NAEM's Foundation Training Course in Building Teachers' Professional Skills: An Assessment

Dr. Md Jahangir Alam[1]
Dr. Md Harunur Rashid[2]
Md. Saifullah Akon[3]
Dr. S. M. Ali Reza[4]

Abstract

This study evaluates the effectiveness of the National Academy for Educational Management's (NAEM) Foundation Training Course (FTC) in building teachers' professional and administrative skills. Employing a mixed-methods approach, the study investigated the role of the course module in teachers' professional development. A sample of 220 comprising those who had completed the FTC and those currently taking it was selected for the study through a random purposive sampling method. Data were collected using questionnaires, interviews, and focus group discussions. The findings revealed that while the FTC provided valuable theoretical knowledge, a lack of practical, and hands-on training hindered the development of skills essential for effective teaching. Few respondents reported that they found the course content to be relevant and valuable but suggested that more participatory and interactive training activities could improve their learning experience. The study highlights the importance of a comprehensive approach to teacher training that incorporates both theoretical and practical training activities. Such an approach can enhance the effectiveness of teacher training programs and contribute to the sustainable development of education.

Keywords: Foundation training course; Teacher's training; Training module; Professional skills; Sustainable development.

Introduction

From a worldwide viewpoint, the impact of instructors on pupil performance has drawn a great deal of attention. Several studies have examined the effect of training on education quality (Alam & Ogawa, 2024). In addition, worldwide studies are abundant on the things that promote student performance, their outcomes, mental growth, and other issues. The study conducted by Hattie and Marsh (1996) is perhaps one of the most significant in this field of study. His research demonstrates that a friendly teacher-student relationship and student involvement are critical to students' learning outcomes (Gray & DiLoreto, 2016).

Several studies have examined the effect of training on teacher performance and education quality (Gibbs & Coffey, 2004; Shannon et al., 1998). Education of high quality is stressed. It

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[*] Corresponding author. Email: mjalam.jsc@du.ac.bd
[1] Associate Professor, Department of Japanese Studies, University of Dhaka, Bangladesh
[2] Assistant Director (R&D), National Academy for Educational Management, Bangladesh
[3] Assistant Professor, Department of Japanese Studies, University of Dhaka, Bangladesh
[4] Professor, Department of Political Science, University of Dhaka, Bangladesh

depends increasingly on student achievement, such as what they learn and how efficiently they acquire it (Alam et al., 2024). Numerous research studies have been undertaken to understand the quality of education. Instead of instructor competence, Kumar (2013) recognized the textbook as the most critical factor in enhancing education. Getting a high-quality education is not accessible to all ages. To educate everyone, the state must construct several schools, hire numerous instructors, and provide educational materials. Countless elementary and secondary school instructors are uncertified and lack further education. In Pakistan, there was no difference in competence between educated and unskilled elementary school teachers. Due to the low pay, untrained instructors lacked the incentive to advance intellectually or professionally (Kulshrestha & Pandey, 2013).

However, similar research on Bangladesh and its educational system review seems lacking (Alam et al., 2024). In Bangladesh, the effect of teacher training on education quality is a largely unexplored topic. The lack of published data and other sources illustrates the scarcity of studies on this topic (Darkwa et al., 2015). As Bangladesh's population is presently oversaturated, generating educated, competent, and clever individuals is one of the most effective ways to ensure its continued viability. Unquestionably, trained and qualified educators are the most critical factor in facilitating this process. Education For All (EFA), by the conclusion of Fiscal Year 2021, was one of the pillars of Perspective Plan (PP) 2041. Even though the target has not yet been entirely reached, this division has made significant progress. Bangladesh has succeeded very well in erasing the gender gap and increasing the percentage of primary school attendance. As with Perspective Plan (PP) 2041, the vision is motivated by natural growth and poverty targets to achieve high-income status and abolish absolute poverty considerably by 2041.

