Internship Report on "Understanding the management policies of the Apple Tree International School and the activities of different Departments"

SUBMITTED TO

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LETTER OF TRANSMITTAL

30thNovember, 2017

Dr. Salehuddin Ahmed

BRAC Business School, BRAC University

Subject: **Submission of Internship Report**.

Dear Sir,

I am highly satisfied to submit my report on **"Understanding the management policies of the Apple Tree International School and the activities of different Departments".** I got the opportunity to work in one of the leading private school and well reputed Apple Tree International School, an English Medium School which follows international Cambridge curriculum. The experience of working in the school, the guidance of my supervisor and the help of all the members of the different departments made the journey quite informative and interesting. I have tried my level best to prepare an effective report.

The report contains the values of the School, their education quality, their student focused activities, fairness policy, transparency and their future expectation. Here, I have gathered data and information through interviews of the teachers and the administrators, my own working experience, datasheet of the school, schools current website and the website of Cambridge International Examination.

I hope that my analysis will provide a clear understanding of the nature of Apple Tree International School's policies and activities in different departments.

I would kindly request you to provide me your precious comment and feedback which will help me to fulfill my understanding regarding the subject matter.

Sincerely

KHOTEZA HOSSAIN

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ACKNOWLEDGEMENT

EXECUTIVE SUMMARY

After studying numerous theoretical principles during the various coursework of my MBA program at BRAC Business School, BRAC University, Bangladesh understanding the sensible implications and packages is the next step within the studying manner. The MBA internship application provides an opportunity for such steps. In due route of completing my internship assignment and compiling this report, I got here to find out about the education system and management policies of a renowned school.

This report is based on practical working experience at the Apple Tree International School as a part of internship program. The Apple Tree International School, it is a strict English-speaking educational environment and was established in 2006. It is established with the objective of "**An Independence Life of Learning**" which ensures that the entire range of conditions and incentives in this school fully supports rather than inhibits teaching and learning.

Effective education makes a difference in improving learning and this is well known established phenomenon around the globe. After decade to the beginning of the school with renewal and continuous efforts, modern education system and skilled management policies have a great impact on student's performance, their learning ability and it is also helping them to gain those essential ingredients to prosper in their future life.

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1 .1 Introduction

Apple Tree International School is a private school under total Swedish Management. It is a strict English-speaking educational environment and was established in 2006. Since July 2013, they have attached examination center with Cambridge International Examinations (CIE). Since September 2014, they have also registered member of Cambridge Primary Checkpoint. At preschool level strong emphasis is given on English as a tool of communication. Through different academic and extra curriculum activities and play in a supportive and encouraging atmosphere, the students will have a growing confidence to use and understand English in every aspect of the school day to prepare them for Primary School.

From Primary School level emphasis is given on three core educational areas.

- English: Higher education depends on the capability of understanding English as such Apple Tree conduct all the academic courses and the social interaction focusing on English language.

- Bangla: Without the proper knowledge of their mother language, and its culture and history, students shall have knowledge on text field may not be able to master a second language.

- Mathematics, Science and ICT (Information and Communication Technology).

1 .2 History

Apple Tree International School was founded 2006 as a foreign investment initiative. It is an enterprise under a private limited company formed and owned by two Swedish citizens. The school is under total Swedish management. The company's managing director and school principal reside in Dhaka. Teachers and other staff are Bangladeshi. Apple Tree International School was established in 2006 .The school is registered with The Secondary and Higher Secondary Education Board,Dhaka. Apple Tree International School is an Associated School with Cambridge International Examinations (CIE) and a registered member of Cambridge Primary.

