
- Cambrian College was established in 2004
- Total students in 2016-2017 batch is 17,000
- total number of teachers is 600
- number of hostels for students is 12
- total number of campuses – 10
- EIIN no. – 132140 (Dhaka)
- EIIN no. – 137640 (Chittagong)



2.3 Sister Concerns of BSB Foundation

- Kings School and College (EIIN no. - 131218)
- Metropolitan School and College (EIIN no. - 134265)
- Winsome School and College (EIIN no. - 134446)
- North City College (EIIN no. - 137099)
- Arabi Int'l School
- Cambrian Int'l College Of Aviation
- Cambrian Int'l Study Center
- Madrasatu Saleha Khatun
- Cambrian Teachers Training Institute
- Cambrian Institute Of Science And Technology
- Cambrian Int'l Language Center
- Cambrian Cultural Academy

2.4 Quality Policy

Cambrian Education Group (CEG)'s Schools & Colleges are committed to provide intellectual, social, cultural and economic benefits to communities through programs of education, research and scholarship. This commitment is supported by the Quality Management System (QMS) that provides the planning, strategy, reporting and continual improvement processes that will create awareness to all customers, clients and stakeholders.



2.5 Mission

CEG's mission is to produce highly skilled manpower, visionary leaders and enlightened citizens by imparting high quality education through useful research. They are committed to develop human capital by sharpening creative thinking. Besides creation and diffusion of knowledge, their mission includes promotion of humanism and peace through ethical education. As a part of social component, they endeavor to induce changes for betterment of the society as a whole through educational and public services.

2.6 Vision

CEG's vision is to become one of the leading educational institutions in the country and a center of excellence in primary, secondary and higher secondary education level in the world. They believe to introduce new programs to improve quality of education and review performances to identify opportunities for continual improvement. They aim to dedicate the highest standards of ethical behavior, innovation, customer focus and a management-systems perspective which drives continuous improvement in all that we do.



2.7 Objectives

The basic need approach incorporates/ declares “Education” as one of the five basic needs and a realistic, scientific and country oriented development policy is vital for satisfying all basic needs. Previously lots of policies have been taken for achieving the fundamental needs; however the success rate was not at a satisfactory level. One of the biggest causes of this failure is the absence of an effective education policy and its implementation.

CEG believe a progressive, scientific education system will prepare the citizens in a precise way so that they can create employment opportunities for others. They will also step forward to break the concept of “first create employment opportunities then educate people”.

Cambrian Education group’s schools and colleges acknowledge the precise area of education and committed to provide world class education. It reflects in their slogan -

“Education for global opportunity - Education for skill - Education for employment”

Their intellectual creations will not only serve the people of Bangladesh but also they will enter into the global market with national and international experiences.

The Founder & Chairman of CEG’s Schools & Colleges, Ln. M. K. Bashar PMJF is working hard to establish a new dimension in our education sector, which will be a landmark for all other educational institutions and through these approaches Bangladesh will touch the highest peak of success.



2.8 Goals

- Working together to create a modern society where people would accept each other as brother and sister who will be global resources as well as the thoroughly fulfill the requirements of admission in the world top universities.
- Creating an environment where the development of the individual is promoting high dignity in national curriculum results in PSC, JSC, SSC, and HSC level exams.
- To create world peace through education and to nurture thoughtful and proactive world citizens and leaders committed to the service of national and global humanity.
- To assist the students of this institution who will be global leaders in science, arts, business, economics, law, philosophy and politics.

2.9 Quality Education for All by Inspiring Innovation

Quality education enables a human being to develop all his qualities and skills to achieve his aims as a member of society. It is considered as the best way to ensure capacity development of teachers and other stakeholders to improve their quality. Since its establishment in 1993, Cambrian Education Group (CEG), run by the BSB Foundation Bangladesh, has been working to develop student's experiential learning to ensure quality education for all.

