

Training Methodology of Provincial Training Institutions for Heads of Secondary Schools in Pakistan-An Evaluative Study

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Abstract

In Pakistan secondary education is very important as it is a turning phase and students often choose their career for future. Training and development is vital for the success of any institution. The main purpose of the present study was to comparatively assess the methodology of training program of provincial training institutions for the heads of secondary schools in Pakistan. The present research study was descriptive and survey type in nature. Data were collected through survey method. The study was delimited to only two provinces Punjab and KPK. The population of the study was 430 heads of secondary schools trained in 2014 and 2015, and 46 trainers of the provincial training institutes for heads of secondary schools. While sample of the study was 400 (93 %) heads of secondary schools trained, 35 (76 %) resource persons. One questionnaire was developed for heads of secondary schools and one for the resource persons of the provincial training institutes. Questionnaires were sent to the respondents via post and emails by the researcher. Data were collected from trainee heads of secondary schools and resourcepersons of the training program. Data was analyzed using descriptive statistics and t-test and were discussed category wise as heads of secondary schools and resource persons of the training program. Analysis of open ended questions was done on the basis of frequency. The major findings of the present study included that training aids were effective in improving communication, daily life examples were given in the training and trainee heads were encouraged to participate in the activities. In addition it was found that the teaching methods were interesting and clearing the concepts. Moreover the training environment was conducive for teaching learning process. However the resource persons of training program in Punjab had significantly better command over the content than resource persons of training program in KPK.

Keywords: Training, Leadership, Secondary education

Introduction

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In Pakistan secondary education is very important as it is a turning phase and students often choose their career for future. The major purpose of Secondary education is to prepare students for higher education or to opt for a vocational field. According to Hussain (2011, p.1) “Secondary education is very important sub-sector of education system which produces middle level workforce as well as provides crop for higher education.”¹ Secondary school’s management has a significant role in developing students’ capabilities so as to be able to participate for the development of the society. According to Yasmeen and Zamir (2013, p.2) “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”.²

According to GoP, NEP (2009, p.33) “Government of Pakistan could not develop any standardized managerial training system for education managers in general and for heads of secondary schools in particular at national level”.³ There are several in-service training institutions for heads of secondary schools. The most significant ones are (i) Academy of Educational Planning and Management Islamabad (AEPAM) (ii) Directorate of Staff Development (DSD) Punjab (iii) Provincial Institute of Teacher Education (PITE) KPK (iv) Provincial Institute of Teacher Education (PITE) Sindh (v) Provincial Institute of Teacher Education (PITE) Baluchistan.

However the quality of training provided by these institutions is always questioned and criticized from certain quarters. Therefore, it is necessary to evaluate the training programs for heads of secondary schools have been achieved.

Literature Review

For good understanding, it would be apt to quote some of the definitions of training in general. Hamblin (1974) defines training as “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”.⁴ A closely associated definition is given by Kaplan-Leiserson 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”.⁵

Training of Heads of Secondary Schools

Secondary Schools’ administration participates significantly in reforming students’ talent to be able to take part for development of the society. Goal, (2005, p.3) underlines 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”.⁶ The aim of secondary education is to make the learners either for obtaining higher education or vocational training. Secondary education in Pakistan, usually prepare the students for higher education. 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”.⁷

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” “the quality of higher education depend upon the quality of secondary education.

Secondary education is also a stage, where a student reaches to the age of adolescence which is the most crucial stage of life.⁸

Evaluation

Evaluation is basically a value judgment. The process of evaluation includes finding standards for quality judgment, making decisions whether those standards should be comparative or absolute, gathering related information and also applying the standards to find value or quality. Evaluation facilitates to answer questions such as, is this program or directing to the outcomes that were forecasted? Is this better than the program in the past? Is it better than another competing program? Is it worth the costs? Answers to all these questions need more than a statement of findings. They need an assessment of quality as well as judgment of value based on the best proofs available.⁹

Objectives of the Study

The objectives of the study were to

1. Examine the methodology of training program for heads of secondary schools through provincial training institutions for in Pakistan
2. Comparatively assess the methodology of training program for heads of secondary schools among the provinces of Pakistan

Methodology

The present study is descriptive in nature. The researcher developed survey instruments to collect both qualitative and quantitative data from the subject population.