After three years in Mirpur11, the school moved to a newly constructed building in Pallabi 2009 .From 2012 a second campus was added in Pallabi. In 2017 a third campus is added in Arambagh. All three campuses have been reconstructed for school purpose .The owner and principal Yam Bergstrand is a Swedish citizen living in Bangladesh. Between 1970 and 1995 he was as an actor, director and journalist in Sweden. Since 1990 he has also worked as a teacher and child counselor .In 1994 he was invited by Group Theatre Federation to conduct workshops for young actors in Dhaka through a grant from The Swedish Institute. During the visit he came to know Nasiruddin Yousuff and the late Selim Al Deen of Dhaka Theatre. He came back several times around 2000 to work with Dhaka Theatre and to translate the stage play Hargaj by Selim Al Deento Swedish. In addition to his cultural and educational career Yam Bergstrand has worked as a software developer for the last fifteen years, designing control systems for Swedish iron and steel industry.

1 .3 Vision:

- In an ever-changing world, students must able to adapt to new challenges in the work place. We believe that one of the most important things with education is to fill students with enthusiasm for learning and studying. This is the significance of the school motto: "An Independent Life of Learning"

1 .4 Mission:

- Apple Tree International School"s mission is to enrich the quality of education through experience,knowledge, skills and technology. It is committed to the pursuit of excellence through world-class education, innovative processes and empowered students to provide the highest level of satisfaction to its students.

1 .5 Values of Apple Tree International School

- **Quality**

  Quality teaching is identified as a key influence on high quality outcomes for diverse students. The evidence reveals that up to 59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21%,but generally less, is attributable to school level variables. This best evidence synthesis has produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students.

- **Student Focused**

  Quality teaching is focused on raising student achievement (including social outcomes) .Quality teaching facilitates the learning of diverse students and raises achievement for all learners .The teacher establishes and follows through on appropriate expectations for learning outcomes and the pace at which learning should proceed. High expectations are necessary but not sufficient, and can be counterproductive, when not supported by quality teaching.

- **Fairness**

  Apple tree international school"s teacher believes in collective learning by creating class room learning environment, join event activities and science project participation. Skilled teacher always want to ensure that a number of different voices heard. In a social endeavor like learning, principle of equity at work. Though teachers may not always follow it perfectly or completely, they tend to try to make our classrooms fair, fairness in learning, assessment, and reward.

- **Transparency**

  As part of building and maintaining public confidence in the school, they are open about their policies, decisions, actions and achievements as an institute. They do this by being publicly accountable and reporting on their activities and expenditure.

  - **Information management:** The school always complies with country policy legislation about how they collect, use and keep personal information. The school's information management policy has more detail about how we deal with privacy, information security, records management, and freedom of information.

  - **Public accountability:** The school is externally reviewed by different authorities. The Auditor-General reviews processes that cover finance and compliance, information systems, and performance management systems. It helps us by

identifying improvements in risk management, control and corporate governance processes, systems and practices.

- **Public reporting:** The school participates in various national and state agreements which include performance reporting activities like National reporting. The school has performance reporting that includes:

  - an annual national report on the outcomes of schooling

  - national reporting on performance of individual schools

  - schools providing plain language student reports to parents and cares , and an annual report on the school"s achievements

  - an annual report about our activities and outcomes for each calendar year

- **Continuous Improvement:** During last decade, Apple Tree International School"s improvement was remarkable. The improvement was not only educational based but also in participation level.Years after years, teachers are improving the way of learning by giving more activities. Teachers are also motivating the students to participate and think out of the box. For example : Grade 1 and Grade 2 do science projects like "Shelter" or "Different types of cloth" besides that Grade 3 – Grade 8 doing science fair project by their own unless they face any problem. School"s norm gave the freedom to go for new things. Student"s interest and participation has been more focused than the perfection in projects. Through these the gaps between the teachers and the students have minimize. Students are now openly sharing their views and analyses their problems.

- **Innovation:** Apple Tree International School always created a platform to bring new innovative ideas through Students and Teachers. For the couple of years student"s participation extended the innovation.