Vision 2041 and the related Perspective Plan depend on achieving a development outcome in which citizens enjoy a higher quality of life, higher levels of education, enhanced social justice, and a more equitable socio-economic environment (Aziz, 2020; Alam et al., 2024). Substantial human development plan advancement might be the key to achieving classification as an Upper-Middle Income Country (UMIC) or High Income Country (HIC). PP2041 emphasizes improving human development to increase Gross Domestic Product (GDP) growth via a healthy and skilled labor force and eliminating poverty through meaningful employment (Berg & Ostry, 2017). It is essential to have educators who are knowledgeable in their disciplines, maintain robust ethical standards, and exemplify effective educational leadership to achieve this (Rahmatollahi & Mohamadi Zenouzagh, 2021).

Administration and management of education need the coordinated efforts of several individuals to sustain a nation's educational infrastructure. It encompasses all legal processes and procedures used to operate the school (Kalogiannidis et al., 2022). It uses the appropriate people and resources to achieve an organization's objectives. In educational institutions, administrative tasks include planning, organizing, funding, directing, monitoring, inspecting, and assessing (Vykydal et al., 2020). The National Academy for Educational Management (NAEM) is a pioneer institute for teacher training in Bangladesh. It is a center of excellence for education in Bangladesh that strives to enhance the quality of instruction (Chowdhury & Sarkar, 2018). The ultimate goal of NAEM is to provide educators and education administrators

with the knowledge, abilities, and leadership characteristics required to satisfy the national and worldwide demands of the education sector (Qadach et al., 2020). As Bangladesh is set to achieve the goals of Vision 2041, proper quality improvement in the education sector is essential (Mahmudul, 2020; Islam & Alam, 2023).

Statement of Problem

Teacher training is vital because it equips educators with the information, skills, and attitudes to teach effectively and support student development. The NAEM has launched the FTC to strengthen the professional abilities of teachers and contribute to the quality of education as a whole. Nonetheless, it is vital to assess the NAEM FTC's success in reaching its stated goals and meeting the practical demands of teachers. A teacher's professional competence includes the capacity to apply information in real-world classroom situations, adjust teaching methodologies to varied student requirements, manage classroom dynamics, and implement creative instructional approaches.

This study seeks to assess the effect of the NAEM FTC on teachers' professional abilities, with a particular emphasis on implementing practical and hands-on training activities. Using a mixed-methods approach consisting of surveys, interviews, and focus group discussions, the research aims to collect thorough data about FTC-trained instructors' experiences, perspectives, and results.

Key areas of investigation include determining the extent to which practical training activities are integrated into the FTC curriculum, assessing the effectiveness of these activities in developing teachers' practical skills, and identifying any barriers or limitations that impede the application of acquired skills in actual classroom settings. In addition, the research intends to investigate instructors' perspectives on the course material and delivery techniques and their ideas for improvement.

Analyzing the collected data, this study offers insights into the strengths and drawbacks of the NAEM FTC as a teacher professional development program. The results give significant information for improving the design, implementation, and assessment of teacher training programs provided by NAEM and other organizations.

The ultimate objective is to develop techniques and suggestions that may improve the NAEM FTC and guarantee that it educates teachers with the essential information, skills, and attitudes to promote learning and achieve educational objectives. By addressing the shortcomings noted in the existing training program, NAEM may contribute to continually improving teacher education and professional development, positively affecting the quality of education delivered to children nationwide.

The rationale of the study

In this study, we attempted to determine the efficacy of the training, the long-term impact of training outcomes in the relevant area, and the quality of the training educators receive from NAEM. As the research was conducted with a limited sample that does not reflect the actual performance of the instructors, the results may not be perfectly suitable. However, evaluating

the quality of training, the facilities learners have access to, and other pertinent criteria might be crucial. Utilizing government funds for content, educational materials, research personnel, and logistical assistance may not meet responders' needs. The study's goals and objectives are to determine the challenges NAEM faces in developing teachers who can contribute to the PP2041 regarding education quality. The researchers assert that the training may not succeed in the anticipated workplaces, and they aim to inform the government and pertinent stakeholders of the reasons. Secondary and higher secondary education is a crucial component of the educational system in Bangladesh (Stromquist, 2022). Researchers assert that NAEM can create a comprehensive training program for educators, who subsequently influence human resource outcomes, provided the underlying mechanism is elucidated by this study. For Bangladesh to effectively realize its Vision 2041 goal of cultivating future generations, prioritizing human resource development is imperative (Husain, 2020).

