

IMPACT OF TRAINING ON PRINCIPAL'S MANAGEMENT SKILLS OF GOVERNMENT SECONDARY SCHOOLS OF KHYBER PAKHTUNKHWA

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Received: 11 January, 2023

Revised: 16 February, 2024

Accepted: 22 February, 2024

Published: 03 March, 2024

ABSTRACT

The present study is descriptive which focuses on Training impact on Principals' Management skills in the selected districts of Khyber Pakhtunkhwa. This study followed a Quantitative Research Design. The present study population comprises all the Government Secondary school Principals/heads of 24 district of KP. The study was further delimited to the trained principals/heads of Government Secondary Schools of the above districts of KP. The study included 1616 Principals/heads as a sample from the population of 4509 Secondary Schools. The sample covered Middle, High, and Higher Secondary for males and females. Based on the convenient sampling technique, the study has been limited to 389 schools from Urban and 1227 from Rural areas of the selected KP districts. The study has taken the questionnaire from the previous reviews for the data collection. The questionnaire was closed-ended and included multiple items on the specific factors and then distributed among the sample respondents. The study has collected data from the sample principals and teachers from the secondary schools of KP. The questionnaire was administered to the various schools in the 24 settled KP districts in the current study. The study's findings argued that the reliability statistics had been used to validate the variables, and the outcome shows that the selected factors have been found reliable. The regression model results argued the training need, training evaluation, training content, training feedback, and training implementation have positive and significant effects on the principal management skills.

Keywords: Training, need, evaluation, girls secondary school, performance management, etc.

INTRODUCTION

Education is the cycle through which a country comprehensively builds up its people. As indicated by Siddiqui (2020), Education isn't just instructing exercises in the homeroom. However, a social association, which invests with scholarly, physical, philosophical, otherworldly, stylish, and moral direction to general society of a state so that to encourage them to understand their duty, vision, the reasoning of presence and plan to achieve their ideal vision (Muhammad et al., 2017). Education adds and presents imaginative thoughts, and the head, as a social specialist, shapes the fate of the succeeding ages towards the ideal bearing. In varying social statuses, outstanding and instrumental transformations are going on, impacting the whole social set-up. "The

Development of a country relies on the advancement of its residents. The improvement of its residents relies on the advancement of schooling, which relies on the improvement of administrators and Academic Leaders" (Shah, 2019).

Educational principal management has been a significant trait of school adequacy. The head's primary administration abilities depict this central administration as its instructive head. A talented and equipped chief encourages the school's contributions to guarantee wanted objectives. She/he is the person who supervises all the cycles engaged with the running of the school for general viability. The ability is utilized to mean mastery created throughout preparing and experience. The primary factor for

the various kinds of aptitudes, as indicated that the pioneer needs to coordinate the requests of a specific undertaking to the relevant expertise vital for the successful accomplishment of the assignment (Francis and Oluwatyinn, 2019). Principals as pioneers who are in a situation to impact others should have the right stuff that will make them exploit that position. In this way, we can reason that school viability would rely upon a head's ability. To be equipped as school pioneers, directors need the imperative head the board abilities. By and large, numerous examinations have been done on the falling norm and nature of education in Nigeria. However, next to no exploration work has been completed on the essential administration aptitudes controlled by Nigerian auxiliary schools' chiefs and the connection between ownership of Principal management abilities and school viability. Improving Student Learning Outcomes (SLOs) is an essential wonder that is quickly getting a critical consideration of instructive managers across the globe.

Conventionally, the schools' principals can be considered the schools' managers (Mulenga, 2020). The principals' prime role is to take the staff and the objective, change, take appropriate decisions, control financial conditions, assume a strict managerial role, and gain progress in the existing structure and framework. Literature argued that most studies had been conducted on the various dimensions of principals in the education sector, but mixed findings have been concluded. There is marginal work done by examining the principals' managerial skills to managing their schools. The study has taken the gap from the different studies by examining school principals' managerial skills as no studies have been found in the Pakistan education sector.

