

**Analysis of Head Teachers' Training for Effective Leadership in SEF-Assisted Schools**

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**Abstract**

The school head, the driving force behind a school's triumph, reigns supreme in steering the ship towards academic brilliance and creating a nurturing haven for all students. The head teacher's leadership skills set the tone for the staff's performance and the entire institution's success. Head teacher plays a critical role in shaping a school's destiny. The present research study will guide the stakeholders in planning and implementing better professional development programs in the future and aware all concerned stakeholders regarding head teachers role in schools. Present research study explored the effect of a training program on school principals' performance after attending 13-day training program conducted by the Sindh Education Foundation (SEF), Government of Sindh. The study was mixed research so data was collected through both quantitative and qualitative methods. Quantitative data was collected through a survey, a questionnaire and comparing the results of pre- and post-test and analyzing on Statistical Package for the Social Sciences (SPSS) V.25. While qualitative data was obtained through documents analysis (training manual and post-training feedback) and open-ended interview questions. The population of the study was all 160 SEF-assisted school principals of districts Hyderabad and Jamshoro. The sample of the research study was 50 school heads in which 25 males and 25 females participated in a training program held at Public School, Hyderabad. The purposive sampling technique was applied for data collection from the participants. The data was collected through the survey tool which was analyzed by using the software SPSS and used thematic analysis technique for interview questions responses. It was found that training programs help school heads to take their skills to the next level. Such programs can have a transformative impact on both academic supervision and administrative excellence of head teachers. As participants' skills grow, they become more motivated and poised for creating a more supportive and successful school environment for all.

**Keywords:** Leadership, School Supervision, School Head Teacher, Head Teachers' Training

**Introduction**

The school head is the main stakeholder that is directly responsible for a better school environment and students' accomplishments. Training provided to school heads aims to enhance their performance (Bando & Li, 2014) in administrative and academic responsibilities. The school head teachers influence the teachers by playing the role as a leader in schools (Yousaf et al., 2019). School principals are more knowledgeable and skillful personnel that inspire teachers with their actions and guidance. Employees are willing to apply more effort in the workplace when leaders trust them (Flores, 2017). Training provides opportunity to employees with specific, recognizable knowledge and skills in their current positions (Samsudin, 2021). Programs of instructors' training and professional development are essential in any educational institution be it primary, secondary or even higher university level (Boudersa, 2016). Professional development programs help teachers and head teachers sharpen their capabilities, teaching strategies and managerial skills. Professional development programs occasioned a basic change in school principals' practices and lead to an increase of pupils' learning (Boudersa, 2016). The present research study builds on the recent head teachers training program organized by Sindh Education Foundation. The main objectives of the training were to boost the leadership skills of head teachers, mainly managerial leadership and instructional leadership in schools. Professional development programs enhance the satisfaction and motivation of employees towards the organization and also train them in modern skills that would increase the chances of career growth in the future. When personnel are given the opportunity to improve their skills and knowledge through training, coaching, and other professional development activities, they become better equipped to perform their duties and contribute to the organization's success.

Teacher professional development has not remained indifferent; quite the conflicting, educational research is ahead of stronger relevance within teacher training programs (Perines, 2021). Samsudin (2021) said that professional development is the attainment process of enhancing the ability to do work and preparing employees with particular information and skills to perform better in their existing jobs. Head teachers' leadership training is essential for the success of the school. Wong (2018) concluded that the rapidly changing environment for the educational institutes has forced new tasks for school heads and implied multiple development pathways for head teachers' continuing professional development. It was concluded from previous researchers, educational policymakers, and practitioners that teacher professional development is the most important for school improvement, focused on greater student learning outcomes (Bredeson, 2000). "*Leaders are the drivers of innovation within an organization*" (Flores, 2017, p.28). A movement in professional development has arisen that emphasizes on information expanded in practice as much as knowledge increased in formal education (Barnett et al., 2009; Walker, 2015; Jerdborg, 2021). Training is typically planned and executed when workers have deficient skills or when an institute or department changes a system and wants to learn novel skills (Samsudin, 2021). Within the school, head teacher

is the one who directly influences the implementation of guiding principles, and affects the quality of professional development (Bredeson, 2000), and overall achievement of the students.