Objectives of the Study

The study examines the effectiveness of the FTC of NAEM in preparing skilled teachers who might be a significant catalyst in achieving the PP2041 regarding quality education. The general objective of this study is to examine the FTC of NAEM for teachers and analyze the trend of training course evaluation to ensure better service by increasing their competency and efficiency. The specific objective is:

1. To examine the training module and relevant methods for achieving expected learning outcomes.

Research Question

In the present context, where the governments of many countries significantly prioritize Education For All (EFA), the role of teachers is being critically analyzed (Madani, 2019). A trained and skilled teacher substantially affects students' earnings (Hanushek, 2011), which can complement the PP2041 in many ways if looked at from a long-term perspective. Moreover, although the literacy rate is increasing, teaching and moral development quality is not growing simultaneously (Karim & Billah, 2021). Based on the research gap and the objective of the study, the following research question is formulated:

1. How efficiently are the training modules and activities prepared to accomplish intended outcomes?

Limitations of the Study

Since 1988, NAEM has promoted teachers' moral development and instructional skills via foundational training. NAEM has completed FTC for 172 batches as of May 2022. Each course accommodates more than 120 participants. Consequently, it is projected that NAEM has trained about 20,500 trainees. This study's sample size consists of 200 educators from diverse institutions, a relatively tiny proportion of the sample population. The minimal sample size might be an issue in data generalization; in this case, a more extensive study might have been possible given the required period. Due to the challenges mentioned above, acquiring

representative data or samples from the field is difficult. The impact of training outcomes is evaluated using both evaluative and qualitative techniques. Therefore, it is not easy to use statistical analysis in this study.

Review of Literature

Training is the systematic alteration of behavior via learning that results from education, teaching, development, and conscious experience (Billingsley et al., 2019). In any subject, it is a procedure to get expert behavior. The training aims to cultivate a person's skills and meet the needs of an organization's present and future workforce, which is critical to achieving excellent education in the presence of qualified instructors. To attain an excellent education, hiring teachers transparently and providing them with ongoing training is necessary (Biesta, 2015). According to the National Education Policy, the current training courses offered by training institutions are conventional, certificate-focused, and mostly centered on theoretical knowledge, memorization, and the traditional evaluation method (Rouf, 2021). This matter does not yield the intended outcomes for the institutions.

Relevant research has identified a variety of training issues. A lack of skilled trainers, need-based training, and physical amenities are highlighted as challenges (Yahya et al., 2015). The researchers have provided suggestions for enhancing the quality of training (see Figure 1).

Through case studies, UNESCO demonstrates that effective training methods in education are essential for the sustainable development of education. Individual and institutional attempts to refocus curriculum, practices, policies, and programs at teacher preparation institutes to address sustainability are reflected in the case studies (Franko et al., 2019).

The professional advancement of teachers is becoming increasingly popular. Loughran (2014) discusses several key determining elements in that development. It looks at the process of becoming a teacher and the fundamentals of teacher education. The framework discussed by Loughran (2014) highlights the critical facets of learning and teaching about training.

Teachers must engage both psychologically and cognitively in their individual and group professional growth, which is complicated. While participation in creating teaching methods may represent some motives, instrumental formations like training and programs may assist others. Not all opportunities for professional advancement are relevant for all educators (Hertz et al., 2022). Teachers must develop skills, knowledge, attitudes, and values to keep up with the National Curriculum Framework for Teacher Education (NCFTE). Training and advancement for teachers can be adjusted to context- and outcomes-based environments (Rout et al., 2014).

