A Study of The Achievement of Training Objectives of Provincial Training Institutions for Heads of Secondary Schools in Pakistan

Dr. Shahji Ahmad
Assistant Professor, Department of Education, University of Loralai, Balochistan.
Email: shahji.ahmad@uoli.edu.pk

Mr. Fazal Hayat
Lecturer, Department of Education, University of Loralai, Balochistan.
Email: fazal.hayat@uoli.edu.pk

Dr. Nabi Gul
Ex-PhD Scholar Qurtuba University of Science and Information Technology Peshawar.
Email: nabigul492@gmail.com

Abstract

The study was sought to assess the achievement of training objectives of provincial training institutions for heads of secondary schools in Pakistan. Study was descriptive in nature.430 trained secondary school heads constituted the population of the study. Out of the total population 400 respondents were randomly selected. Data was collected through questionnaire and analyzed by t-*test*. Findings of the study revealed that the training has enhanced their understanding about the concept of leadership and management, development planning skills, knowledge of office management, human resource management, teaching learning process, parents, and community participation in school improvement initiatives. However, the training has not enhanced their understanding about the concept of financial management in both provinces. It was recommended that financial management aspect of training programs should be improved in both the provinces. In addition, the heads should be trained in information technology.

Keywords: training, leadership, secondary education

INTRODUCTION

Yasmeen and Zamir (2013, p.2) stated that "Heads of secondary schools have to cater the diversified needs of the individual student so as to enable him/her to select for the future study. In addition, diversification of human beings needs, and importance of the secondary education has enhanced the importance of heads of secondary schools".

The promotion of Heads of secondary schools are usually done based on seniority without any experience in management. Khan (2002, p.18) states that "There is a dire need for intensive management training for the head teacher. Unfortunately, the existing B.Ed or M.Ed curricula do not provide management training to student teachers". While to handle management, there is need of management skills like leading, planning, organizing, controlling, reporting and the resource management.

Training institutions for In-Service Teachers, Administrator and Managers in Pakistan plays their significance role in improving the quality of education. In Punjab Directorate of Staff Development provide in-service training opportunities. Provincial Institute of Teacher Education (PITE) serves in province of Khyber Pakhtunkhwa. Academy of Educational Planning and Management Islamabad (AEPAM), PITE in Sindh and Balochistan offered in-service training for teachers.

Often questions are raised on the training quality of these institutions. The study was designed to identify the achievement of training objectives of provincial training institutions for heads of secondary schools in Pakistan.

LITERATURE REVIEW

According to Hamblin (1974), "any activity which purposely attempts to develop a person's skill in a job and contains any kind of experience designed to help in learning which will aid performance in a present or future job". A closely associated definition is given by KaplanLeiserson in Green (2004), "It is a process which aims at improving knowledge, skills, attitudes as well as behaviors in a person to complete certain jobs, tasks or goals".

SECONDARY SCHOOL HEADS' TRAINING

The performance of a school is directly associated with effective leadership. The main difference between an individual ability to perform a task before training and after training is link with the objective of that specific training activity. When the school heads are aware about the new trends, then the instructional process will be enhanced (Mc Ardle, 2010). For starting a training program, the individual must thoroughly observe the school environment and then decide to plan training for individuals who needs. The trainings are associated with school performance in respect of current achievement and desired achievement.

An organized process based on techniques used for collecting information is called training need assessment (TNA). Every stage in this process depends on the other. Findings of the existing stage will help in shaping the process of other stage. This procedure is most difficult one and no one can use short cut in it. The work of TNA is like detection. Individuals follow each and every information gather from different sources.

PROFESSIONAL DEVELOPMENT FOR SECONDARY SCHOOL HEADS

A professional is "a person who has accomplished a program of difficult initial preparation including specialized knowledge as decided by the profession, as well as who has been accepted by the profession as a recorded practitioner with the right to exercise self-directed, professional judgment" (Hooley, 2007). Thus, for the heads of schools to be called professional school administrators they should have undergone specified management training before being assigned their duties as heads of schools. Professional development is

different types of experiences attached to a person's job. Doctors, , engineers, educators, lawyers, and other people in a extensive diversity of occupations as well as businessmen take part in professional growth to gain knowledge that will improve their performance at work. Professional development is the tactic used to make sure that heads of schools maintain to build up their practice during their profession. The most successful professional development involves team work of teachers to concentrate on the students' needs. They gain knowledge as well as solve problems together in order to make sure that their students attain success, and for school administrators professionally they can improve through vacation, seminars, case studies and survey. According to Komba & Nkumbi, (2008), Professional Development differs according to educational customs and backgrounds, teacher professional development is labeled as a procedure holding each and every activity that develop professional career or as formal as well as informal practices throughout the teacher's profession (Hargreaves & Fullan, 1992).