In the context of Bangladesh, quality education is more essential for developing the foundation required for a highly trained work force. Education is the base for deriving the benefits of the information revolution towards building a 'Digital Bangladesh'. CEG believes that "Digital Education" includes investment in technology and the creation of original tools to give the



students opportunities to meet the challenges of the rapidly changing world. The organization also admits that, the purpose of digital education is to transform the way people find a range of technologies and allow the students to excel in their professional and personal lives. By recognizing the circumstances, CEG has ensured the digital education system from its very beginning in pre-primary, primary, secondary, higher secondary, professional and higher education levels. It also supports teachers in innovating and transforming the areas of digital media in teaching, learning and professional development of teachers - staff and now this group is recognized as the “Pioneer of Digital Education System” in Bangladesh. CEG is also taking an initiative to launch the first and only educational TV channel “CTV” in Bangladesh to ensure that Bangladeshi students should have access to the best possible learning environment. Furthermore, CEG also arranges seminars, workshops, training sessions, and health-care campaigns for students, common people and other educational institutions to share those initiatives.

They will celebrate the fiftieth anniversary of independence of Bangladesh in 2021. On this great occasion, CEG has undertaken “Education Vision 2021” as a social movement for spreading education, and promises to achieve the objective of celebrating this occasion, an illiteracy free Bangladesh.



2.10 Cambrian Education Group Philosophy

Every person has the right and capacity to be involved in learning, achieve their aims and make a significant and positive contribution to their community. The world is evolving at a surprising rate and the speed of change is increasing every day. So, they need to prepare the CEG students as skilled future citizens. The way people have previously delivered education is no longer effective. Together, they are changing the way of thinking to a new approach. This new approach of education is expressed as - “Education to Inspire Innovation”.

2.11 Achievements

- ISO 9001:2000 Certificate achievement: Year 2006
- ISO 9001: 2008 Certificate achievement: Year 2009
- Recognition from Education Ministry and Dhaka Board: Year 2008
- Cambrian Int’l College of Aviation: Year 2012
- Recognition from ASIC, UK (Premier status): 2013

