Impact of NAEM Training in Qualitative Approach

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Abstract
The purpose of the study is to measure the qualitative change of training activities, which includes the Principal of colleges as trainee. Data are basically collected from primary source for the field level environment/ working places of trainees. This study includes 80 trained principals and 300 teachers of under trained principals. Questionnaires, interview schedule, observation and documents are the data collection instruments. Data presented in the qualitative and quantitative approaches. For the data analysis, statistical techniques such as tabular form, percentage, chi-square test, coefficient of variation etc. are used to write the study report. This study helps the authority to initiate the innovative mechanism for the development of managerial activities for the heads of the higher secondary level institutions. This study helps to change the training activities for the requirement of stakeholders needs. Overall the study is able to fulfill the national goal in the field of educational administration and management in the secondary and higher secondary level institutions.
Keywords: NAEM, EEC , BEERI,KSA, SMART, NIEAR

Introduction
Educational administration and management is a process that includes the collective operation of a large number of persons whereby the whole fabric of education in the country is maintained is good working condition. It is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It includes all those techniques and procedures employed in operating the educational organization in accordance with established policies. It is the totality of the process through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise. Educational administration and management includes functions like planning, organizing, financing, directing, supervising, inspecting and evaluating. It is also concerned with elements like setting up of goals of education, review, feedback and innovation (Mishra, 2007)[1]

In the collection of that issue, Educational Administration and Management is the important segments in the educational institutions. National Academy for Educational Management (NAEM) can play a vital role for the heads of secondary and higher secondary institutions for contributing to their proper management. The heads of the institutions is not the subject-based teacher. They are the managers who maintain all the managerial activities of the institutions. They manage all the sessions that are conducted by different subject teachers. The respondent principals ensure that all the sessions start in time, teachers conduct the session with preparation, students enter to the session with full positive attitude, complete the syllabus in time etc. They manage all the activities of the institutions properly which contribute in the institutional performance. Institutional performance means better public examinations results, increase the positives attitude of students, stakeholders' satisfaction, human resource development, create the proper future generation etc.

NAEM take the responsibilities to earn all above activities through providing educational administration and management training to the heads of the institutions. At present NAEM is conducting different types of educational administration and management training courses. Higher Secondary Education (HSC) is the most important tire in Bangladesh perspective in the present education sector. With a view to improving the quality of teaching learning process, NAEM is trusted for conducting different types of the training programs for teachers of Higher Secondary institutes. The remarkable ones are (i) Educational Administration and Management Training (ii) Foundation Training (iii) Computer Application Training, (iv) Educational Research Methodology Training Program (v) Educational Planning and Development training etc. In connection of NAEM establishment in 1959, the management training was the prime work. For the scene of view NAEM has been conducted "Educational Administration and Management Training Courses for the heads of the secondary and higher secondary institutions. NAEM is also conducting training on Computer Application, Office Management, Communicative English etc for giving better services at their working Places as well as enlighten their KSA (Knowledge, Skill and Attitude) for a quite spears of time. Even though there is no supervision/monitoring system for in-depth study about the impact of the training programs for sustaining the training courses. It is predictable to determine the impact of the training programs for future action.

2 Background of the study
The metamorphosis of National Academy for Educational Management (NAEM) dates back to 1959 when it was

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[1] (Mishra, R.C. 2007) Theory of Education Administration, A P H Publishing Corporation, New Delhi-110002, p.9-10

established as Education Extension Center (EEC) for providing in-service pedagogic training for the teachers of secondary schools. The Center was started for Junior Education Service. After the emergence of Bangladesh, in 1975, the Center was upgraded and renamed as Bangladesh Education Extension and Research Institute (BEERI). It was given the additional responsibility for educational and management training of education functionaries including college and madrasah teachers and administrators.

In 1982 BEERI was merged with National Institute of Educational Management and Research (NIEMR), a project born in 1981 under the Ministry of Education (MoE). This results ofthe creation of the National Institute for Educational Administration Extension and Research (NIEAER) with the aim at minimizing cost and to promote effective management of education. For the needs of quality management of education at the post-primary level, NIEAR was transformed to NAEM, in 1992. This transformation was made under a project titled "Restructuring NAEM (BGD/92/009 Educational information and Management)". This transformation also aimed at creating of Excellence in the areas of educational administration, management, planning and research.