TRAINING OF HEADS OF SECONDARY SCHOOLS
The role of secondary school heads is to shape students' abilities and talent for the betterment of the society. Goal, (2005, p.3) determine that "secondary for the economy education is a period of education which follows after elementary education as well as acts as foundation for higher education. The aim of secondary education is to make the learners either for obtaining higher education or vocational training". The quality of higher education is dependent on the quality of secondary education and secondary schools prepare for their future studies. According to Sabir and Sadaf (2011 pp.24) "Head of Secondary schools thus have to cater the diversified needs of the individual students and needs of productive sectors of the economy. This diversification of curricula and importance of the secondary education have boosted the significance of heads of secondary schools. Secondary education is a sub-sector of the education system and demands amicable management, keeping in view the major objectives of producing middle level workforce for the economy and providing a pavement for higher education" (GoP, NEP, 1998-2010, p.37).

EVALUATION
The process of collecting information to make important decision is called evaluation. When a program started and we are going to check the effectiveness of that program, evaluation is used. Evaluation answers the questions like how will a program be effective for producing change? It gives answer to the question of how well (Rahman, 2004 p.11)
For the development and evolution of the system, the role of monitoring and evaluation cannot be over emphasized. A wide range of sources can be used and so many methods can be put into practice to get Evaluative feedback and in so many cases, a range of evaluation techniques are put into practice so as to come to know the efficiency of the instructional system which is in question. The scope of the evaluation varies considerably as it has to do with the nature of the situation. In every kind of circumstances, the significance of the evaluation procedures cannot be denied. It checks the instructional system and shed light on the explains the teaching methods, the various strategies for implementation, the methods for assessment as well as the aims and objectives themselves. (Madaus, 2002).

The Goals of Evaluation
The general goal of the evaluations program is to convey "useful feedback" different stakeholders including sponsors, donors, clients, administrators, staff, as well as all other related communities. Feedback is considered "useful" if it helps in decision-making. The relation between evaluation and its impacts is highly complicated because studies that appears critical sometimes fail to effect those decisions which are short termed, and studies that primarily have no influence may possess an impact when more pleasant conditions emerges. However, the central consensus remains the same which asserts that the major goal of evaluation is that it will influence decision making or policy design, by means of the provision of practical and fruitful feedback (Madaus, 2002).

OBJECTIVES OF THE STUDY
The objectives of the study were to
1.   Find out the extent to which objectives of the training provided to the heads of secondary schools have been achieved.
2.   Comparatively assess the achievement of the objectives of training program for heads of secondary schools among the provinces of Pakistan

The objectives of the study were to find out the extent to which objectives of the training provided to the heads of secondary schools have been achieved.

RESEARCH METHODOLOGY
The study has a descriptive nature. The researcher collect data through a questionnaire. The data were presented in from of qualitative and quantitative.
POPULATION
The population of study consisted of all (430) heads of secondary schools trained in 2014 and 2015

Breakup of population province wise

Province	Heads of Secondary Schools
	Total
Punjab	210
KPK	220
Total	430

SAMPLE
400 (93%) Heads of Secondary Schools trained in 2014 were taken as sample.
Sampling Frame

Province	Heads of Secondary Schools		
	Total	Sample	Received

Punjab	210	200	150
KPK	220	200	146
Total	430	400	296 69%

SOURCES OF DATA
Statistical data about trainee heads of secondary schools and resource persons were obtained `from DSD Lahore and PITE Peshawar. The data about District Education Officers were obtained from Directorate of Public Instruction Lahore and Secretariat of Elementary and Secondary Education Peshawar.

INSTRUMENT DEVELOPMENT
For the collection of data, five points' likert scale questionnaires "Strongly Disagree", "Disagree", "Uncertain" "Agree" and "Strongly Agree" were used. Seven questions were close ended and one was open ended.

The questionnaires were developed after studying the related literature thoroughly and specially doing the Content Analysis of training documents through directed content analysis method. In this process, the supervisor was closely consulted. After the development, the questionnaire was sent to ten experts in education and coordinators of training programs in DSD and PITE. In the light of their views and comments the questionnaires were further refined.