Determinations of the Study

Due to the limited time and resources and other limitations the study was delimited to the following. The In-service training program for heads of secondary schools; Promotion Linked Training through Directorate of Staff Development (DSD) Lahore, Punjab and Leadership and Management Training through Provincial Institute of teacher education (PITE) Peshawar KPK

Population

1. All (430) heads of secondary schools trained in 2014 and 2015
2. All (46) trainers of the provincial training institutes for heads of secondary schools.

Province wise details of population has been given in the following Table

Samples

1. 400 (93%) Heads of Secondary Schools trained in 2014 were taken as sample.
2. 35 (76%) Resource Persons were taken as sample

Table 1 Sampling Frame

Province	Heads of Secondary schools			Resource Persons		
	Total	Sample	Received	Total	Sample	Received
Punjab	210	200	150	38	24	20
KPK	220	200	146	13	11	11
Total	430	400	296	51	35	31
			69%			61%

The sample adequacy was confirmed keeping in view the criteria given by (Gay, 1992, p. 125)¹⁰

Analysis and Interpretation of Data

Table 2 Analysis of the responses of Heads of secondary schools about Training Methodology.

S.No.	Statement	Mean
1	Resource Persons had good command over the content	3.2
2	The teaching methods were clearing the concepts	3.84
3	Trainees were encouraged to participate in the activities	4.14
4	Training was well structured to achieve the learning outcomes.	3.89
5	Teaching methods were interesting	3.81
6	Daily life examples were given in the training.	2.97
7	Training aids were effective in improving communication	3.79
8	The training environment was conducive	3.72
9	Use of instructional technologies i.e. multimedia etc.	3.98
10	The duration of training need to be enhanced.	2.64

Table 2 shows that majority of the participants agreed with the statement that resource persons had good command over the content, teaching methods were clearing the concepts, trainees were encouraged to participate in the activities, training was well structured to achieve the learning outcomes, teaching methods were interesting, daily life examples were given in the training, training aids were effective in improving communication, training environment was conducive, instructional technologies was used and the duration of training need to be enhanced.

Table 3 Analysis of the responses of Resource Persons about Training Methodology.

S.No.	Statement	Total	Mean
1	The course outlines were clearly communicated in the start of each module to the trainees.	4.09	
2	The training objectives were clearly communicated in the start of each module to the trainees.	3.90	
3	Training aids were effective in improving communication.	3.77	
4	Coordination of the training program was satisfactory.	3.80	
5	Adequate time for discussion was given to the participants	3.96	

6	AV Aids were used in the training process continuously	4.06
7	Different instruction methods were used during training	4.17
8	Daily life examples were given in the training	3.77
9	Trainee heads were encouraged to participate in the activities.	4.29
10	The duration of training program need to be enhanced	2.59
11	There was positive feedback from the trainee heads about the training program at end.	3.96

Table 3 shows that majority of the participants agreed with the statement that the course outlines were clearly communicated in the start of each module to the trainees, training objectives were clearly communicated in the start of each module to the trainees, training aids were effective in improving communication Coordination of the training program was satisfactory, adequate time for discussion was given to the participants, AV Aids were used in the training process continuously, different instruction methods were used, daily life examples were given in the training, trainee heads were encouraged to participate in the activities, duration of training program need to be enhanced and the trainee heads gave a positive feedback about the training program at end.