The principals have various vital responsibilities, including the school's employment whenever required. The foremost importance of managerial skills recognizes the most talented employee, helping get the schools' growth and development (Loon, 2019). The studies argued that the literature had recommended the hiring strategies as the most effective managerial skill of the principal. Still, the current study has identified the gap that the professional development of existing HR is the

most significant factor which can improve the students and school.

The study conducted by Aslam (2019) examined the in-service training for HR and related it with the growth and performance; Different seminars, workshops, and other techniques can be adopted in polishing teachers' performance in schools. The study has argued that the teachers' professional development is most important by taking the literature gap. Still, it is very critical for the principals. It cannot be achieved only by training and workshops but by the self-confidence and supporting them in the principals' decisions and can be found leading to professional development. Francis and Oluwatyinn (2019) study that effective training, student learning, and principals' professional development are crucial to success and development.

Objectives of the Study

- i. To investigate the impact of training on principals' management skills at the Government Secondary school level in all 24 Districts of KP.
- ii. To assess the training need importance for the principal's management skills.
- iii. To check the role of training evaluation on the principal's management skills.
- iv. To check the training content's effect in training for the principal's management skills.
- v. To check the effect of training feedback on the principal's management skills.
- vi. To find out the relationship between the training implementation and the principal's management skills.

LITERATURE REVIEW

Siddiqui et al., (2021) examined that education is the key factor for the development of any nation. Progress in present world cannot be achieved with development in education. Therefore, the principals and teachers education and their training is the most significant factor which can be helpful in getting quality and education and can achieve benchmark in the education sector. Different types of training programs have been initiated in Pakistan but still the desired outcome has not been received. The study has evaluated the Education Policy of Pakistan for different years to examine the

necessity of training programs. The results showed that the lack of effective infrastructure, proper planning, insufficient financial help, appropriate training content, lack of technology, limited resources, are the key issues are the basic hurdles in the education revolution in Pakistan. The results further elaborated that these factors can be controlled by taking proper and serious actions. The lack of these factors elaborated the need of proper and effective training for the policy makers in the education sector.

The study of Kadri et al., (2021) concluded that the skills of principal and teachers can play significant role in the education sector in any country of the world and can be significant in achieving the quality of education, management of education system and management of organization. The study has used survey approach for the data collection and validates the principal leadership skills of the 21st century and increasing the learning skills in secondary schools. The study reported that the reliability and validity of the instrument for the leadership competences which can be used for the facilitation of learning skills have been tested for the reliability and factor analysis. The results of Cronbach Alpha showed the reliable value of 0.98. The findings of the study showed that the principal's management skills and 21st century facilitating and learning practices are highly significant.

Nasreen et al., (2018) reported that the principal can be considered as the school head and agent for the development of schools. The training of principals can be considered as the important factor which can be used to enhance the performance and also can be able to transform the schools and leading to the development of the nations. The present study has been found significant in providing the relevance to the training programs, the need for conducting training programs and can provide the basic needs of the principals to perform well for the schools. The findings of the study reported that the principal are the facilitators of the schools and can create a conducive learning environment within the school. The results revealed that the principal of the school want to change the practices and to bring positive change in the schools. The training programs can enhance them to use modern technology and

perform effectively in the school. The professional training program can be found significant which enhance the need of training for the principals and polish their management skills.

Hypotheses

Ho: There is no significant impact of Training on the managerial skills of principals

H₁: There is a significant impact of Training on the managerial skills of principals

H_{1.1}: There is a significant impact of Training need on the managerial skills of principals

H_{1.2}: There is a significant impact of Training evaluation on the managerial skills of principals

H_{1.3}: There is a significant impact of Training content on the managerial skills of principals

H_{1.4}: There is a significant impact of Training feedback on the managerial skills of principals

H_{1.5}: There is a significant impact of Training implementation on the managerial skills of principals

Ho: There is no relationship between training and principal's performance

H₂: There is a close relationship between training and principal's performance.

RESEARCH METHODOLOGY

The study's nature means the study's actual image, explaining past and present, and recommending future directions. According to Osler and Starkey (2017), "nature of the study means the baseline for the data analysis, conducted for the solution to the research problem." The existing study has quantitative nature as the study has involved adopting statistical techniques from the literature and then has testified by data analysis. The present study is descriptive, focusing on Training impact on Principals' Management skills in all 24 districts of Khyber Pakhtunkhwa.