2 .1 Background of the study

Internship is the piece of the Post Graduate Degree in Business Accounts and Administration Department of the BRAC University Bangladesh. It has combined the hypothetical and functional learning which is imperative in our future life. For building up the pragmatic learning we do Internship. As our instructive framework transcendently message based, consideration down to earth introduction program, as a scholastic part is a special case to the standard. As the gatherings; instructive establishment and the association considerably advantage from such a program. The procedure sets up systems administration contracts, which may help understudy to land a position, which implies understudies can prepare and set them up for the activity advertise. Internship position encounter gives proficient experience which viable introduction gives positive advancement in proficient field. In such a condition of the issues I participate in Apple Tree International School under the direction of my supervisor Dr. Salehuddin Ahmed. . My experience involved with the overall school process and work on Apple Tree International School.

2 .2 Objective of the study

To understand, the functional activities of how the school is conducted within the organization which change the work activities and success of the academic work and their achievement for the organization based on academic related programs and activities.

2 .2 .1 Specific Objectives:

- o To understand the management policies of the Apple Tree International School.
- o To get in depth knowledge on school management
- o This affiliation will help to get information from the activities of different Departments.
- o To know in which basis they evaluate their student"s performance.
- o To focus on their academic and extra curriculum activities.

3.1 Activities in different department:

The school has four departments namely

1. Management Department :The Management Department encompasses four major areas of specialization:

    -   Strategic Management emphasizes forecasting, planning and control, allocating resources, the appraisal of competition, and implementation strategies.

    -   Multinational Management focuses on operating in worldwide and heterogeneous national environments under conditions of economic and political risk.

    -   Human Resource and Organizational Management explores individual and group behavior and how these dynamics influence an organization‟s performance and structure.

    -   Entrepreneurial Management provides individuals with skills, analytical tools, and concepts to prepare them for a career as an autonomous entrepreneur, a family-business owner, or an innovator in new corporate ventures.

2. Account and finance Department : the Functions of schools Accounting and Finance Department

    -   Treasury management: accounting and finance department sets up treasury management policy to be adopted by all who come in contact with cash or cash equivalent. Included in the treasury management are things like the level of risk that can be assumed by the firm at any point in time. The treasury functions are usually managed by the assistant finance manager while the finance manager or the chief financial officer handles the financial accounting aspects.

- Cost control: to an extent, the whole essence of accountancy is to control cost and report on activities. There would not be an accounting department if it does not actively get involved in cost saving activities. It is typical of accounting department to be in log ahead with other department primarily because costs are being cut.

- Billing and Credit control: accounting and finance department is saddled with the responsibility of ensuring that customers pay their correct bill on time.

- Investment appraisal: through the application of capital budgeting technique and investment appraisal technique, accounting and finance department help businesses pass every major project through furnace to ensure that it will be worthwhile.

- Ensuring compliance with relevant laws: the accounting department will keep tab with relevant business related laws.

- Handling tax issues: the accounting and finance department of small businesses handles its tax matters. This includes remitting PAYE to the relevant authority.

- Preparation of financial statements: the finance and accounting department always prepare the financial statements.

- Safeguarding assets through internal control: accountants and finance professionals play vital role in helping to protect the assets of the school.

- Inventory management and control: inventory control and management is within the purview of the accounting and finance department.

- Business advisory function: the accounting and finance department provides business advisory services to the small and medium sized businesses.

- Information system assurance: accounting information processing profession has to be given some kind of credibility by the accountant acting as auditors- internal auditors for small businesses.

- Payroll system: payroll system management is very important in the management of small businesses. Get it wrong and the whole business can crumble.

- Writing accounting policy and procedure manual: accounting policy and procedures manuals are living documents that directs finance and accounting transactions of the business as a whole. This manual has to be approved by top management.

- Budgeting and budgetary control: budgeting and budgetary control is the function and duty of accounting and finance department to handle budgeting and budgetary control in the school.

- Providing information for management: managers rely mostly on AIS for decision making.

- Procurement management: all the Procurement is done by this department.

- Asset management function: it is the function of the accounting and finance department to manage the asset of an organization.

- Managing cash flow and liquidity issues: this department is responsible for Managing cash flow and liquidity issues.

- Working capital management: This is another area where accountants and finance professionals prove their worth to their employer.

- Preventing fraud: accountants have big role to play in preventing fraud in an organization.