Professional development program can help employees develop new skills and acquire knowledge that is directly relevant to their job roles. The newly appointed school heads' leadership development programs are effective in providing leaders with a support system, professional links, information databanks, and emotional support (Walker & Kwan, 2008, Wong & Peng, 2018). This can enable them to perform their duties more effectively and efficiently, which can lead to increased productivity and better results. Professional development can help employees develop critical thinking, problem-solving, and decision-making skills. This can enable them to approach their job duties with greater creativity and confidence, and make more informed decisions that benefit the organization. Training programs also serve employees in development of stronger communication and collaboration skills. This can lead to better teamwork and more effective communication with all stakeholders.

### **Head Teachers' Training '21<sup>st</sup> Century School and Effective Leadership'**

Headmaster training programs provide numerous benefits for both the learners and the school as a whole. Head teachers training can help develop leadership skills, such as communication, decision-making, problem-solving, and strategic thinking. This can help them to lead the school effectively and create a positive work environment. This type of training can provide a better understanding of education policies and regulations, which can support school leader to ensure the school is progressing with set laws and regulations. Well-trained schools head could improve teacher retention and student success which found common in many schools. School heads as instructional leaders need to track various initiatives and capacity-building opportunities, by focusing on resources and needs to achieve learning targets and school goals (Bredeson, 2000). A headmaster who is trained in community relations can help build positive relationships with teachers, parents, community members, and other stakeholders. This can improve the school's reputation and support for its programs and initiatives. Overall, headmaster training can provide many benefits that can help improve the overall quality of education in a school, and support the success of both teachers and students.

In early 2022, Sindh Education Foundation's Training Unit started a huge task of training 2,680 school head teachers across all districts of the province. The training was conducted under the title of "21<sup>st</sup> Century School and Effective Leadership". It was a 15-day training program in which 13 days were dedicated for head teachers whereas last two days were kept for school partners' orientation about the training. The whole training revolved around three broad areas of school governance, academic management and administrative management. The main objective of the training was to equip the head teachers – who are school leaders – with necessary knowledge and skills to lead schools according to the needs of the modern times. The training was aimed at developing leadership and management skills of school heads so they can perform their roles more effectively. As indispensable it is for any school, the school leaders' thorough understanding was developed about academics and administrative management.

### **School Head Teacher**

It was concluded from previous studies that school heads are the key players in the school who provide strong support to teacher in academics, supervise smooth running of school, minimize the gap among stakeholders by effect communication. School head teachers establish learning as the central of their practice and they set the right tone, and expectations for the acquisition of knowledge in the school by what they pay attention to, by their actions, and by what the compensate. Principals as learners set individual learning goals for themselves. They also model what they espouse by participating actively in staff development in their school. Bredeson (2000) concluded that as educators stretch their pedagogical skills, they require totell that the scool head will be there to assist with professional, emotional, and psychological assistance.

Instructional leadership involves monitoring and supervising the teaching-learning process and as well as the provision of instructional materials by the head teacher (Benson, 2011). Their role of head teacher is critical in safeguarding that the school is well-managed, providing quality education to its students, and maintaining a positive learning environment for all the stakeholders. The headmaster is responsible for the overall educational leadership of the school. This involves developing and implementing educational policies, curriculum, and programs that are in line with the school's vision and mission. The headmaster oversees the day-to-day administration and management of the school. This includes managing the budget, staffing, and facilities, and ensuring that all school policies and regulations are followed. The principal is responsible for maintaining discipline and law & order in the school. He work with teachers and other staff to ensure that students are following the school's code of conduct and addressing any disciplinary issues that arise. They communicate with parents regularly to provide updates on school activities, academic progress, and any issues that may arise. The head-teacher is responsible for the organization professional development of the school's staff. They work with teachers and other staff to provide training and development opportunities that will enhance their skills and abilities.

### Justification & Scope of the Study

Training is necessary to fill the gap between employee performance standards and levels that often talked in professional development program (Samsudin, 2021) with real-time activities and mentors experiences. School head is only executive of school and only representation of the institute and lawful to paly part inside and outside of the school (Shah et al., 2023). The school principals' training programs are rarely held due to that reason a few types of research have been conducted on that topic, especially here in Pakistan (Yousaf et al., 2019).