Methodology of the Study

Sampling

This study is exploratory, based on empirical rationale, and weaves new knowledge into inductive reasoning theories. In addition, five concerns were also evaluated during the data collection planning process: the goal, the sample, the unit of analysis, the data collection technique, the analysis techniques, and the pragmatic repercussions for Bangladesh. The

sampling size was purposive random sampling to better understand the effect of teacher training in achieving quality education and the long-term impact of FTC on the education sector of Bangladesh. The capabilities of the teachers to meet the goals of PP2041 were also evaluated. To collect data from teachers who are currently receiving and have already completed the Foundational Training Course (FTC), the researchers used random purposive sampling strategies. In this sampling strategy, the researchers selected the participants to achieve and meet the research objectives and questions of this study. To collect data from course coordinators/specialists, training specialists, and education specialists, the researchers followed the snowball sampling strategy. In snowball sampling, the researchers selected the participants purposively to meet the objectives and research questions of this study.

Table 1. Targeted Sample

Participants' Group	Sample Size
Teachers who are currently receiving the Foundation Training Course (FTC)	100
Teachers who have already completed the Foundation Training Course (FTC)	100
FTC Course Coordinators/Specialists	10
Training Specialists	5
Education Specialists	5
Total Sample	220

The study was based on a mixed approach; the sample size was 220, and the sampling structure was as follows:

a. The qualitative (KII and FGD) Sample size was 20.

b. The quantitative sample size was 200.

For the quantitative data, the researchers used random purposive sampling and selected teachers who have completed the FTC and teachers who are currently enrolled in it. Also, as more than 170 courses have been completed, the researchers chose respondents from the last five courses to get recent insight.

The same methodology was implemented when choosing course coordinators and training specialists. Currently, there are 26 training specialists in NAEM, and 10 were selected for FGDs and KIIs. As for educational specialists, snowball sampling was used to determine the respondents and get insights and prospects for the country's education sector.

Source of Data and Methods of Data Collection

This study used secondary and primary data to understand the training courses' effect on producing competent teachers to support the goals of PP2041. Further, the capabilities of NAEM to meet the training standards for the relevant stakeholders are also necessary

to recognize. This study involved researchers surveying individuals with structured and semi-structured questionnaires to obtain qualitative data. The survey data were analyzed using SPSS 25.

Tools of Data Collection

Survey research was employed to collect primary data, encompassing both quantitative and qualitative dimensions, utilizing semi-structured and structured questions. This survey questionnaire was developed and conducted on the 5-point Likert Scale based on the pilot study for this research. It was filled out by the trainees who have already completed the FTC at NAEM. According to data collection rules, an appropriate mix of diverse data-collecting methods was employed.

Conceptual Research Framework

This research adhered to the conceptual framework illustrated in Figure 2. The framework represents the supply-side and demand-side beneficiaries of the NAEM Foundation Training Course. Students were provided with proper hard, soft, and technical skills that might contribute to advancing the country's economy. The FTC is introduced to the teachers to meet this objective. They are enabled with improved teaching and individual performance and can appropriately disseminate knowledge to the students.

Moreover, this research implemented the Theory of Change (ToC) framework to conceptualize how the change had occurred in the mentioned area. This ToC was the first to state the issues related to the Foundation Training Course of NAEM. Then, it displayed the inputs of this framework, which are the contributors to this program that made it more efficient. Then, it states the outputs, which are the short-term and long-term products of the completed activities. After that, the framework introduced the short-term and the long-term outcomes expected to be yielded through the implementation of the inputs. Lastly, the plan's impact on society or the target group was assessed.

Table 3 shows the factors mentioned above in Bangladesh's education sector and how they can be changed by implementing the ToC. The main issue is that the efficacy of NAEM's FTC cannot produce educators who can bring about significant changes in Bangladesh's education sector, as many internal and external factors are responsible for this. The plan to achieve quality education by 2041 is more likely to be damaged if such issues persist. For this, several inputs should be considered, activities relevant to the educators' growth should be ensured, and the short-term and long-term impacts and the overall impact of this framework can be seen after properly implementing these factors.