3 Statement of the problem

In the different transform action of NAEM, it is run the business from 1959. Now NAEM (National Academy for Educational Management) tries to satisfy some sets of aims and objectives. Educational Administration and Management Training Courses for the secondary and higher secondary levels are the main training functions of NAEM. Now it is the only national institute that are responsible to train-up the heads of both secondary and higher secondary level institutions. At present NAEM have four divisions such as administration and finance, training and implementation, Research and Documentation, and Planning and Development. The main target of all divisions is to support the training activities to run training courses effectively. The stakeholders of NAEM especially the heads of the higher Secondary Institutions work all over the country and they implement their training outcomes in the respective institutions. They use training results in their institutions for the betterment of quality education. They want to manage the conflict, conduct meeting for the betterment of student's performance, positive change of teacher and students etc. Also it is assumed that training message will help the heads of the institutions to improve the existing situation. Monitoring, evaluation, follow-up, supervision, assessment, measurement are some of the helpful indicators of the institutions' betterment. This message is given in the training activities conducted by NAEM.

4. Rationale of the research

In this research study tries to find out the long term effect of training results in the training field. The training results may or may not be applied in the respondents working fields. May be training objectives do not reflect the real situation to satisfy institutional problem. Contents, teaching materials, research persons, and logical support may not satisfy respondents' requirement through using the government fund. Now aims and objectives of the study are to find out the difficulties, which are the short coming to use the training, result in the respondents working field. The researcher wants to suggest the government why training is not adopted properly in the experimental field/ working places. May be some time to find out the irresponsible heads of the institutions, some times political pressure, lack of knowledge of trainer and resource persons to motivate the participants/ respondents, lack of shortness of trainer/ resource persons knowledge, skill and attitude, how to implement the content's message in the respective working places. Secondary and higher secondary education is more important segment over all educational situation of Bangladesh. The researcher believes that if the real mechanism is found through this study, the government will be able to take the proper steps to develop the educational plan for the human resource development (HRD). In the global context, human resource development is the main indicator to build–up the future generation. Proper education is another main indicator to develop human resource management/development.

5 Objectives of the Study

Any work is done through assumption of the object. Without object and necessity none can do anything. For proper solution of any research problem is needed appropriate guidelines and planning. To design/draw the problem accurately is one pre-requisition of proper guidelines that is planning. The Objectives of the study is to determine the overall impact of various educational trainings provided by NAEM at the Heads of Higher Secondary level teachers.

i) To identify if the training has long term positive effect in the working places of the trainees.
ii) To identify the teachers and principals opinion regarding training institution, resource persons and the environment.
iii) To evaluate the effectiveness of the training measured in terms of quantitative and qualitative changes on the institutional administration, management.

6. Limitation of the research
NAEM has taken the responsibilities to develop the managerial capacity of the heads of the secondary and higher secondary level institutions since1992. The total size of the higher secondary level institute is 3347 (BANBISE report, 2009). But NAEM has conducted only 2677 up to July 2011. In this research work, the sample size will be only 80 heads of the institutions and 300 teachers of the respective institutions through simple random sampling procedures, which are the small part of the research works. The present situation is that the culture of the respondents that there are not interested to spend the time for the researchers. For the above reasons the representative data/ sample collection is so tough from the experimental field. Awareness of the respondents in regarding of research is the most important limitations for collecting respective data. The impact of training results is evaluative and qualitative approach. So, statistical analysis is complicated to use in such kind of research work.

7. Scope of the study
 NAEM is conducting the training for the heads of secondary and higher secondary level institutions since 1992. The authority of NAEM has designed the training activities according to the demand of the secondary and higher secondary institutions all over the country on the sample basis. The authority has tried to critically analyze and solve the problem according to the designed training program. In this research work, researcher wishes to examine the status of training and the resource person's characteristics who conduct the training sessions during the training. The authority of NAEM was pre-determined that the training results are able to quite positive change of respondents' knowledge, skills and attitude for the development of the respective institutes. Researcher tries to analysis training curriculum analysis in terms of content, scope extent and also analysis the duration, evaluation of the curriculum in terms of it s effectiveness to a achieve the set object. Strength and weakness of the resources persons is an important indicator of the study. Researcher wants to know the resource person's knowledge, skills and attitude through the data collection form the respective places.