### Research Objectives

- Analysis of head teachers' training on effective administrative leadership
- Analysis of head teachers' training on instructional leadership
- To explore the effect of leadership training on the school environment

### Methods

Research methodology is the specific techniques applied to recognize, select, process, and evaluate knowledge regarding a topic (Niamatullah et al., 2020). In social sciences, mixed research methodology is preferred so was applied in this study. Both the quantitative and qualitative research approaches were applied for the attainment of the objectives of the research study (Yousaf et al., 2019). The main purpose of the present research study was to explore the head teachers' understandings and attitudes after participating in a 13-day training program named "21<sup>st</sup> Century School and Effective Leadership" organized by Sindh Education Foundation, Government of Sindh.

The survey questionnaire was borrowed and re-developed as per need for conducting this research study. Alongside, three open-ended questions were asked for better analysis of head teachers training program. Pre-tests and post-tests were taken for analysis of training program and explore the difference of knowledge before and after training. A survey estimated participants' understanding with the novel determinative testing design.

The population of this study was all SEF-assisted school head teachers of district Hyderabad and Jamshoro. There were 140 SEF-assisted schools in the two districts of Hyderabad and Jamshoro, so the population of the study was 140 head teachers. The sample of the research study was 50 head teachers 25 male and 25 female head teachers each who attended training program organized by Sindh Education Foundation at public school Hyderabad. The purposive sampling technique was be applied for data collection from those head teachers who have attended SEF Headteachers training held at public school Hyderabad. Open-ended questions were developed for the analysis of head teachers' experiences regarding head teachers training. The school heads' instructional leadership was measured by the "*Principal Instructional Management Rating Scale*" adopted from (Hallinger & Murphy, 1985; Yousaf et al., 2019) and was appropriately modified according to the current context. It was a 5-point Likert rating scale (Yousaf et al., 2019) with 3 subscales (administrative leadership, instructional leadership, and school environment) 18 items. It was piloted among 3 head teachers participated in same training program in other district and venues and a language expert. Suggestions were imported accordingly and it was finalized. No changes had made piloting the questionnaire then sent to the participants for their responses. Reliability was calculated with Cronbach's Alpha which was highly reliable (Hallinger & Murphy, 1985).

### Table1.

*Reliability of Questionnaire*

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	18

Reliability of the questionnaire was checked by using computer software SPSS version 25. Cronbach's Alpha calculated 0.921 of 18 items which showed reliability of questionnaire was excellent.

Prior permission was granted from school operators and patron organizations. It was assured to the participants that this study will guide the stakeholders in planning programs and future events regarding professional development programs. Also, it was ensured them that this study will never harm anybody nor support job advancement. This research study was conducted SEF supported schools of districts Hyderabad and Jamshoro. Therefore, it is limited to all the SEF schools of district Hyderabad and Jamshoro.

**Conceptual Framework**



**Figure 1.** Represents overall influence of head teachers’ training program and its impact on students’ achievement at later stage of schooling with trained head master.

**Data Collection Procedure**

It was decided to collect data from the sample of 25 male head teachers and 25 female head teachers’ participants of professional developmental program at Hyderabad. Out of 25 each HTs 76% male and 84% female responded and filled the questionnaire. While 10 head teachers not responded due to some reasons including no access to internet facility and left schools. This research study was mixed research so data was collected both quantitative and qualitative methods. Quantitative data was collected through a survey a questionnaire and comparison results pre-test and post-test. Demographic information and survey results were analyzed on Statistical Package for the Social Sciences (SPSS). While qualitative data was obtained through documents analysis (training manual and post training feedback).

Data analysis started T-test applied to compare the result of pre-test and post-test. Demographic information of respondents was analyzed by computer software SPSS which includes age, gender, experience, and academic and professional qualification. Forty of the 50 participants completed an anonymous online survey containing 18 items relating to administrative leadership, instructional leadership and school environment. The numerical implication of the questionnaire data was obtained using expressive statistics using the software Statistical Package for Social Sciences version 25 (Abro & Suhag, 2021).