- Facilitating Training of accounting staff: Periodic training, workshops or seminars are organized by accounting and finance department to ensure that its staff members are not rusty.

3. Education department

The primary role of this department is to educate the student in different course work. The department also responsible to organize deferent activities and social works with students. The school provides a range of services to ensure that students are fully supported, in and out of the classroom. The education team has to do variety of activities that take place inside and outside of school hours, giving students constructive places to develop new skills and engage in their communities.

- Non-Academic Supports: Get information about a wide range of non-academic supports for students. Student health, school food, alternative schools, transportation, and other supports are available.

- Counseling Support Programs: the schools provide a range of student support services. School counselors work in collaboration with the entire school community and are committed to the education and emotional development of all students. Services provided address academic, personal/social, and career/post-secondary development.

- Student Attendance: School attendance is not just required by law, it is critical to students" success in school and life. A teacher has to take care about about maintaining good attendance for students.

- Homework Resources: an educator also provides a list of websites and helpful links to help with homework for their students.

- After-School Activities a teacher also well-informed about the after school activities available of the student to know more about students mental and social environment.

- Safety and Discipline: the school is committed to ensuring a safe and orderly environment in which teaching and learning take place each day. Teacher plays a vital role regarding such commitment.

4. Operation and administration department: Operations Administrator Responsibilities and Duties are

- Provide administrative and support services to office staffs.

- Answer phone calls and customer questions in a professional manner.

- Sort and distribute mails to office staff.

- Draft and review office letters and documents.

- Perform book-keeping and management of office files.

- Perform cash management and bank reconciliation activities in accordance with company policy and procedures.

- Maintain business contact database of potential clients and business partners.

- Schedule meeting with customers as and when needed.

- Greet and welcome customers to build strong relationship.

- Schedule weekly staff meeting.

- Assist in creating and emailing monthly newsletter to clients.

- Perform travel arrangements, events planning/coordination, and other related activities.

- Manage operation and maintenance of office equipment such as printers, fax, etc.

- Maintain safe and clean office workspace.

3 .2 Research Question:

a. What are the distinctive Policies of the school regarding teachers, education and management?

Every school, there are some settled approaches and administration. The particular strategies of this school are that the school has faith in flexibility with respect to circumstances, thoughts and application. In each issue the school includes the top to bottom management, and attempt to understand the issue with standards and guided direction. Every Single issuesare handledwith collaborated opinionof all the educators and managers for the arrangement. One of the distinct policy is being followed that "no punishment". On the off chance that anything happens against the guidelines and control, the school's administrator call everyone including the parents and considerately talk about the circumstance.

b. What is the admission policy?

An admission policy differs in grade wise.But admission fees are different in each grade. Policies which has been followed like Pre-School :(Playgroup, Nursery and Kindergarten) here student"s behavior, reading capability, alphabet recognition, and oral capability have been tested.Mainly the teachers are concerned about the basic knowledge.

But from grade 1 to 10, they look for more on aptitude, the previous result and knowledge in academic syllabus So that they can differentiate and divide them through their appropriate class. The school does not allow any new student to join in O'level directly; the students who finished their grade 9 and grade 10 are only admitted for O'level. There policies help to increase their O'level result.

2. Student's age Aug 31 2018	3. Appropriate Grade
4. Preschool	
5. 3+	6. Playgroup
7. 4+	8. Nursery
9. 5+	10. Kindergarten
11. Primary and Secondary School	
12. 6+	13. Grade 1
14. 7+	15. Grade 2
16. 8+	17. Grade 3
18. 9+	19. Grade 4
20. 10+	21. Grade 5
22. 11+	23. Grade 6
24. 12+	25. Grade 7
26. 13+	27. Grade 8
28. 14+	29. Grade 9
30. 15+	31. Grade 10

Figure 01: Admission Age Requirement

a. What are the students merit levels in general and tuition strategy?