8. Review of literature
The researcher has gone through a number of books, articles, reports and other publications on training, evaluation, monitoring, impact of education and related topics. It has been found that, literature with specific focus on educational administration training and the assessment of its impact. However, a brief review of such literature on this issue is given below:

This research report has [Ali.Iman *et* al (2007)[1]]setup the objectives to determine the application of lessons learnt from the respective training course, performance of the principals and limitation of implementation of their lesson learnt. The report uses the methodology that it takes only five district and 40 principals, some teachers, GB members. Questionnaires and interview schedules are used as the tools of data collection from the primary sources. Findings of the research report are of different perspective such as the training outputs give the positive impact for the institutions, the participants apply government rules and regulations, introduce new teaching – learning technique, students apply different rules and mechanism for the betterment of their study. The respondents are shifting the training result in their respective institutions; reflect their activities in their working environment. Some of the respondents are not interested to shift the training result in their working place; some of them are not interested to share the training results with other colleagues. Maximum of the respondents do not follow the Annual Work Plan (AWP). They have also the lack of Annual Educational Work Plan (AEWP) for the effective classroom. Maximum of them do not make any educational development plan, co-curricular activities are not held regularly which one of the indicator for the students to change the positive attitudes. Principals can't play vital role to run his/her institutions properly. In methodology of this research report the researcher uses questionnaires, interview schedule and observation.

Researcher wants to determine the strength and weakness of the trainer and resource person's skill, attitude, and knowledge. He also wants to find out the short comeing to implement the training results such as lack of personal awareness, political pressure, motivation of students through teachers' performance or activities. This research work [Maleque. M.A *et* al (2007)[2]] examines the effect of educational research methodology course in the participants or respondents work place and try to analyze practical opinion from the participants how the course is more effective in respect of their professional expertise and efficiency. The method of the research uses sample survey of selective merit participants who would get the position of 1st to 10th position during the Foundation training courses. Instrument of data collections are questionnaires and Focus Group

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[1] Md. Iman Ali, Md. Abul Kamal, Md. Farhadul Islam Bhuiyan, Re search reports on "*The Effect of Educational Administration and Management Training Course for the colleges and Sr. Madrashs*". NAEM, Ministry of Education, New Market. Dhaka,2007,Page:6,12-15,46-47

[2] Dr. M.A Maleque, B.B. Balo and M. Ahmed."A Fellow-up Study of Educational Research Methodology Course Conducted conducted by NAEM (Research report),Dhaka: NAEM,2007. P: 2-3,24 "

Discussion.

The respondents of the ERM Course are not involved in the activities incase of the other set of activities. A few of the participants get the award Ph.D degree after completing the training course. The finding of the causes are lack of internet facilities, permission for higher study from the heads of the authority, lack of incentives for the research work, lack of relationship with their professional duties and multidisciplinary groups of the respondent participants.

In the present research work, researcher wants to determine the training provision, characteristics of resource persons, analyze the training curriculum in terms of content, scope extent and duration, evaluation of the curriculum in terms of its effectiveness to achieve the set objectives. Strength and weakness of resource persons in terms of their knowledge, training skills and effectiveness and qualitative & quantitative change of institutional administration and management. Samples are drawn in simple random sampling from the whole population.

These research reports [Huda Nurul A.F.M *et* al (2007)[1]] verify the efficiency of college administration, effectiveness of academic discipline and evaluate the existing co-curriculum activities. The methods of the study is mainly documentary analyzes. Data are collected from primary and secondary sources. Sample is selected in the purposive approach and sample size in comparison to population size is very small. The success of government colleges' administrator like principal is depended, a lot effort by the other helping hands i.e.; vice principal, head of the department, classroom teacher, staff council, hostel supers, office staffs and other stakeholders. The teacher, students and parents suggest to introduce semester system, taking examination in time and rewarding the best students. Teacher's opinion is that the administration completes the jobs properly.

The researcher finds the impact the training program on educational administration and management conducted by NAEM. Research also wants to know that during the training program, the respondent acquires some knowledge, skills and positive attitude on the training content to satisfy the training objectives. If the respondents use their training knowledge, skills and positive attitude in their respective educational institutions, then it can be said that the training impact is positive.