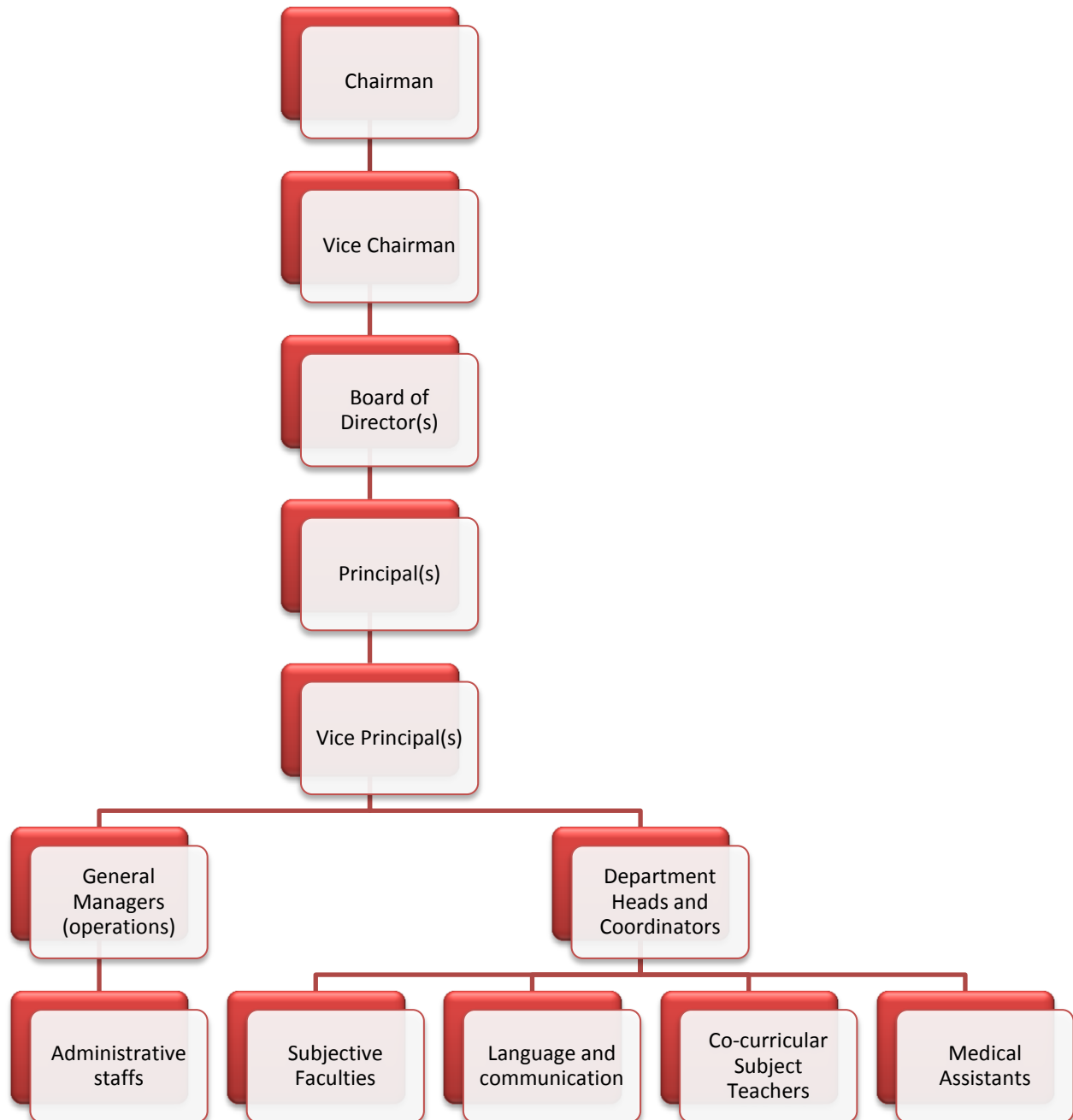


2.12 Cambrian Teachers Training Institute

Topics that are covered in teacher's training institute are

- Bangladesh Studies
 - Creative question making, assessing and evaluating
 - Digital content development
 - Professional development
 - Curriculum and lesson plan
 - Phonetics and pronunciation
 - Teaching methodology
 - Basic ICT
 - Pedagogy and andragogy
 - Leadership and personnel management
 - Class presentation and management
- and so on.

2.13 Organizational Hierarchy





CHAPTER 03: MY ACTIVITIES AS A LECTURER



3.1 My Job Description

Children around the globe who are older than five years are influenced directly by their teachers. Teachers play the significant role of educating students from the basics. A teacher has to teach according to the guidelines provided by the authority approved by the national curriculum framework. As I started to work with these youngsters, I quickly realized that the whole process is utterly complicated and beyond expectations. At the very beginning I conducted a need analysis to learn about each student's abilities, needs and potentials. I needed to develop excellent communications skills and clear loud voice to grab their attention and deliver lectures. My instruction skills had to be clear so that all of them understand what they have to do. The subject I was assigned to teach was English under language department where communicative English was taught following the standard British Council curriculum. Although I was recruited as a college lecturer, students from primary and high-school were also taught by me regularly to fill the shortage of language teacher. All these students are from different age group, mentality, and background, so having patience in all (unforeseen) situations was a prerequisite of becoming a good teacher.

Creativity was the most important style that I had to adopt so that monotony couldn't take away their interest in learning and they become eager to attain their next class. There was no hard and fast rules other than one hundred percent participation in class activities. Building up their fluent English speaking skill with confidence was the main thing that was required from me by the institution. My formal job description included –



1. **IELTS Trainer for Teachers:** as I was a part of teaching the methods of IELTS to college students, I became a co-trainer of teaching IELTS with my department head, to our teachers. Our chairman sir made it mandatory to undertake IELTS for all the teachers to ensure quality teaching because ours is an English version school and soon to be started as an English medium school. It was a great honor for me to become a trainer in a young age to my seniors whom I respected dearly.
2. **Create lesson plans:** at the very beginning, I was assigned to create a thorough and detailed lesson plan for all types of learners. The topics and teaching method varied from primary to higher and college level students so I had to make different sets of lesson plans. All these lesson plans included topic, timing of lecture delivery, method of teaching, skills that were being practiced etc. Any language needs four particular skills to be practiced – speaking, listening, reading and writing, and in my lesson plans, all four categories had to be covered equally.
3. **Prepare digital contents:** Information technology is fully into this institution's curriculum and it plays a vital role in each class. Every classroom is equipped with an interactive white board and internet connection, smart board education material, audio-video system enabled equipment, projectors etc. So to make the best out of all these advanced opportunities, digital lesson contents had to be prepared beforehand according to the lesson plans.
4. **Create educational contents:** handouts, note, summaries, home works and assignments had to be prepared according to the lesson plans.
5. **Maintain classroom environment:** I had to ensure high standard of professionalism and quality of teaching which requires a disciplined classroom environment. Effective



classroom language, commands were given to maintain the order of classes and while taking care of their health and safety.