**Results**

The research questionnaire was divided into two parts in which first part of the study was about participants’ biography including gender, age, and experience, academic and professional qualification. Demographic data showed that the greater part of the participants belong to age group 20-25, 31-35 and 26-30 years. However, some of them belong to age group of 41-45 years and 36-40 years. It was concluded that the majority of the head teachers in a category of 20 to 35 years of age. There were 47.5% respondents were male and 52.5% of the respondents were female head teachers. The majority of head teachers’ academic qualification was M.A/M.Sc/BS(Hons) or 16 years of education. While some of them were B.A/B.Sc and Intermediate degree holders and only participant holds M.Phil degree. There were 27% and 10% head teachers held professional degrees B.Ed./A.D.E?E.C.C.E and M.Ed. respectively. While participants held 10% other type of degrees L.L.B/C.I.T/D.I.T and 52% participants had no any professional degrees. The respondents had professional teaching experience from 5 to 9 years which was 52 percentages. While 27%, 10%, 7.5% and 2.5% participants held 1 to 5 year, 15 to 19 years, 10 to 14 years and 20 years and above experience respectively.

**Table 2.**  
*Paired Sample T-Test*

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	9.9400	50	2.76575	.39114
	Posttest	12.9200	50	2.25732	.31923

Above table 2 showed that there is clear difference between means scores of the participants in pre-test and post-test.

**Table 3.**  
*Paired Samples Test*

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Pretest - Posttest	-2.98000	2.75155	.38913	-3.76198	-2.19802	-7.658	49	.000

Above table no. 3 reflected that there is big difference between pre-test and post-test result percentage. It clearly define that there was positive impact of training on the head teacher knowledge and behavior. There were 50 participants whose post-test score percentage was increased than pre-test score percentage which was 90%. Meanwhile 2% participants showed no growth and 8% showed negative growth after attended head teachers training program.

A paired-sample t-test was conducted to evaluate the impact of head teachers’ effective leadership training program. Pair of tests pre-test and post-test were taken before and after training to judge the influence on participants. The outcomes showed a significant increase in scores of the trainees before (M=9.9, SD=2.76) to after (M=12.92, SD=2.25),  $t(50) = -7.65$ ,  $p < 0.001$  (two-tailed). The mean increase in the test results were 2.98 with a 95% confidence interval ranging from -3.76 to 2.19. The eta square statistic (0.544) indicated a large effect size.

**Item Analysis**

There were three sections of the questionnaire in the present research study. In section 1, items were about understanding head teachers administrative leadership after participated training program, section 2 was about head teachers’ instructional leadership in school and section 3 related to impact of professional development program on school environment. Items were individually analyzed with computer software SPSS.

**Table 4.**

*Head Teachers’ Administrative Leadership*

S.no	Head Teachers’ Instructional Leadership	SA	A	U	D	SD
1	Training guided how to plan academic events with the consultation of teachers	45%	47.5 %	5%	2.5%	0%
2	Systematically organize capacity-building sessions after attended the training program	30%	70%	0%	0%	0%
3	Conduct regular classroom observations and provide feedback to teachers for effective teaching and learning	47.5%	47.5%	5%	0%	0%
4	The training equipped different teaching methods and pedagogies to better guide your teachers	52.5%	45%	2.5%	0%	0%
5	Training improved the knowledge of the learning process, learning theories, and the ways students learn better	47%	52.5%	0%	0%	0%
6	The training gave the ways of mentoring and continuously supporting teaching and non-teaching staff	52.5%	40%	7.5%	0%	0%

Head teachers’ professional developmental program enhanced the knowledge of HTs in management of school. It was an opportunity for the development of leadership skills in actual real time situations. Majority of school leaders agreed that they had learnt the techniques for teachers’ effective evaluation and feedback mechanism. Training program motivated head teachers’ towards school improvement and boosted their awareness of effective supervision. Training program equipped with different pedagogies to evaluate teachers and give feedback wisely.

**Table 5.**

*Head Teachers’ Instructional Leadership*

S.no	Head Teachers’ Instructional Leadership	SA	A	U	D	SD
1	Training guided how to plan academic events with the consultation of teachers	45%	47.5 %	5%	2.5%	0%
2	Systematically organize capacity-building sessions after attended the training program	30%	70%	0%	0%	0%
3	Conduct regular classroom observations and provide feedback to teachers for effective teaching and learning	47.5%	47.5%	5%	0%	0%
4	The training equipped different teaching methods and pedagogies to better guide your teachers	52.5%	45%	2.5%	0%	0%
5	Training improved the knowledge of the learning process, learning theories, and the ways students learn better	47%	52.5%	0%	0%	0%
6	The training gave the ways of mentoring and continuously supporting teaching and non-teaching staff	52.5%	40%	7.5%	0%	0%