The courses of evaluation[Report (2009)[2]] of educational programs of SIMON FRASER UNIVERSITY and this is the part of the Master of Education (M.Ed) in Educational Leadership Program offered through the Faculty of Education. This course begins with an overview of the history and philosophical perspectives in the evaluation of educational programs. Students will learn the practical elements of designing a program Including the process and tools needed. Students will become familiar with the concepts, methods and applications of evaluation research; learn how to read evaluation reports critically; be able to design and conduct an appropriate evaluation plan to assess the implementation and effectiveness of a program; and understand how to use evaluation results to anticipate or improve program performance. Throughout the course, students will be expected to apply knowledge and understanding of program evaluation to their current settings. But in this research work, the researcher considers the trainees who are taking the training in the objectives. Researcher tries to evaluate the training programs through the implementation of their training activities. If the trainees use the training materials in their respective working place, then it is said that the impact of our training is positively forward.

This report[(Impact, 2007)[3]] explores multinational enterprises (MNE) impact on the readymade garment (RMG) of Bangladesh. The objective of the study is to understand foreign direct investment (FDI) knowledge transfer, local firms' absorptive capacity and spillovers created because of MNE presence in the sector. Foreign direct investment (FDI) is a critical tool for economic development for host developing countries like Bangladesh as it brings multifaceted benefits such knowledge transfer, employment, skill development, increase exports etc. The survey methods are applied of this impact study.

But the present study determine to impact of educational administration and management training for the managers of the institutions. This study narrowly wants to know the transfer of knowledge, skill and attitude of the training results in the working places through the training program. There are some barriers to apply training results in the working places. The short comes of the training institution to change the trainees' attitude and skills. This study also knows the resource persons' competences in regarding conduct the training.

9.Methods of Research/Design of research
This is an evaluative type of research. Survey method and documentary analysis has been used. It is an educational survey research which is the part of social research.

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[1] A.F.M Nurul Huda, Dr. Mohammed Nurul Islam and Mohd Mozammel Hossain Chowdhury "*Effectiveness of admimistration in the government college of Bangladesh"(*Research report), Dhaka, NAEM,2007, Page:5,11-13, 17-24
[2] Consortium of Universities for Evaluation Education (CUEE) Project: *Research on Evaluation Education at the Graduate Level in Canadian Universities* FINAL REPORT, June 2009
[3] (Mahjabeen Quader, 2007) Impact of FDI through knowledge transfer and spillovers in the Teadymate Garment Industry of Bangladesh. E-mail: Mquader@ife.org. Bangladesh Sociological Studies. Volume-3, Number-1, ISSN: 1815-2163

Types of Data
Both qualitative and quantitative data are used in this research. The qualitative and quantitative data are come for the satisfaction of the research topic as well as research objectives/ research questions whose data are come from the primary and secondary sources.

Primary Data Sources
Primary data have been collected from the study area and respondents who took the above mention training. Unpublished dissertation, NAEM training information, budget allocation and enrollment list of participants, which are not, still published any books or journal. Documents of trained participants' institutions have collected that they introduce before the training period in the individuals working places. Includes the researcher observation results that collect from the field during the data collection period also used as the source of primary data.

Secondary Data Sources
The secondary data sources have been used from NAEM Library and colleges official document. NAEM library provided (i) list of colleges of Bangladesh, (ii) training pre-test and post-test results from documentation units and (iii) Training related different publication from library. Colleges official documents are (i) Public examination results , (ii) teacher-students achievement report,(iii) meeting regulations etc.

Data Collection
The research tools that is, questionnaire, interview schedule observation schedule etc., have been distributed to the respondents under the supervision of the researcher. The researcher, if necessary, makes the questionnaire understandable to the respondents. Relevant documents viz, Book, journals, research papers, daily papers country paper, website materials have been consulted during data collection.
The data have been processed manually and with the help of computer excel program. Statistical tools and techniques have been used for analysing and interpreting the data. Computer software, especially SPSS, has been employed for analysing of the data

Data collection tools
The following tools are used for data collection, such as
(i)Questionnaires
(ii) Interview schedule,
(iii) Observation
(iv)documents
Data Analysis

Quantitative Data
After editing and processing, the statistical techniques- descriptive statistics, multiple regression and logistic regression are used to analyze the quantitative data. The findings present in different chapters with possible interpretation and comment. Statistical package for social science (SPSS-16.0) was used to analyze data in this study.

Qualitative Data
Qualitative Data are analyzed by using statistical methods. Such data are collected from official statistics, reports, documents, theses and dissertations, books and journals through inductive method. Data collected from primary sources, say, in depth interview, discussion with the concerned persons, seminars and workshops on education are analyzed through inductive and deductive methods.