VALIDITY
For the validity of the instrument, experts were consulted, and review of related literature was done thoroughly.

RELIABILITY
Cohen and Morison (p.7) say that a questionnaire is highly reliable if Cronbach Alpha is in the range 0.8 - 0.9. The reliability of the questionnaires was investigated by Split-half test, using SPPS 21.0 and was found .82

DATA ANALYSIS
When all the questionnaires were received back from 50 districts (30 Punjab and 20 KPK) further work was started on the questionnaires. The questionnaires were coded and the data were put into computer with the help of SPSS 21.0 software. The data was organized and presented in tabulated form. Percentages and Mean was used and for the comparison of the opinion between the respondents of two provinces Punjab and KPK, independent t-test was used. Open ended questions were simply analyzed by simple percentages and presented in tabular form.

ANALYSIS AND INTERPTETATION OF DATA
The data were tabulated and analyzed to compute Mean, and independent t-test through Statistical Package for Social Sciences version 21.0. (SPSS)

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Analysis of Responses from the Heads of Secondary Schools Analysis of the achievement of Training Objectives

S.No.	Statement	SA	A	U	D	SD	Total	Mean
1	Training enhanced understanding of leadership and mgt	122 (41%)	164 (55%)	1 (0%)	4 (2%)	5 (2%)	296 (100%)	4.33
2	Training enhanced school development planning skills	97 (33%)	183 (62%)	11 (4%)	1 (0%)	4 (2%)	296 (100%)	4.24
3	Training improved knowledge of office management	109 (37%)	168 (57%)	11 (3%)	6 (2%)	2 (1%)	296 (100%)	4.27
4	Training enhanced knowledge of H.R. Management	75 (25%)	184 (62%)	27 (9%)	10 (4%)	0 (0%)	296 (100%)	4.09
5	Training developed financial management skills	20 (7%)	6 (2%)	47 (16%)	79 (27%)	144 (49%)	296 (100%)	3.91
6	Training developed understanding of teaching and learning	111 (38%)	154 (52%)	18 (6%)	9 (3%)	4 (1%)	296 (100%)	4.21
7	Training enhanced knowledge of community involvement	87 (29%)	152 (51%)	33 (11%)	18 (6%)	6 (2%)	296 (100%)	4.00

1. Majority (96%) is of the opinion that the training has enhanced their understanding about the concept of leadership and management. The mean score is 4.33 which show the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.

2. Majority (95%) is of the opinion that training with the statement that Training has enhanced their school development planning skill. The mean score is 4.24 which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees

3. Majority (94%) is of the opinion that the training has improved their knowledge in the area of office management. The mean score is 2.91 which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.

4. Majority (87%) is of the opinion that Training have enhanced their professional knowledge in the area of human resource management. The mean score is 4.09which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.

5. Majority (76%) disagreed with the statement i.e. training has developed my

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professional skills in the area of financial resource management. The mean score is 3.91 which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.
6.   Majority (90%) is of the opinion that the Training has developed their understanding about teaching learning process. The mean score is 4.21 which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.
7.   Majority (80%) is of the opinion that the Training has enhanced their knowledge of parental and community participation for school improvement initiatives. The mean score is 4.00 which shows the effectiveness of the statement as the tendency goes toward positive attitude of the trainees.

Analysis of Open Ended Questions from Heads of Secondary Schools
Responses of Heads of Secondary Schools regarding the areas in which they need further training
Fifty five percent of heads of Secondary schools indicated that they need further training in the area of Financial Management.

ANALYSIS OF COMPARISON OF DATA FROM HEADS OF SECONDARY SCHOOLS
Analysis of the   comparison of achievement of Training Objectives

S.No.	Statement	Punjab N=150		KPK N=146		t	p
		Mean	SD	Mean	SD		
1	Training enhanced understanding of leadership and management	4.31	.83	4.34	.57	-.431	.667
2	Training enhanced school development planning skills	4.25	.70	4.23	.62	.264	.792
3	Training improved knowledge of office management	4.34	.71	4.19	.66	1.769	.078
4	Training enhanced knowledge of H.R. Management	4.10	.68	4.08	.69	.137	.891
5	Training developed financial management skills	4.06	.85	3.76	.99	2.790	.006
6	Training developed understanding of teaching and learning	4.23	.83	4.19	.76	.448	.655
7	Training enhanced knowledge of community involvement	4.04	.90	3.9	.91	.891	.374