Students Merit levels have been tested with their performance. For Pre-School student"s basics things are counted and for higher grade they need to perform above 50%, which is pass mark for admission test. In each subject like English, Mathematics and Bangla, they need to score above 50%.For higher grade like grade 10, the students should score above 70-75%, then they can sit for mock exam and in mock exam the students need to score above 70% after that they are allowed to give O'level exam.

b. What are the merit evaluation strategies is followed?

The teachers evaluate the merit level with the student‟s percentages and also with their consistency performance. Like some students failed to perform good in mock exam but they do well on the checkpoint exam. So they mainly focused on student‟s current result.

c. How good the overall students‟ performance in the general board exams?

The school haven‟t started A„level yet but O‟level students are getting better and better marks. The percentage of overall student‟s performance like above 80%.Among 6 students, 5 students got A and A+ almost in all subjects. Days by day the number students are increasing so obviously these percentage will also increase.
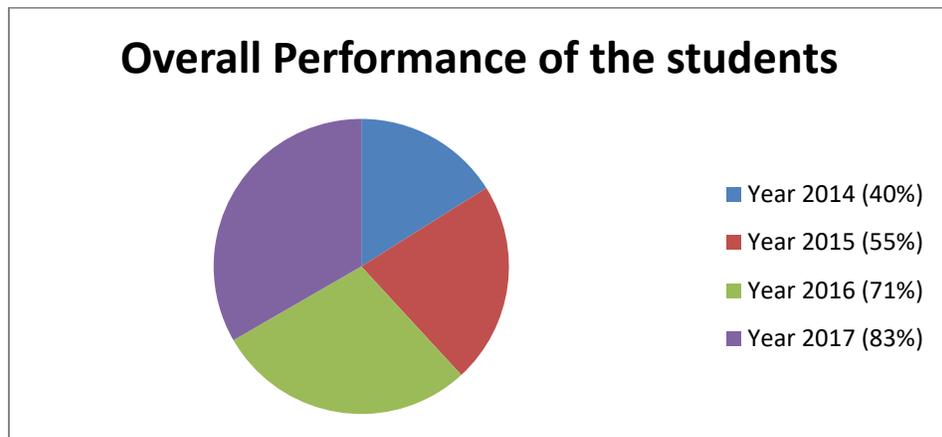

Overall Performance of the students

- Year 2014 (40%)
- Year 2015 (55%)
- Year 2016 (71%)
- Year 2017 (83%)

Figure 02: Result on Board Exam

d. Is the policy has any impact on students‟ ability of learningand outcome result such as in annual or board exams result?

Yes the teachers create a huge impact on students‟ ability. Before O‟level examination, the students have to go through many exams. Firstly they need to give an exam where it has been decided they are qualified for exam or not, Secondly they even after mock examination, they then again sit for 2-3 checkpoint exam, where their qualification only not tested but these checkpoint helps them to gain confidence on their ability.

e. Analyzing the Relationship between Student Engagement and Instructional Strategies in the school?

Relationship between student"s Engagement and Instructional Strategies are always been up to the mark. Whenever the teachers come up with new strategies or policies, students do not only involve and participate but they also feel interest to involve in it. Even sometimes student"s come up with bright idea and tell us to add those on strategies. Like reading competition, at first we started these competition from grade 3 but later the grade 1 student also ask for permission to participate. They are more eager than teachers.

f. Academic Tracking's Influence on Students Effort, Motivation, and Self-Efficacy?

The school believes that Teacher efficacy is the primary factor for improving the students learning and success. The management focuses on the five dimensions to improve the efficacy of the students. They are student"s motivation, administrative support, teacher power, teacher morale, and a teacher"s teaching method. Teacher"s personal growth in the teaching profession has allowed for a better understanding of what skills teachers should possess in order to increase the likelihood of higher student achievement. Unfortunately, a teacher"s efficacy can fluctuate drastically in positive and negative directions within the course of their teaching career due to various factors are begin under close observation by the school . With a sound understanding of academic self-efficacy, the school is well positioned to develop and implement effective instructional strategies. The school always apply the tenets of academic self-efficacy into instructional practice are provided below.