10. Framework of training impact
Qualitative analysis for The Impact of The Educational Administration and Management in various perspectives is necessary. Numerical and descriptive data are used to measure quality. Descriptive data are very useful for measuring the qualitative analysis. Data are collected through questionnaire, interview schedule and observation. The validity of observed data is dependent on researchers' truth, honesty. In this study, researcher collects some information through observation, sharing of the respondent's idea, discussion with the trained-up heads of the institutions, verifying some documents etc. Some interesting information come through these kinds of activities, such as showing the regulation books, salary sheets, result sheets and so on.
It is very difficult for collecting qualitative data through observation. Descriptive information is convenient to discuss the present situation of training institute, quality of the resource person, strength and weakness of training institutions, shortage of the logical support to conduct the training courses.

Researcher assumes the conceptual framework to determine the impact in the qualitative approach with the help of the "School management" model[1].

Figure 01 : Conceptual Framework of impact training
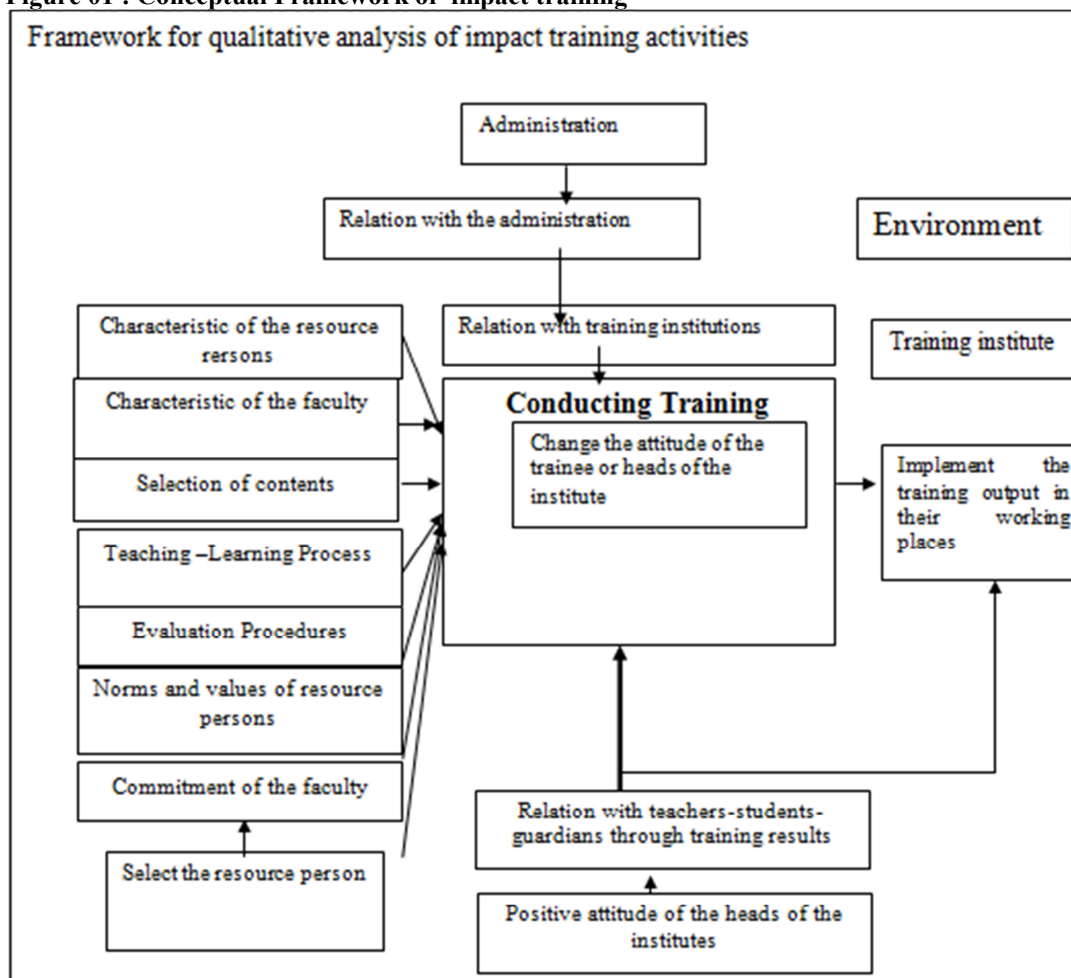
Source: The researcher's design for impact training.