6. **Arrange examinations:** like any other normal classes, I had to prepare for monthly, quarterly, half yearly and annual tests and the results had to be evaluated properly. I had to assess and record students' progress and provide grades and useful feedback.

3.2 Other Activities

Apart from the works related to the classrooms, I was involved in many other works.

1. **Co-Curricular Activities:** These activities have played an important role at this school since its foundation and they have sought to bring strong tradition of excellence community. Teaching how to conduct a debate, preparing for presentation competitions, showing international music, movies, videos in the allocated time was a part of my job.
2. **Communicating with parents/guardians:** Contacting, consulting, and co-operating with the authority as well as the students guardians were considered as special responsibilities that I had to do to ensure the best interests of students.



CHAPTER 04: OBSERVATION AND DATA ANALYSIS



4.1 Training and Development

The best way to invest in a teacher's professional development is providing them with effective training from time to time. Only then they can acquire new skills which they can apply in their classes and get better result. This not only increases the effectiveness of the class but also increases their job satisfaction because of getting more positive results with less yet skillful effort.

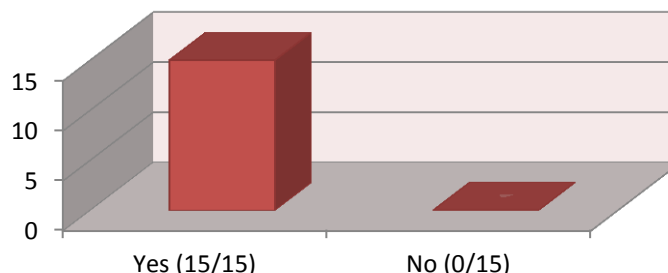
All teachers at Cambrian school & college must undergo some effective teachers training program which offers them practical knowledge, experience and guidance. Absence of proper grooming may lead to poor teaching skills, lack of professionalism, failure in classroom management, lack of creativity, and shockingly, teachers leaving the profession hurriedly because of job dissatisfaction. All these affect the students the most and their education becomes at stake.

In order to find out the fruitfulness of Cambrian teacher's training institute, I conducted a small survey on 15 teachers from my campus. The purpose of my survey was also to find out some recommendations from the trainees'. Total 10 questions were provided and among them 8 were close ended questions and 2 were open ended. The information that I gathered are as follows –

1. Name the training programs you have attended as a part of being a teacher.

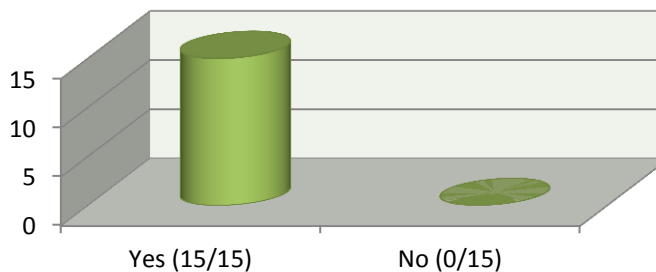
Many of them answered with IELTS training, proper handwriting (both Bangla and English), pronunciation, digital content making, creative question making, lesson plan and syllabus designing, pedagogy, natural calamity prevention, classroom management, foundation course etc.