  i. ***Help students set clear and specific goals***: The school believes that when students set clear and specific goals, or is given a reasonable goal by a

teacher, they are more motivated to perform than students who are given no goals or who are simply told to try their best. Thus, students" self-efficacy is validated as they observe goal progress and see that they are becoming more knowledgeable and skillful.

ii. ***Encourage the use of challenging and proximal goals***: the school focus on the goals given to the students that Goals should be challenging but not outside the range of students" capabilities. Difficult but achievable goals give students the opportunity to put forth effort and obtain feedback as they make progress toward goal completion. Goals that are too far beyond students" knowledge or skill level will likely lead to frustration and may actually degrade efficacy beliefs

iii. ***Provide honest, explicit feedback to increase students' efficacy beliefs***: the school believes Honest, explicit feedback, in the form of verbal persuasion and rewards that are given contingent upon performance, provides efficacy information to learners and encourages their continued movement toward goal attainment. Praising students non-contingently can be detrimental in that students do not get useful feedback on the development of their actual knowledge and skills.

iv. ***Facilitate accurate calibration of self-efficacy***: For self-efficacy beliefs to have a positive impact on learning and performance, individuals must have realistic or accurate perceptions of their ability for a given task. Calibration is a measure of the difference between confidence in performance of specific activities and actual performance. Unfortunately, students do not always accurately estimate their self-efficacy. In fact, as described earlier in this article, most individuals tend to overestimate their capabilities .the school always tries to be accurate calibration of self-efficacy which pedagogically

important because poor calibration can work against the benefits of high self-efficacy.

v. ***Use peer modeling to build self-efficacy***.   The school believes that observing others succeed can convey to observers that they too are capable and can motivate them to attempt the task. With these characteristics in mind, teachers   enhance learner efficacy

vi. The self-efficacy component has a profound impact on the study of motivation and achievement in academic settings. Cultivating students" academic self-efficacy is a worthwhile goal for the school.

g. How Physical Activity Can Be Used to Improve Social Skills in student with Autism Spectrum Disorder?

Basically in the school all types of students are always welcome unless they perform well and show us any improvement. Any disorder or autism students have to go through the same policies which normal student followed. They have to give admission test and have to score at least average mark. Even after admission test if the student failed to perform well in first assessment then the teachers personally inform their parents and discuss the problem. In this case sometimes they offer the parents to give an additional teacher as a consultant with the student. Because the school believes these types of students need extra care and extra care can help to build students performance.

h. Parental Motivation for Enrollment in the school?

In our school the teachers are giving enough freedom and opportunities through activities, which helps not the students but also the parents to get motivated and enrolled in the school. Activities like reading competition under Cambridge curriculum and science projects based on Cambridge lesson. The school also found that in any parent"s elder children in this school, they also admitted their younger children. They were so motivated and satisfy with our policies they do not switch to other school.
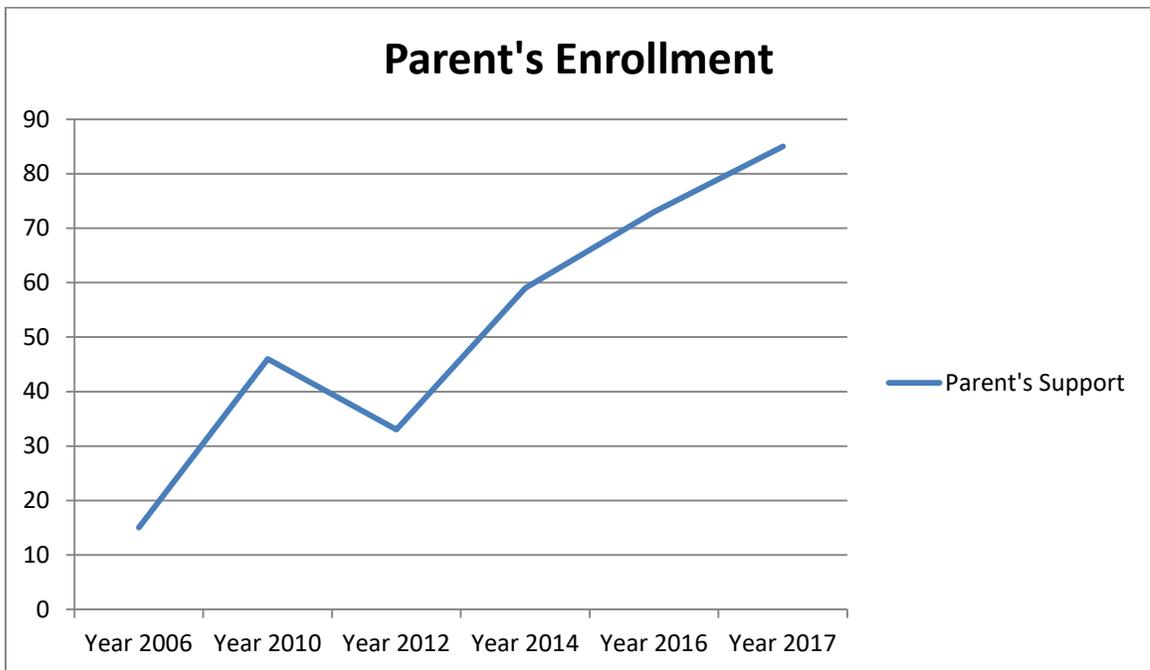
Parent's Enrollment