The model expresses the different development factors, which are contributed for the significant development of the successful primary education. The remarkable factors are SMC, Community and parents positive activities. Head teachers/ PO's (Program Organizer) personality, honesty and devotion to education are also important. The training scenario of secondary and higher secondary levels in Bangladesh is that there is no measuring tool to measure the training outcomes of results. The heads of the institute of training organization can play the vital role for effective training courses. If he/she establishes the strong monitoring and evaluation committee, supervise committee activities, then training results shows the positive manner. Training results depend on the interference of the stakeholders of the training institute and the heads of the training institutes. Their honesty, sincerity, self realization, integrity, positive attitude etc. are the main factors to measure the impact of the training institutes.

10. NAEM's Training assessment

Pres-test: Pre-test achievement of any training activities is an important issue. To assess the trainee's base level depth of knowledge, skill and attitude measure through some evaluation tools. Pre- test is the technique to assess such level by a structured questionnaire.

Post-test: Post-test is the technique, which is used to measure the results of training time activities for certain period of time. In pre-test and post-test technique, some instruments/tools are same. The difference between two

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[1] NAEM,BRAC(2004), *School Management*, Learning from successful schools of Bangladesh, Funded by UNESCO Dhaka Office. GPO Box 57, House 68, Road 1, Block 1, Banani, Dhaka 1213, Bangladesh

test i.e., pre-test and post-test are treated as the achievement of the conducting specific training program.

Other technique: The others technique for colleting data from field level are (i) Questionnaire, (ii) observation (iii) Interview schedule. (iv) Documents analysis

Aim of the study on training

Training is the continuous process for human development. The policy makers suggest that skillful manpower is able to produce training. Training makes the teachers more confident for the efficient production of teaching. The following literature explains the background of training.

11. Discussion, Findings and results

NAEM atmosphere

Researcher observes and collects the information from the trainees about NAEM training atmosphere in regarding resource person's attitude, facilities of NAEM, Faculties of NEM etc.

Resource person's attitude

- 25% resource persons come to spend the time
- Implement evaluation results for collecting the resource persons.
- Reduce the personal biasness for selecting the resource persons.
- Some of the resource persons conduct the session without preparation
- Some of the speakers do not follow time management
- Properly select the resource persons
- Select some of the resource persons who are expert in Madrasha (Muslim Religious)education

Facilities of NAEM

(i)   Increase the computer based ICT activities
(ii) Improve the Hostel management.
(iii) Some of the institutions arrange the training program in the institutions
    with self-finance.
(iv) NAEM should introduce the monitoring system after the training period in the respective institutions

Faculties of NAEM

a) Some of the NAEM faculties develop themselves in regarding conducting training activities
b) Technical session should bemore practical
c) Some of the NAEM faculties' behavior is not up to the mark.
d) Respondent believes that the format of evaluation sheet is not followed properly.
e) Arrange the Complain Box for the betterment of the institutions
f) Frequently arrange in-service training
g) Ensure the Bill to send for the participants within due time.
h) Observed lacks of co-ordination among the members of the coordination committee
i) Include some relevant content in the training program.
j) Residential facilities should be compulsory during the training period

12. Observation and respondent's comments

Observation is the strong data collection instrument in the research work. In this study, some qualitative data are collected from the field through observation. The information minimizes the gap of other ways of collecting data. The observation information is explained here.

Training institutional short comes: In the training institution, maximum 20% outsider trainers come to conduct the session. Normally the resource persons are more qualified in the respective field than the faculty members. Before starting the training courses, manager selects the list of resource persons for the different training courses. Respondents comment about some of those selected   resource persons. They do not properly conduct their training session. They come to earn money and spend the time. Respondents believe that those resource persons are selected biasely by the training manager or faculties. The desire of the respondents is that NAEM should arrange the training courses for all subject teachers. School Based Assessment (SBA) or structure question should be included for all subjects in the ongoing training courses. The present institutional environment is not appropriate to apply SBA system. This system should be more flexible to adopt the existing curriculum.

The existing training contents do not fulfill the respondents' requirement. Training contents may be rearranged considering the real situation of the field. Resource persons of the training should be selected according to the evaluation format. Hostel facilities of the training institutions are not congenial to stay in the training periods.