Table 3. The Theory of Change (ToC) in the education sector in bangladesh

		Theory of Change in the Education Sector				
Problems	**Inputs**	**Activities**	**Outputs**	**Short-term Outcomes**	**Long-term Outcomes**	**Impact**
•The FTC is unable to achieve the goal of Quality Education entirely. •The quality of education is not met due to the improper monitoring and assessment of the educators. •The training module and the course outcomes are insufficient to support educators in achieving Quality Education in line with the Perspective Plan 2041.	•Updated and diversified training curriculum. •Introduction of new technologies •Increase facilities for educators. •More financial support.	•Intensive training for the assessment of the new curriculum. •Workshops according to the new module. •Learning activities for educators to be equipped with proper digital knowledge.	•Increased number of beneficiaries (Students, learners). •Rise in quality education delivery. • The institution's quality of the teaching-learning process improves.	•Changes in the teaching process. •Changes in knowledge creation. •Changes in adopted skills. •Changes in attitude. •Better motivation and aspiration.	•Better outcomes for the student with opportunity gaps. •Increasing literacy rate. • an Increasing number of skilled human resources. •Growing number of quality IT-based resources. •Elevation of the prestige and quality of teaching as a profession.	•Growth of the education sector. •More skilled human resources to contribute to the economy and development. •Better job creation and better opportunities. •Scope to increase qualified and skilled educators for the future

Sample Size Analysis

The quantitative sample consisted of 200 trainees who took the FTC and are currently training with NAEM. Through sample size analysis, we intend to show the nature of the sample and the descriptive analysis of the sample size.

Table 4. Male-Female Percentage of the Respondents

	Gender			
		Frequency	**Percent**	**Valid Percent**
Valid	Missing	23	11.5	11.5
	Female	46	23.0	23.0
	Male	131	65.5	65.5
	Total	**200**	**100.0**	**100.0**

From Table 4, the male-female participation rate is seen, where 46 participants are female,

consisting of 23% of the total sample size, and 131 male respondents represent 65.5% of the total respondents. Twenty-three respondents didn't provide their gender in the survey form.

Table 5. FTC Batch Descriptive Analysis

Descriptive Statistics: FTC Batch					
	FTC Batch	Frequency	Percent	Valid Percent	Cumulative Percent
Participants Finished Training	133	7	3.5	3.9	3.9
	140	5	2.5	2.8	6.7
	141	8	4.0	4.5	11.2
	143	1	.5	.6	11.8
	146	5	2.5	2.8	14.6
	147	5	2.5	2.8	17.4
	148	1	.5	.6	18.0
	149	2	1.0	1.1	19.1
	150	6	3.0	3.4	22.5
	151	8	4.0	4.5	27.0
Participants Continuing Training	156	5	2.5	2.8	29.8
	157	6	3.0	3.4	33.1
	162	5	2.5	2.8	36.0
	164	11	5.5	6.2	42.1
	167	4	2.0	2.2	44.4
	172	8	4.0	4.5	48.9
	176	4	2.0	2.2	51.1
	180	4	2.0	2.2	53.4
	181	57	28.5	32.0	85.4
	182	26	13.0	14.6	100.0
Total		178	89.0	100.0	
Missing		22	11.0		
Total		200	100.0		

Table 5 depicts the batch of participants who have finished the FTC. As per the sampling criteria, 100 from each category were chosen to evaluate the actual state of the FTC. However, 11% of respondents did not provide their preferred batch name.

Findings and Discussion

Evaluation of Course Module

The study questions were addressed by the distribution of a 5-point Likert scale questionnaire to the trainees. Among them, one item was whether the respondents thought the module design was intended to impact their performances significantly or not. The descriptives are shown in the table below, where most respondents (50.5%) thought the module significantly affected their performance compared to their earlier one.