Comparison of the Methodology of Training in Punjab and KPK

Table 4 Analysis of the responses of Heads of secondary schools in comparative perspective

S.No.	Variable Statement	Punjab N=150		KPK N=146	
		Mean	SD	Mean	SD
1	Resource Persons had good command over the content	3.99	.81	3.70	.96
2	The teaching methods were clearing the concepts	3.98	.75	3.69	.89
3	Trainees were encouraged to participate in the activities	4.16	.79	4.13	.69
4	Training was well structured to achieve the learning outcomes.	4.04	.81	3.75	.89

5	Teaching methods were interesting	3.88	.83	3.73	.96
6	Daily life examples were given in the training.	2.88	1.12	3.06	1.05
7	Training aids were effective in improving communication	3.97	.71	3.61	.89
8	The training environment was conducive	3.82	.82	3.63	.92
9	Use of instructional technologies i.e. multimedia etc	4.19	.85	3.77	.95
10	The duration of training program was adequate	2.86	1.36	1.84	.91

Table 4 shows that Participants of Punjab and KPK have significant difference in their opinion about the statement that resource persons had good command over the content, the teaching methods were clearing the concepts, training was well structured to achieve the learning outcomes, training aids were effective in improving communication, resource persons used advanced instructional technologies and that the duration of training program was adequate. Study reveals that resource persons of training program in Punjab had significantly better command over the content than resource persons of training program in KPK, teaching methods in Punjab were clearing the concepts significantly higher than the teaching methods in KPK, the training program in Punjab was significantly more structured to achieve the learning outcomes than training program in KPK, training aids in Punjab were significantly more effective than training aids in KPK, resource persons in Punjab used advanced instructional technologies more than resource persons in KPK. However participants of Punjab and KPK have no significant difference in their opinion about the statement that Trainees were encouraged to participate in the activities, resource persons used the most effective methods for maintaining interest, training environment was conducive for teaching learning process and that that daily life examples were given in the training.

Table 5 Analysis of the responses of Resource Persons in comparative perspective

S. No.	Variable	Punjab N=20		KPK N=11	
		Mean	SD	Mean	SD
1	The course outlines were clearly communicated in the start of each module to the trainees.	3.75	.79	4.73	.47
2	The training objectives were clearly communicated in the start of each module to the trainees.	3.45	1.05	4.73	.47
3	Training aids were effective in improving communication.	3.75	.79	3.82	.60
4	Coordination of the training program was satisfactory.	3.70	.57	4.00	.45
5	Adequate time for discussion was given to the participants	3.85	.49	4.18	.75
6	AV Aids were used in the training process continuously.	4.00	.32	4.19	.87
7	Different instruction methods were used during training program	4.00	.32	4.45	.69
8	Daily life examples were given in the training	3.60	1.43	4.09	.70
9	Trainee heads were encouraged to participate in the activities.	4.15	.93	4.54	.52
10	The duration of training program was adequate	2.10	.85	3.00	1.26
11	There was positive feedback from the trainee heads about the training program at end.	3.80	.83	4.28	.90

Table 5 shows that participants of Punjab and KPK have significant difference in their opinion about the statement that course outlines were clearly communicated in the start of each module to the trainees, the training objectives were clearly communicated in the start of each module to the trainees. The results reveal that the course outlines in KPK were clearly communicated in the start of each module to the trainees was significantly higher than Punjab, the training objectives in KPK

were clearly communicated in the start of each module to the trainees is significantly higher than Punjab. However participants of Punjab and KPK have no significant difference in their opinion about the statement that Training aids were effective in improving communication, coordination of the training program was satisfactory, adequate time for discussion was given to the participants; AV Aids were used in the training process continuously, different instruction methods were used during training program, daily life examples were given in the training, that trainee heads were encouraged to participate in the activities and that there was positive feedback from the trainee heads about the training program at end.

Discussion

The perception of both the groups of heads of secondary schools and resource persons indicated that training aids were effective in improving communication, daily life examples were given in the training and that trainee heads were encouraged to participate in the activities. The perception of heads of secondary schools reveals that the teaching methods interesting and were clearing the concepts. Moreover the training environment was conducive for teaching learning process. Moreover

1. Study reveals that teaching methods in Punjab were clearing the concepts significantly higher than the teaching methods in KPK.
2. The results reveal that training program in Punjab was significantly more structured to achieve the learning outcomes than training program in KPK.
3. The results reveal that training aids in Punjab were significantly more effective than training aids in KPK.
4. The results reveal that Resource Persons in Punjab used advanced instructional technologies significantly higher than Resource Persons in KPK.

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