During the training period, sometime there is seen that the lack of coordination among the members of coordination committee. NAEM should arrange overseas training for the participants. The educational administration and management training includes the respondents of principals of government and non-government colleges and senior Madrasha. In the above-mentioned training course, Madrasha related resource

persons should be included to conduct the training session. Residential facilities are necessary for effective training. So the participants of the training courses are bound to arrange residential facilities in the campus. Most of the cases, training results are not found to be applied in their working places. The training institution has some limitations to explore the training results of the respondent participants. The institute should take the responsibilities to conduct the session in different creative dimension and increase the awareness of the heads of the institutes through different committee, such as finance committee, budget committee, discipline committee, and admission committee, Annual Work Plan (AWP) etc.

Participants short comes

Training is the dynamic system to change the trainees' attitude and behavior. Some of the respondents are not mentally committed to obey the norms of the training courses. Some of them come for wasting the time and to earn some money and do some personal work. A few of the respondents are not interested in changing the existing behavior and they are not committed to implement the training results in their working places. It is interesting that some trained principal do not share the training results with the other teachers. Political pressure is one of the remarkable issues that the training results here in implementing in the colleges / institutions. Quality education is hampered for some politically recruited principals, because they are always busy to obey the direction of respective party. Some of the principal de-evaluate NAEM training activities. They do not get any initiative to conduct the session with preparation and lesson plan in their colleges. During the training period some of them always try to find-out the short-come of NAEM rather than to acquire the knowledge, mechanism, update information earned from training. For lack of desire, a few of the respondents do not to try change knowledge, skills, behavior and attitude after the training period. Some trained principals are not able to arrange the teacher-students-guardian meeting for the lack of proper communication skills. Sometimes principals are unable to motivate the teacher in different aspect, i.e.; making lesson plan, attending the session in due time, students' development activities, professionalism etc. Few of the principal do not motivate the teacher to change the negative activities.

Positive change of trainee and his institutions

National Academy for Educational Management is the national training institutions of Bangladesh. Some of the trained principals of this institution also take training from other institutions of Bangladesh. They opined that NAEM training program is more effective than other institutions. Some of the principals apply the training results in their working places according to the instruction they received from the training program. Most of the principals share the training results with their colleague and supporting staffs and motivate their colleague to conduct the session with preparation/lesson plan. Some of the trained principal themselves obeyed and followed the training instructions given technique and other mechanism.

Some of the principals familiarized themselves with the government rules and regulation such as financial rules, conduct rules, leave rules, maternity leave etc through NAEM training program.

A few of the principals initiated the new mechanism that a teacher should take the responsibilities of some student for the betterment of public examination and others.

13. Statistical instruments:
Measurement of training results

Training given the long-term effects/results, which exist in the field. The following flow chart shows the impact

Figure-02: NAEM Training's Impact-Output Model
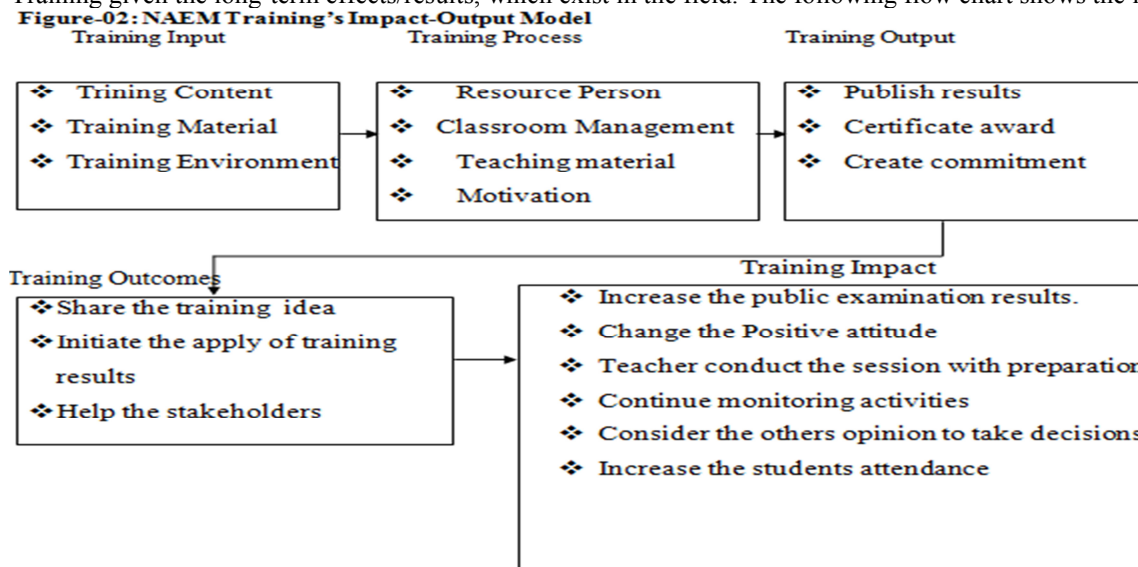
With the help of the flow chart NAEM's training impact measured in the following ways:

1. For the betterment of the institutions/ colleges many factors are involved such as: qualified teachers and students, infrastructural facilities, positive attitude of Governing Body (GB), professional commitment of the teachers-staffs, respects the others opinion etc. In this regards, training is a small factor which contribute the overall development the institutions/ colleges.