Table 6. Descriptive statistics of questionnaire items

Module design enhances trainees' overall performance.				
		Frequency	Percent	Valid Percent
Valid	1	2	1.0	1.0
	2	39	19.5	19.7
	3	28	14.0	14.1
	4	100	50.0	50.5
	5	29	14.5	14.6
	Total	198	99.0	100.0
	Missing	2	1.0	
Total		200	100.0	

Statistics			
N	Valid		198
	Missing		2
Mean			3.58
Std. Deviation			.998

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

However, a significant number of the participants (19.7%) also thought the module did not significantly impact their performance level. One of the participants said:

'As NAEM trains to be skilled employees, however, we also expect to be efficient teachers from NAEM since we all do not want to be efficient employees.'

Though the FTC is a course that emphasizes the administrative skills of the trainees, this fact was brought up by a handful of participants. Apart from building organizational skills, NAEM should modify the course module as teachers do more of a practical teaching job than administrative work.

Furthermore, the respondents were asked whether they understood the course module and the objectives of the course.
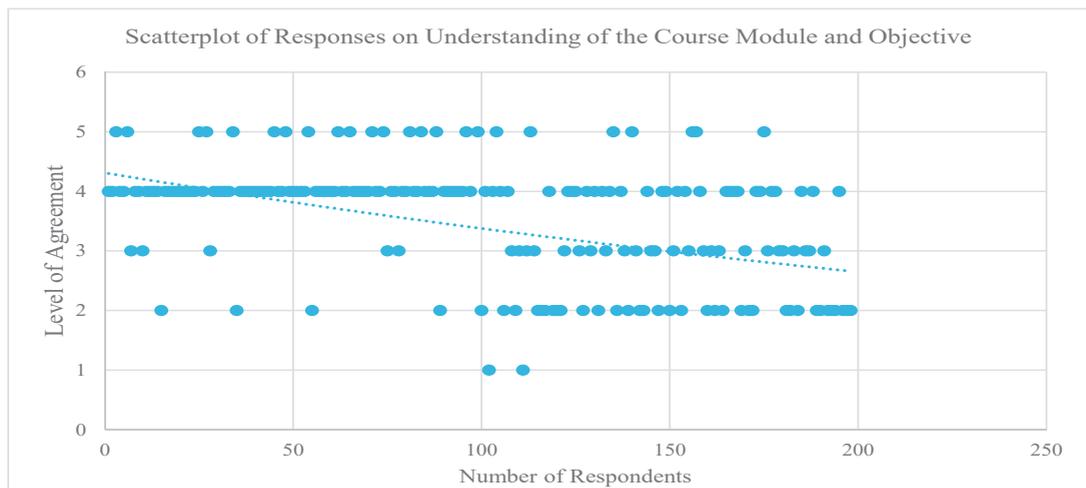

Figure 3. Scatterplot for a respected survey questionnaire

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

The scatterplot shows that most respondents understand the course objectives and what this course offers. 52.3% of participants said they understood the module and the courses well. However, 19.6% of respondents said they do not have a clear idea about the course and its offers. Moreover, a few respondents also added that they wanted the course to focus more on teaching skills development. In response to the thoughts of the participant, an FTC trainer said the following:

> "This is not a teaching skills enhancement course; rather, it is a course that develops the administrative skills of the trainees. The module is almost the same for every cadre service holder."
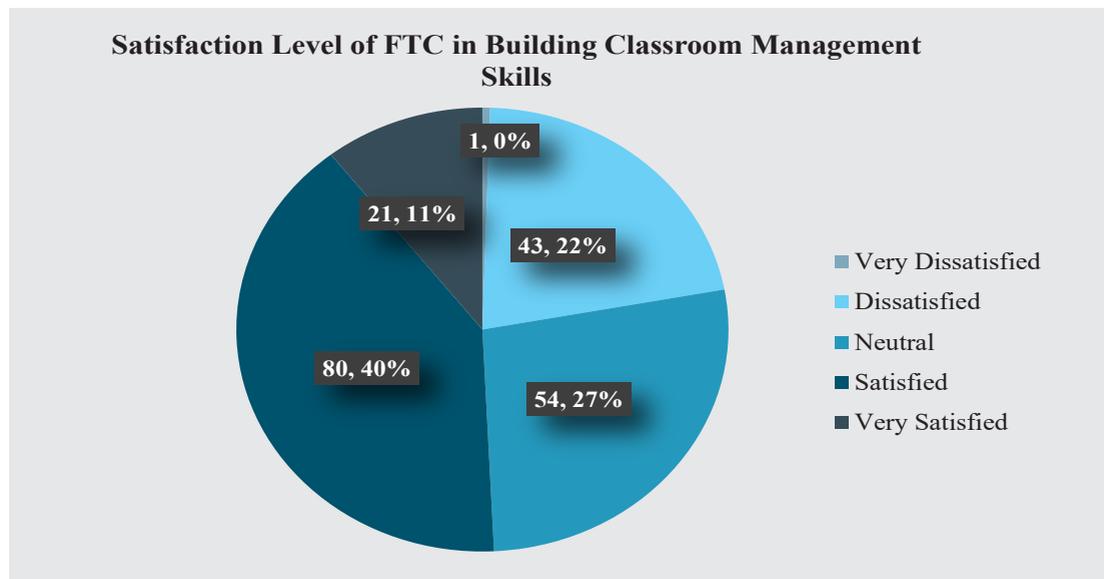

Figure 4. Satisfaction level of FTC training

The participants were asked about the impact of the FTC in improving the lecture-giving method, correct pronunciation, and presentation skills. First, they were asked how the FTC training improved classroom management skills. The survey had a primarily positive result, with 40.2% of respondents saying they were pretty satisfied with the training, significantly improving their lecture delivery experience.

The participants were asked about the course diversity of the FTC module and if they were satisfied. The table below shows the analysis of the data.

Satisfaction with Course Diversity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	2.1	2.1
	2	38	19.0	19.8	21.9
	3	62	31.0	32.3	54.2
	4	87	43.5	45.3	99.5
	5	1	.5	.5	100.0
	Total	192	96.0	100.0	
Missing	System	8	4.0		
Total		200	100.0		

Note: 1= Highly Dissatisfied, 2= Dissatisfied, 3= Neutral, 4= Satisfied, 5= Highly Satisfied.

Most participants ranged from Neutral to Satisfied, totaling almost 78% of the respondents. However, 19% of the respondents were dissatisfied with the current course diversity and opined to introduce a few more practical courses through revision. One of the interviewees said,

"The current curriculum is not entirely diversified. For instance, there are still many more theoretical classes that are not enjoyed… if a few more courses like field studies were added to the module, we could get a more intensive hands-on experience in this course."

The survey questionnaire also assessed the trainers' quality by asking about the trainees' satisfaction level. The data shows that though most respondents are neutral, many participants think the trainers are not up to the mark.

Table 8. Evaluation of Trainer's Performance

Evaluation of Trainer's Overall Performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	4.0	4.1	4.1
	2	35	17.5	17.9	21.9
	3	58	29.0	29.6	51.5
	4	92	46.0	46.9	98.5
	5	3	1.5	1.5	100.0
	Total	196	98.0	100.0	
Missing	System	4	2.0		
Total		200	100.0		

Note: 1= Highly Dissatisfied, 2= Dissatisfied, 3= Neutral, 4= Satisfied, 5= Highly Satisfied.

While asking this question, one of the common themes was that the trainers often have excellent theoretical knowledge, but a few do not connect theories to the practical world. A participant says,

"Some of our instructors have firm knowledge about these critical theories we can understand from their lectures. But they sometimes fail to keep the class engaged as they cannot link those theories with any existing scenario or problems."