Academic of the school is considered as the backbone of any educational institute. Training program guided head teachers in planning better academic events with the consultation of stakeholders. Mostly head teachers’ responded that they had organized capacity building sessions after attended leadership training program. School principals conducted regular classroom observation and provide constructive feedback to instructors for effective teaching. Head teachers acquired the

knowledge of various teaching pedagogies, learning theories and students' centered teaching techniques. Majority of the participants strongly agreed that they were given opportunity to learn different mentoring and supporting approaches for both teaching and non-teaching staff.

**Table 6.**

*Post-Training Impact on School Environment*

S.no	Post-Training Impact on School Environment	SA	A	U	D	SD
1	The training program helped in creating conducive environment in school	32.5%	65 %	2.5%	%	0%
2	The training program has caused a positive impact on overall school learning culture	42.5%	55%	2.5%	0%	0%
3	Training program provided opportunities for socialization and inspired for teamwork	37.5%	57.5%	2.5%	2.5%	0%
4	Students' participation in curricular and co-curricular activities has increased after head teacher's participation in training	45%	50%	2.5%	2.5%	0%
5	The training helped to deal with problems effectively and make school environment favorable for learning	50%	45%	5%	0%	0%
6	Training helped to make school environment learner-friendly and it had positive impact on students' holistic development	55%	42%	2.5%	0%	0%

Better environment of any school ensure the achievement of learners. Majority of respondents agreed that after participated training program assisted them in creating favorable environment in the school. Because of training program had caused encouraging influence on school learning culture. Participants strongly agreed that HTs training gave them opportunities for socialization and encourage them to work in teams. After attended training curricular and co-curricular activities were boosted and increased the learners' involvement. Training guided HTs to cope school problems intelligently and make school learning environment auspicious.

**Open-ended Interview Questions**

Open-ended interview questions were asked from 40 head teachers attended head teachers training program at Public School Hyderabad. Qualitative data were analyzed by the procedure discussed by Creswell (2009) and thematic analysis.

**Q. 1: What are the major administrative changes you have made in school after attending the leadership training?**

**i. Record maintenance**

In response to the question: 1 which was about major administrative changes have made in school, there were 44.5% head teachers said that they changed the ways of maintaining and keeping school record after attending the training. They shared that they implemented the practical ideas and methods that they learnt during the training, and organized school records systematically. Respondent 11 said *"The leadership training helped me solving more confusion like lesson plans, observation and other records"*. R19 said that *"After training I observe the following administrative changes in my school."*

*School documentation such as meeting registers GR register, formats of class observation, feedback to teachers', communication with parents and community mobilization"*. Headmasters' revealed that they observed classes regularly with observation tools and ensure proper documentation in school including stock register, GR and meeting register etc.

**ii. Capacity Building Sessions**

In reply to question one 26% school leaders mentioned that they initiated teachers' capacity building programs in their schools after the training. R25 said *"I transfered my Knowledge to the Teachers"*. R9 said that *"started systematic teachers' capacity building session for staff in the school"*. They said that conducting teachers' training sessions regularly has helped improve their teachers' skills and this has resulted in better student learning outcomes. HT plays role of transformational leaders which transframs skills to teachers and aware those modern trends of teaching-learning.

**iii. Learning Environment**

In reply to question one 13% school heads conveyed that they took steps to provide students better learning environment. Respondent five said *"I have managed my School environment, and, make a, environment of social activities"*. The focus was on making school environment conducive for learning – bringing all the stakeholders on the same page and increasing various activities for students. R18 responded that *"Improve school academic changes and improvements"*

*assessment results etc*". Learning environment is incomplete with out assesemt so quality assessment is part of academics. A culture of study projects, assignment, out door activities etc. boosts learning environment.