2. For measuring the impact of training this researcher study includes the different factors are:

   i) To collect the ability of the trained principals motivating of teachers and students before and after the training period through the teacher's opinion and principals interview schedule. The **Table 01** shows that Students' and teachers' reward are more effective to the compare after training periods. Because the coefficient of are less than the coefficient of variation after training regarding reward.

   ii) Pre-test and Post-test: From the beginning of the training program, trainer taken the test or examination which is called the pre-test and at the end of the training program trainer taken the test/examination through using the same instrument which is called the post-test. The difference between the pre-test and post-test, it is treated as the achievement of the training. **Table 02**

   iii) The trained principals use the training results in their working places in the long interval of time. This long time period, they try to improve the public examination results through apply the different mechanism of training results. Through collecting the public examination results of trained principal's colleges after and before three years from his training time shows the trend of achievement of the public examination. **(Table 03).** This table shows the interesting message that the average of public exam results gradually increase and through the cv interpret that the results is more stable after training period.

The above mention activities of this study qualitatively analysis the NAEM training

Table 01: Information of implementing the meeting decision, teachers' and students' award before and after the training

Indicators	Implementing the decision of meeting before and after the training (%)		Teachers award (%)		Students award (%)	
	Before trg	After trg	Before trg	After trg	Before trg	After trg
Mean	46.86	82.94	35.30	69.22	41.37	77.53
Sd	24.35	12.38	20.11	18.34	20.18	14.64
Cv	**49.83%**	**14.92%**	**56.97%**	**26.49%**	**48.78%**	**18.88%**

Table 02: Pre-test and post-test examination before and after the training period

Total number of participants (18x40=) 720 are included in the table

Indicators	Pre-test	Post-test
Average	39.93	60.27
Standard deviation	7.35080	9.28061
Coefficient of variation	18.41%	15.40%

Table 03: Public examination results of trained principals colleges before and after the training period

Sl no of colleges	Before three years public exam results			Training period	After three years public exam results		
Average	41.05	47.27	46.84		62.92	70.59	75.78
S.d	24.95	28.65	26.72		18.65	20.67	16.28
CV	61%	61%	57%		30%	29%	21%

From the above **Table 01, Table 02 and Table 03** show **coefficient of variation (CV)** is going to decries after the training period. Small amount of coefficient of variation is indicated that the situation is more stable than previous. The mention tables indicate that NAEM conducted Educational Administration and Management for the Heads of the Higher Secondary Level Institutions has the positive effect in the field level or trained principal's colleges.

14.Conclusion

The qualitative analysis of the report explains the training in the quantitative approach. Training knowledge, skill & attitude are the important key factors for the effective training. For measuring the quality of NAEM's training, it is designed with a conceptual framework. Different issues are included in the framework to sum up the training effectiveness. Evaluation methods of training are different from normal evaluation system. The evaluation methods include pre-test, post-test, written examination, observation etc evaluation tools.

Aims and objectives are the important parts of the training activities. NAEM training and other related trainings objectives are discussed qualitatively in the paper. Training has the different component that comprehensively affects the whole activities. Multiple training methods are applied in the training courses. Report presentation, portfolio presentation, syndicate presentation etc are the some special techniques to evaluate the trainees. Combination skills are helpful to transfer the training results in the working places. Measuring the NAEM's training impact, maximum of the information were collected from trainees and colleagues of trainees. Both groups are explained through training direct and indirect ideas sharing. The qualitative data are collected from the field level environment. Trainees give the information about resource persons' knowledge, skill, attitude and behavior. They also evaluate the resource persons' using materials and time management. After training period, they evaluate the NAEM facilities and NAEM faculties who directly and indirectly involve the training program. The strengths and weakness of training and resource person are measured through the open-ended questionnaires, which are collected from the field level institutions. The qualitative information is collected from the field through the researcher observation..

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