Many participants also agreed that the trainers should receive training to update their practical knowledge of their field. The table below shows the data from the survey question.

Table 9. Requirement of Training for Trainers

		Frequency	Percent	Valid Percent	Cumulative Percent
Need for Training of Trainers					
Valid	1	11	5.5	5.6	5.6
	2	42	21.0	21.3	26.9
	3	61	30.5	31.0	57.9
	4	55	27.5	27.9	85.8
	5	28	14.0	14.2	100.0
	Total	197	98.5	100.0	
Missing	System	3	1.5		
Total		200	100.0		

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Almost 28% of the participants moderately agree that the instructors sometimes lack adequate practical knowledge, whereas 14% strongly think so. 31% of respondents are neutral to this statement and agree that the current trainer's practical knowledge level is enough for them.

Efficacy of the Training

This research's issue is significant because of Bangladesh's paradigm shift in education. Currently, the Bangladesh education board has introduced a new curriculum at all levels, and the teachers need to have the soft and hard skills that can increase their performance in line with the changing demand (Nusrat & Sultana, 2019; Rahman et al., 2019).

Since teachers need to go through developmental stages to construct their professional identity, focusing on their training process and examining their outcomes is crucial for a teacher's success. Though NAEM's FTC is a course that enhances the qualities of administrative personnel, there are features in the course that also enhance the teaching abilities of the trainees to some extent. The higher secondary level is an essential period for students because it is the connecting point to higher education; it is necessary to ensure that students learn from the best teachers. For this to happen, the teachers should also get trained by the best trainers. This is where NAEM works thoroughly to ensure that only the best possible training is provided to the teachers.

Though there are several obstacles and criticisms of the FTC program, our research shows that the participants primarily focus on the bright side of the training. It is also true that some of the conventional teaching-learning methods might need immediate change. However, there are also a lot of positive sides that solely focus on the intensive training of the participants.

The results of the interviews provided critical support to infer what the teachers needed from the course and where the work needed to be done strictly to make it more effective. From the results, it is prominent that most trainees wanted this training to focus more on the teaching side than the administrative side, as teacher training is sophisticated and needs more attention than organizational personnel training. Many recent studies also support the idea that the training of teachers should be given the utmost priority to ensure the steady growth of a nation.

Moreover, another essential criticism that the FTC has been facing is that the trainees want more of a practical approach to training than a theoretical one. It is found in other studies that training with more practical operations tends to have more prolonged effects on the skill level, and it also lasts longer than theoretical training (Hattie et al., 1996). That said, NAEM can only do so much to change the course's curriculum, as it is decided by the government bodies that possess a superior hierarchy to NAEM. Researchers also found that the trainers want to implement a new curriculum, but cannot do so because of how lengthy the application and revision process is. NAEM faculty and trainers opined that the training might gain more intensity if given a more authoritative approach to determining what they can do. Numerous studies also back this, that an independent body can significantly improve compared to when under the supervision of something else.

Another critical issue that emerged is the training of trainers (ToT). In this ever-evolving world, nobody can have absolute knowledge and can only know so much. The trainers should embrace the truth and be willing to train themselves to increase their efficiency and teaching.

Conclusion

This research report aimed to assess the effectiveness of NAEM's Foundation Training Course in building teachers' professional skills. The research reviewed significant literature on teacher training, training models, training efficacy, and other relevant topics. Then, this study discussed the methodological choice. This mixed method study took a 200 sample size for the quantitative section. The study found that the training course improved teachers' skills, knowledge, and attitudes. The study also identified some areas for improvement, such as the need for more practical and hands-on training and the inclusion of more interactive and participatory activities. Additionally, the study recommended that NAEM should consider offering more advanced training courses to meet the diverse needs of teachers at different stages of their careers. Overall, this research has provided a critical empirical analysis of the research problem and contributed to improving the course structures and other relevant issues related to the NAEM FTC Course.

Acknowledgment

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