Figure 03: Parent's Enrollment

i. Differences in Stress Levels between freshmen and seniors?

There will always a differences or gap between freshman and seniors. Fresh students need time to absorb with the other students and environment. But in the school, the teachers taught and guide the senior students so that they always welcome the new students and create a comfort level in the class.

j. Number of student"s increments?

When the school established in 2006, it was a hard time for the schools and teachers. There were hardly 4-5 students in each grade. All together there were 40-50 students in the school. But now the time has been changed, currently the school has total around 800 students. In preschool, they have more than 3 sections for each grade.
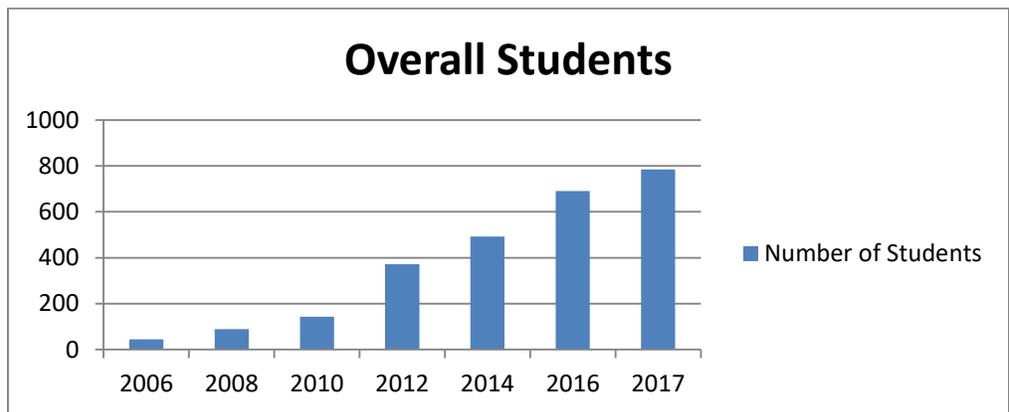

Figure 04: Number of students

3 .3 Methodology

- Data source: Data for this report has been extracted from primary sources as well as secondary sources.

- Primary Data: Primary Data will be collected Official records (files, rules & regulation).

- Secondary Data: Majority of the data will be collected from Annual Report, Informal discussions mainly with my supervisor, brochures, and CIE official web sites.

- Data analysis from all the sources given in the reference and interviews

- Study design: The study conducted a prospective observational and interview with Teachers. Student encounter different teachers according to their grades.. Teachers are selected by their respective course work and need to be at least permanent in the position

- Teaching motivation: Teaching motivation was measured using the Teaching Motivation Questionnaire interviews.