**Q. 2: In the context of your personal experience, how does an instructional leader behave with other staff?**

**i. Supportive Behavior**

In response to question 02, there were 57.5% head teachers said that an instructional leader behaves politely with other staff in academic activities. They believe that an instructional leader's behavior with other staff is friendly, supportive and motivating. R12 said that "*Instructional leader behaves with staff politely and should have to manage work with teamwork*". They maintain that a leader's cooperative and encouraging behavior inspires the staff. R19 added that "*A leader have positive and friendly behave with other staff and also have strong motivation skills*". R9 added that "*A leade's behavior with staff is like a guider, communicator, motivator, and solve the every situation of staff*". The supportive behavior of leader always inspires staff to work with enthusiasim towards organization.

**ii. Leadership Skills**

In reply to question two 12.5% trained head teachers responded that an instructional leader's behavior with other staff is based on his/her leadership skills. If the leader guides the staff, takes responsibility and plays the roles of a coach and mentor, then the staff also performs well. R9 added that head teachers behavior should be "*Politely but at the same time leader should be stick in rules*" to maintain discipline. When an instructional leader induces team spirit in the staff, everyone puts in their best efforts as a team to achieve a common goal.

**iii. Monitoring and Feedback**

In reply to Q2 only 9% school heads answered that school leader monitor academic activities and provides constructive feedback to other staff. A feedback that encourages the staff to do better is important part of behavior of an instructional leader. R23 said that "*leader shuld over see progress in school and also give construct feedback for more improvement*". It is the core duty of school leader to observe classes regularly, monitoring overall school and give feedback to the teachers for further enhancement.

**Q.3: What specific change do you think has occurred in the overall school environment after attending head teachers' training program?**

**i. Child-centered Teaching**

In response to the question three which was about overall school environment, 29% head teachers gave similar opinion that after attending the Head Teachers' Training, teaching in their schools became student-centered. They are of the view that by making the learners the center of teaching and learning activities, students' interest in learning increased. R16 said that "*I think we recognize the unique qualities of every child and empower them to achieve quality education*". Student-centered approaches promote a positive teacher-student relationship, as educators act as mentors and guides, providing support and encouragement tailored to individual students' needs. A balanced approach that combines teacher-directed and student-centered strategies is often the most effective way to meet diverse learning needs.

**ii. Teachers' Skills and Attitude**

In response to the question three, there 24% respondents who said that as a result of their participation in training, their teachers' skills and attitudes towards their work considerably improved. R14 said that "*After attending training i manage my school with lot of care and soft skills. Trained teacher for build thier abilities and enhance thier teaching skills*". R17 said that "*Practical and reading lesson together. Make a little fun to make students fresh*". HTs shared that due to regular capacity development workshops with teachers after the training, teachers' behavior became more positive toward students, school and their job and their pedagogical skills also enhanced.

**iii. Academic Management**

In reply to question three 20% head teachers shared same views that after attending the training their schools' academic management enhanced and they can manage academic activities in a better way. Respondent 4 said that he "*Made action plan, development plan, insured lesson plan, made event and academic plan for the next or during academic year*". Academic record keeping, planning lessons, making school improvement plans, and setting realistic targets for academic advancement were the major areas mentioned by HTs under academic management. R18 said that "*I managed to improve my school discipline and good learning environment for student*". Headmaster efficiently managed discipline and academic activities in favor of quality learning for learners.

#### **iv. Increased Enrollment**

In reply to question 3, 9% HTs claimed that their school enrollment increased after applying the techniques they learned in the training. They said that low enrollment was one of the pressing issues of their schools, but after getting ideas on how to cope up with this challenge, they gained reasonable success in this regard. R27 said that He “*Improved school environment, improve school enrollment discipline etc*”. According to HTs, before this training, their community was indifferent about their children’s education and schools, but after applying learning form the training, community participation in school activities increased. R17 responded that “*After HTs training the behavior of a leader with staff and teachers with students and their parents become stronger*”. Headmasters work towards increase of enrolment of students and their regularity by providing better learning and participative environment in institutions.