2. Were these trainings arranged and provided by the institution?



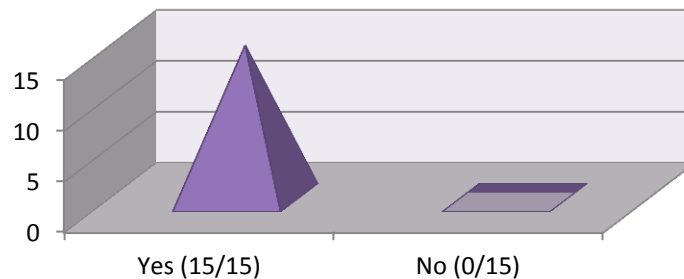
This question was given to find out whether all the trainings were provided by their own institution or they had to go somewhere else to take some courses. All of them said the training programs were arranged by the authority. They also added that, while most of the trainings were free, some of the long term trainings were paid. Teachers had to give a certain amount for those mandatory trainings, but they were effective nevertheless.

3. Did these trainings improve your teaching skills?



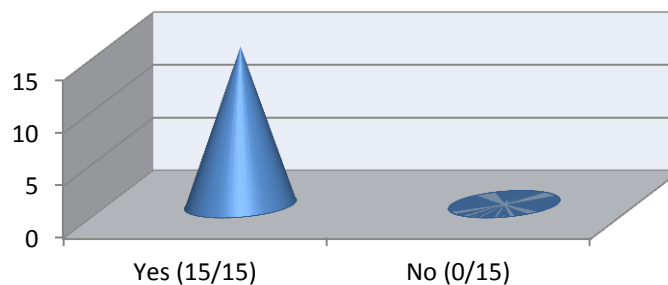
Again, teachers all agreed that despite of being free or paid, these trainings were effective, and they improved their teaching skills. The reason being, these trainings were given by some professional trainers who has years of experience and special knowledge on skill improvement.

4. Did these trainings help you on a personal level?



The all-positive reaction again says that they believe the outcome of these trainings were fruitful at least to some extent. Definitely, learning new techniques for teaching helped them resolve problems more positively than pre-training state.

5. Do you find these trainings meaningful?



Teachers were asked if the contents and topics which were covered in the trainings were meaningful to them, and again 15 out of 15 teachers said they had the scope to learn something productive and beneficial.

6. Did your previous school provide you with any training facilities?



Not every school in this country has the ability and willingness to provide training for the development of their manpower, and Cambrian is one of the exceptional of them all. Five among 15 teachers admitted that their previous employer did not give them training facility, 6 admitted that they have gone through trainings before, and 4 said it is their first job so there's nothing to compare.

7. Do you think this school's training programs are just as good as / better than the other prominent schools in Bangladesh?

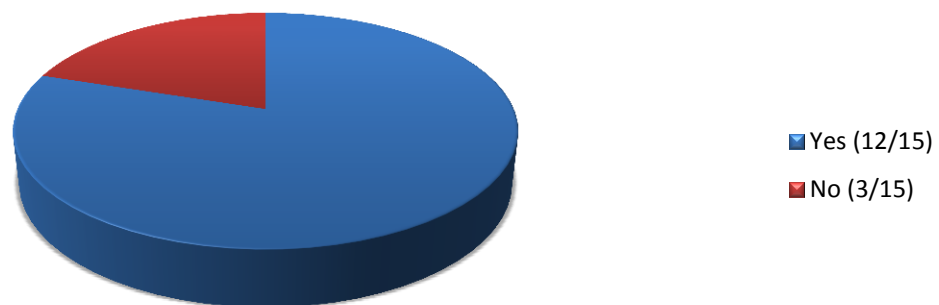


Albeit there were some new teachers whose opinion may/may not be biased, but most of the teachers said the training program that this institution provides is of good quality. Some teachers who didn't agree with this statement said that some other high end English medium schools



provide them trainings which are equivalent to international standards and allow them to participate in various international seminars abroad. These opportunities makes them more experienced and not to mention about their career development. They think extra opportunities like this should be created in order to sustain a knowledgeable teacher union.

8. Do you think this school should arrange training programs more often?



Most of the teachers want the school should arrange more training programs but they also think that timing is important. Sometimes the training sessions are scheduled right after their office hours so teachers become demotivated. Again, as Cambrian has many campuses but the teachers training institute is situated only in the main campus, so teachers have to travel a very long way to attain those trainings which sometimes become bothersome to them. All the teachers definitely want to have more trainings but they demand that they should be decentralized. Trainers should arrange training sessions campus-wise.