- Teaching self-efficacy: In order to assess this, the teachers were gone through Teaching Self-Efficacy Questionnaire interviews.

- Situational variables: After each lesson, the teachers rated their perceptions concerning three situational student variables, which were identified as important in a previous study: students‟ motivation and engagement, the appropriateness of students‟ previous skills and knowledge with respect to the lessons content as well as students‟ punctuality and other indicators.

- Teaching quality: student ratings of teaching quality validated questionnaires interviews.

3.4 Result:

Generally, this study concludes that the performance of the school"s junior and senior high students is getting a high curve in consistence with modern Swedish learning environment. Hence, the environment can be discuss in the following manners

(1) Based on the significant role of motivation recognized in this study, teachers are focused keen attention on motivating their students to promote their self-efficacies, always urging students to believe in their abilities to do well, and they also believe in their students. They also ensure that students learn to ask for assistance whenever necessary.

(2) Teachers are getting proper training and guidance to integrate the essence of motivational beliefs and the need for students to use all kinds of strategies during instructions. The teachers assist their students to clearly understand the need to build up beliefs like task value, self-efficacy for learning and performance, intrinsic goal orientation, and control for learning beliefs as well as use of critical thinking, effort regulation, and peer and help seeking strategies to enhance their learning process.

(3) Student evaluations are meticulous and holistic. Emphasis is given not only be placed on grades or rewards as the surest way to academic success, but it also considers other skills and talents of students. Students are repeatedly reminded to learn for their own good and the good of the society.

(4) Finally parents are informed to limit workloads given to school going age children and provide sufficient time for them to study their lessons. Efforts are made by both educated and uneducated parents to make time to support their children"s learning at home.

3 .5 Limitations of the study

- Data availability might be a massive trouble within the institute because it won't want to expose all of the personal statistics regarding their managerial techniques, plans and activities

- Information from various sources may not be reliable, which may make issue in influencing error free reports.

- Since this report just focused around current junior and senior secondary school understudies comes about can't be summed up to other school. Moreover, this examination did not consider all technique utilize segments by students. There is a requirement for an examination that considers all techniques including metacognitive procedures.

- Students‟ general interest in a lessons‟ topic seems to constitute a bias on student evaluations of teaching.

- Furthermore, this study was unable to get test and exam scores of all the participants in order to correlate their self-reports with their academic achievements. This could have led to making more generalized and conclusive statements about beliefs and strategies in relation to academic performance of the students. Therefore, future study must consider such combination of both students self-reports and their academic achievements.

4 .1 Conclusions

The article analyzes the concept of student cognitive engagement and the role of the different departments of the school. And the manner in which classroom instruction may develop self-regulated learners. The self-efficacy components have had a profound impact on the study of motivation and achievement in academic settings. It seems that cultivating students" academic self-efficacy is a worthwhile goal for any educator. As information technologies continue to revolutionize teaching, learning, and the practice, it seems likely that strong, resilient efficacy beliefs will become even more critical for individuals as they attempt to exercise control over their own learning in progressively more independent, technology-mediated learning environments. Teaching quality might profit from teachers who are self-efficacious and able to detect their student"s competencies. Students" general interest in a lesson"s subject needs to be taken into account when they are asked to evaluate teaching quality.

In conclusion, our findings indicate that the school is doing well in terms of management, popularity and achievement in their student result and other activities.

4 .2 Recommendation

- More and actual Data   availability to expose all of the personal statistics regarding their managerial techniques, plans and activities can lead more accurate reports.

- A more stable and collaborative Information from various sources needs to consider in error free reports.

- More school study based on these policies impact need to calculate to see actual impact on different environments and institutes.

- Furthermore, future study needs to test and exam scores of all the participants in order to correlate their-self-reports with their academic achievements. This can led to making more generalized and conclusive statements about beliefs and strategies in relation to academic performance of the students. Therefore, future study must consider such combination of both students self-reports and their academic achievements.

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