#### **Discussion**

School heads’ leadership in the area of teachers’ capacity development is critical to the formation and success of a school learning community (Bredeson, 2000). It was concluded from pre-test and post-test of head teachers’ leadership training that there was a positive influence on knowledge and skills of the participants. Head teachers’ were aware regarding effective school supervision, instructional leadership and better school environment. It is quite evident that the training greatly helped head teachers enhance their knowledge and skills of school administration. One of the major reforms were brought in the way school records were maintained and managed. Nearly half of the head teachers who participated in this study stated that after the training their practices of keeping the school records improved and it became easier and less time-consuming. Second important change the training brought was in-house capacity building programs for teachers. Trained school leaders started training their teachers, which shows that the impact of head teachers’ training reached hundreds of thousands of teachers. In addition, the training also fostered a sense of creating a collaborative work environment. After the training, the head teachers realized that they alone could achieve very little, but together they could achieve so much, and they focused on teamwork. Furthermore, some head teachers took steps to make school environment learner-friendly, which was in grave need of improvement before the training. Also, the training helped make changes in the assessment procedures of schools. Assessment before the training focused on students’ memorization but after the training it stressed on conceptual clarity and skill development.

The training program influenced viewpoints of head teachers about how an instructional leader behaves with other staff. The main aim of instructional leadership is to be able to facilitate learning to experience increased learning achievement (Sitepu & Prasetya, 2023). More than fifty percent head teachers were of the view that an instructional leader behaves with other staff in a supportive, friendly and encouraging manner. They said that a leader’s behavior inspires his staff. Second most important weightage was given to teamwork. School leaders said that an instructional leader’s behavior creates an environment of teamwork. Moreover, some head teachers shared that how a leader behaves with other staff depends on his leadership skills, meaning that if he has the skills to guide, motivate and coach the staff well, his team will also perform better. Additionally, head teachers also said that an instructional leader respects his staff, values their opinions, and never lets his team down. Also, school leaders maintained that an instructional leader carefully monitors academic activities and provides positive feedback to his staff.

When asked what specific change has occurred in the overall school environment after they attended training, head teachers’ responses were mixed. Most of them said that when they went back to schools after attending the training, teaching in their schools became student-centered, which previously was teacher-centered. Furthermore, not all subjects or topics can be taught exclusively through student-centered methods. However, a balanced approach that combines teacher-directed and student-centered strategies is often the most effective way to meet diverse learning needs. Next highest weightage was given to teachers’ skills and attitude. Trained school leaders indicated that when they conducted regular sessions with their teachers after the training, their teachers’ pedagogical skills enhanced and their attitudes toward their profession became more positive. Additionally, school heads said that due to training their academic management improved which made their work easier. Some head teachers were of the view that as a result of training their schools became more disciplined: both teachers and students respected and followed school rules. School heads also expressed that by working on the strategies learned in the training, their schools’ enrollment increased. Besides, heads also mentioned that due to the training, community participation in their school activities enhanced because they were better able to fix the issues and convince the community of their crucial role in schools’ success.

#### **Conclusion**

The head teachers’ professional developmental program had a positive impact on the knowledge and skills of school leaders in managing schools. It provided opportunities for leadership development in real-time situations, and the majority of the participants learned effective techniques for evaluating and providing feedback to teachers. The training motivated head teachers towards school improvement and boosted their awareness of effective supervision. Training program guided head teachers in planning better academic events with the consultation of stakeholders and encouraged them to organize capacity building sessions. As a result of the training, school principals conducted regular classroom observations and provided



constructive feedback to instructors for effective teaching. Head teachers also acquired knowledge of various teaching pedagogies, learning theories, and students' centered teaching techniques, and they were given opportunities to learn different mentoring and supporting approaches for both teaching and non-teaching staff. Additionally, the professional development program had a positive impact on creating a favorable environment in the school and had a positive influence on the school learning culture. The participants agreed that the program provided opportunities for socialization and encouraged them to work in teams. As a result, the curricular and co-curricular activities were boosted, and the learners' involvement increased. Also, the training guided school principals to cope with school problems intelligently and make the school learning environment favorable. The training brought in major reforms in the way school records were maintained, and the head teachers' practices improved significantly. Moreover, the training facilitated in-house capacity building programs for teachers, fostering a sense of collaborative work environment, and progressing in assessment procedures to focus on conceptual clarity and skill development. The training also influenced head teachers' viewpoints about instructional leaders' behavior towards staff, stressing on supportiveness, encouragement, and teamwork. Furthermore, the training positively impacted the overall school environment, making teaching student-centered, enhancing teachers' pedagogical skills, improving academic management, and increasing enrollment while enhancing community participation. Therefore, it was concluded that the training program for head teachers has played a vital role in improving school administration and positively impacting the education system's overall quality. It was recommended that increase such professional development programs systematically and annually.

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