1.   Participants of Punjab (M = 4.31, SD = .83) and KPK (M = 4.34, SD = .57) have no significant difference in understanding about the concept of leadership and Management; t

(294) = .431,p= .667
2.   Participants of Punjab (M =4.12, SD = .72) and KPK (M = 4.64, SD = .50) have no significant difference in understanding about the concept of school development planning skill.t (294) = -2.19,p= .04
3.   Participants of Punjab (M = 4.10, SD = .85) and KPK (M = 4.36, SD = .92) have no significant difference in improving their knowledge in the area of office management; t (294) = -.80,p= .43
4.   Participants of Punjab (M = 3.30, SD = 1.17) and KPK (M = 4.63, SD = .50) have no significant difference in improving their knowledge in the area of human resource management; t (294) = -3.58,p= .00
5.   Training in Punjab (M = 4.30, SD = .73) have developed significantly higher professional skills in the area of financial resource management than KPK (M=4.64, SD = .67); t (294) = -1.26,p= .22
6.   Participants of Punjab (M = 1.95, SD = 1.05) and KPK (M = 3.82, SD = 1.33) have no significant difference in their opinion about the statement that training has developed their understanding about teaching learning process; t (294) = -4.31,p= .00
7.   Participants of Punjab (M = 3.25, SD = 1.45) and KPK (M = 3.00, SD = .89) have no significant difference in their opinion about the statement that training has enhanced my knowledge of parental and community participation for school improvement initiatives; t (294) = .891,p= .374

ANALYSIS OF THE COMPARISON OF OPEN ENDED QUESTIONS
Thirty-seven percent heads of Secondary schools of Punjab and seventy three percent of KPK that the need further training in Financial Management.
CONCLUSIONS
1.   The training program for heads of secondary schools enhances their understanding about the concept of leadership and management.
2.   The training program for heads of secondary schools enhances their understanding about the concept of school development planning.
3.   The training program for heads of secondary schools improves their knowledge in the area of office management.
4.   The training program for heads of secondary schools improves their professional knowledge in the area of human resource management.
5.   The training program for heads of secondary schools does not improve their understanding in the area of financial resource management.
6.   The training program for heads of secondary schools improves their understanding about teaching learning process.
7.   The training program for heads of secondary schools enhances their knowledge of parental and community participation for school improvement initiatives.

Conclusion Based on the Findings of Comparison of Responses of Heads of secondary Schools need training in Punjab and KPK
1   The trainees of both the institutions have same level of understanding of the concept of leadership and management.

2   The trainees of both the institutions have same level of understanding of the concept of planning skills,

3   The trainees of both the institutions have same level of understanding of the concept of knowledge of office management,

4   The trainees of both the institutions have same level of understanding of the concept of Human Resource Management,

5   The trainees of both the institutions have same level of understanding of the concept of teaching learning process

6   The trainees of both the institutions have same level of understanding of the concept of parents and community participation in school improvement initiatives.

7   Comparatively training in Punjab have developed better understanding in the area of financial resource management than in KPK

Findings Based on Comparison of the Responses Comparison Of Open Ended Questions from Heads of Secondary Schools,

Study concludes Majority of heads of Secondary schools of Punjab and KPK suggested the same area in which they further training. i.e. Financial Management.

DISCUSSION

The perception of heads of secondary schools reveals that the training has enhanced their understanding about the concept of leadership and management, development planning skills, knowledge of office management, Human Resource Management, teaching learning process and parents and community participation in school improvement initiatives. However the training has not enhanced their understanding about the concept Financial Management. The perception of DEOs also indicates that the performance of heads has improved in all of the above areas except for Financial Management.

Sabir and Sadaf (2011) state that heads of secondary schools needed training in various management areas which included financial management, academic management, office management, human resource management and general management. According to Shah (2017), heads of secondary schools should be trained in in different areas of management, including financial management, office management, personnel management, school improvement, planning, community participation, and computer literacy. So the training in PITE KPK lacking the area of computer literacy for heads of secondary schools.

RECOMMENDATIONS

On the basis of findings and conclusions of the study, following recommendations were made:

. In-service Management Trainings are useful and bring improvement   in the performance of Heads of Secondary Schools; therefore they may be continued further.

2.   The financial aspect of the training of Heads of Secondary Schools seems to be week. Keeping in view the performance of heads in this particular area, it is therefore suggested that provincial training institutions may further improve the financial aspect of training enabling the concerned heads to perform better.

3.   It is suggested that Heads should also be trained in Information Technology

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