9. Are you satisfied with the current training system?



Again, most of the teachers agreed that the things that they are being taught at these programs are very beneficial and helpful to their careers. Training sessions are very interactive, so they can openly communicate with each other and solve any problems that may arise. Teachers can also share their ideas in the midst of all the teachers from other campuses. There are group works, group presentations in those sessions so everyone gets to participate and voice their opinion. At the end, they also get a certificate of participation which acts as a cherry on top.

4.2 Job Satisfaction

Job satisfaction is the contentment one finds in their job which makes them loyal towards the respected companies that they work in. there are various factors that makes work meaningful and valuable. Also, there are many reasons why employees don't want to stay in one job for a long time. Sadly it is true that in Bangladesh's context, teachers who provide education below the graduation level get a minimum amount of remuneration which often makes it very hard for them to live by. So, salary also plays a big role while determining job satisfaction.

I had the opportunity to interview 34 teachers as a part of being an IELTS trainer of these teachers and got the chance to know about their current job satisfaction level.



All of them verified their reasons differently, but the most common reason was the environment and the opportunities, along with the prestige of working in this renowned institution makes them stay. Teachers here are mostly happy with their working conditions, like facilities that they



are given, support that they get from administration and authority, campus environment, behavior and quality of colleagues etc. Their relationship and bonding amongst colleagues are surprisingly strong, it became possible because various festivals are celebrated very joyously together throughout the year including yearly picnic and cultural programs, and participation in those is mandatory for all. It gives teachers a chance for community work which ultimately makes their bonding solid over time.

Again, a major factor which plays an important role to give them job satisfaction is the valuable trainings that this institution provides for almost free of cost. It is true that if teachers wouldn't like how things are run in the organization, how it's affecting their career as well as mental wellbeing, no amount of salary could make them stay in an organization for long. It wasn't a very surprising fact that 26 people out of 34 was happy to work here as a teacher. Teaching is a very stressful profession and these people think that it is worth the stress because of the amount of satisfaction they are getting as a return. They take pride in stating that they are the teachers of Cambrian School and College.

People who preferred higher salary than job satisfaction are mostly male teachers. It is possible that because the male teachers have to maintain their family and also they are more enthusiasts to grow professionally, they are more likely to switch jobs if they get better opportunities both monetarily and professionally. On the other hand, female teachers can create a bond with their students easily and they tend to prefer professional stability and respectable working environment than high salary. Any teacher with a lower satisfaction level is more likely to leave their job as soon as a better opportunity arrives.



4.3 SWOT Analysis

The answer to the question “Are the training opportunities provided by this institution able to seize market opportunities and nullify external threats?” lies in a simple yet powerful tool called SWOT analysis. This tool helps identifying the internal Strengths, internal Weaknesses, external market Opportunities, and external Threats.

Strengths

1. Cambrian institute has their own teacher’s training institute. This is cost saving because they don’t have to hire or enroll into a third part party who will provide them general skills. A reasonable savings can be made because various trainings occur almost throughout the year. On top of that, teachers don’t have to pay any extra fees for most these trainings and they get a participatory certificate upon successfully finishing the courses.
2. Their trainings are more focused and tailored towards organizational goals. Their trainers always teach them exactly what set of skills they need to know in order to perform their task. They can use existing problems of the institution to give most effective solutions.
3. Often, the best learners are chosen to become the next trainer which is prestigious for them. This makes them competitive to learn better and make trainings more fruitful.

Weaknesses

1. The location of training center is a bit troublesome to the teachers because instead of the trainers roaming around from campus to campus, training is held only in the head office, and often these trainings occur in the afternoon when the classes are over. This is



demotivating because they become tired after working from 8 AM to 3 PM at a stretch, then they have to make a journey for minimum 1 hour to reach the training center. It becomes exhausting and hard to concentrate after that, and sometimes the teachers just give in.

2. Sometimes, some teachers already have the skills which are to be taught in the training, but still they are forced to attend the meeting because they fall into the category, like newcomer, or pre-primary teachers etc. Sometimes it is a waste of time to those who are already experienced.

Opportunities

1. Cambrian's trainers are often outsourced to train other school and college teachers. This enhances their skills to work in different environment, and also increases the opportunity to grow as a training institute as a whole.

Threats

1. Because Cambrian has in-house training courses, they will miss out the opportunity to create networking with other similar institutions which could have given them some different and more innovative perspective, but they are lacking in this aspect.
2. The biggest threats remain is that even after all this trainings are given at the company's stake; some teachers will leave the company if they are offered with higher salary and better benefits.



CHAPTER 05: FINDINGS AND RECOMMENDATIONS



5.1 Findings

1. All the teachers in this school and colleges have gone through a set of training .These trainings were arranged and provided by this institution, for almost free of cost. All of those were both on-the-job and off-the-job trainings. They have admitted that their teaching skills were improved after training. Not only professionally, but these trainings helped the teachers in their personal life as well. All acknowledged that these trainings were meaningful
2. When asked if their previous school/college provided them with training facilities like this, 6 of them said yes, 5 of them said no, and 4 of them said it's their first job so they can't compare. 11 out of 15 teachers believe this school's training programs are better than other reputed schools, and 4 of them believe otherwise. 12 teachers said they want more training, and 3 said they don't need frequent training programs. 14 out of 15 teachers said that they are very satisfied with their training system. Lastly, teachers gave various suggestions to make the training system more effective and teacher-friendly.
3. Having in house training center has both its advantages and disadvantages. Teachers get their necessary trainings without much hassle that makes them more dedicated, responsible and loyal towards the institution. This verifies their high job satisfaction level which directly affects teachers' performance.



5.2 Recommendations

A person with a sense of job satisfaction will definitely feel more inclined toward his job. Absenteeism, turnover, etc. are directly related to poor performance outcome of a teacher and this costs the company time and money to hire new employee and give them training. To avoid these, things that can be done are –

1. Training programs should be conducted campus-wise. Each teacher has their own laptop so whatever they need to learn, they can learn it in their own campus. This will save valuable time and teachers will be more motivated and enthusiast during the sessions. Trainers can moderate their schedule to take turn to visit various locations.
2. Teachers suggested that there should be more behavior management and classroom management trainings by professionals. Sometimes experience doesn't help in controlling the students and an expert's advice will always come in handy. So at times, Cambrian should outsource some counselors to add variance and give them solutions from a different perspective.
3. Lastly, if sending the teachers to overseas conference and workshops becomes costly then at least the trainers should be sent to attain them frequently so that they can learn various new methods to increase personal teaching efficiency. Doing so, trainers as well as teachers will have more opportunity for self-development which will result in more enthusiastic, motivated, better performing set of employees.



5.3 Conclusion

There is no doubt that teachers' efficiency and performance on their field is directly related to their job satisfaction. It creates innovative incentives for learning to the students which consequently improves their sense of fulfillment. When such environment is created, teachers are more likely to devote themselves to their works and will want to remain in their position for a long time. And to make such atmosphere, there is no alternative to provide them proper training in the related area. Teachers with high level of job satisfaction will provide better quality education and bring up successful students. Also, a well-trained teacher will be able to balance their works amidst students, parents and administrators. Honorable teachers at Cambrian school & college are grateful to have such environment that shows in their confidence in the teaching process and commitment towards this institution.



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5.5 Appendix (Questionnaire)

Survey questionnaire

1. Name the training programs you have attended as a part of being a teacher.

2. Were these trainings arranged and provided by the institution?

- a. YES b. NO

3. Did these trainings improve your teaching skills?

- a. YES b. NO

4. Did these trainings help you on a personal level?

- a. YES b. NO

5. Do you find these trainings meaningful?

- a. YES b. NO

6. Did your previous school provide you with any training facilities?

- a. YES b. NO c. First job

7. Do you think this school's training programs are just as good as / better than the other prominent schools in Bangladesh?

- a. YES b. NO

8. Do you think this school should arrange training programs more often?

- a. YES b. NO

9. Are you satisfied with the current training system?

- a. YES b. NO

10. Any suggestions you want to give to improve the training system?

Thank you for your time!

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