Population of the study

The population for the present study is comprised of all the Government Secondary school Principals/heads of 24 districts of KP, namely Shangla, Hangu, Dir, Battagram, Tank, Lakki Marwat, Buner, Haripur, Swat, Swabi, Nowshera, Peshawar, Malakand, Mansehra, Mardan, Kohat, Kohistan, Dir Lower, Karak, Chitral, Bannu, Charsadda and Abbottabad. For this study population at Secondary Level out of

the total 4509 functional schools, there are 2526 (1532 Male (61%) + 994 Female (39%)) Middle, 1697 (1200 Male (71%) + 497 Female (29%)) High and 286 (197 Male (69%) + 89 Female (31%)) Higher Secondary Schools (Annual Statistical Report of Government Schools EMISKP 2009-10).

Sampling

A sample is the statistical unit drawn from the population as it is hard to approach the whole population for the research problem. The study of Jumani and Abbasi (2015) defined a sample as the statistical and small units drawn from the

population and argued that these units would have the same features as the population has. By adopting the technique from Krejcie & Morgan (1970) and Raosoft Sample Size Calculator, the study was included 1616 Principals as a sample from the population of 4509 Secondary Schools. Based on the convenient sampling technique, the study has been limited to 389 schools from Urban and 1227 from Rural areas of the selected KP districts. The study was further delimited to the trained heads of Government Secondary Schools of the selected districts of KP.

Table 3: Detailed Sampling of 24 Districts

Level	Urban		Rural		Total	
	Schools	Sample	Schools	Sample	Schools	Sample
Middle Boys	109	86	1423	303	1532	389
Middle Girls	99	79	895	269	994	348
High Boys	130	98	1070	283	1200	381
High Girls	96	77	401	197	497	274
H/Sec Boys	28	27	169	118	197	145
H/Sec Girls	23	22	66	57	89	79
Grand Total	485	389	4024	1227	4509	1616

multiple items on the specific factors and then distributed among the sample respondents.

Data Collection Tool

The data collection tool has been described as the instrument used in the research process to collect information from the sample respondents. The present study was conducted among the principals working in the secondary schools in KPK. The principal's objective was to check the principals' training and its impact on principle management skills among the Urban and Rural secondary schools. The study has taken the questionnaire from the previous reviews for the data collection. The questionnaire was closed-ended and included

RESULTS & DISCUSSIONS

Reliability Statistics

Table 4: Findings of Reliability

Variable	No of items	Alpha	Remarks
Training Need	05	0.862	Reliable
Training Evaluation	05	0.804	Reliable
Training Content	04	0.775	Reliable

Training Feedback	04	0.931	Reliable
Training Implementation	05	0.827	Reliable
Management Skills	10	0.748	Reliable

The study has used the questionnaire methodology for the data collection. It is imperative that the factors, which have been included in the data collection, should be checked for reliability. In this regard, the study has used the alpha value. The findings concluded that the variables' alpha value had been found more than .70, which argued that the variables are found reliable (Siddiqui, 2020).

Regression
(Impact of Principal Training on Management Skills)

Table 5: Findings of Regression

Pr. Mgt Skills	Coefficient (standardized)	T-value	P-value
Training Need	0.398	2.290	.000
Training Evaluation	0.410	2.712	.000
Training Content	0.378	4.019	.000
Training Feedback	0.489	5.871	.000
Training Implementation	0.581	3.401	.000
Constant	1.109	1.019	.510
R-square	0.720		
F-Value	12.973		

The table shows that the regression model's findings have been used to check the effect of training on principal management skills among the selected principals for girls secondary schools. The present study adopted the regression model to check the problem statement's impact objective. This model can estimate the variance explained and showed by R-square. The findings argued that the training need, training evaluation, training content, training feedback, and training implementation positively and significantly affect the principal management skills. Educational principal management is an essential characteristic of school effectiveness. It is portrayed by the principal management skills_ the principal as the educational leader of the school exhibits. A skilled and competent principal facilitates the use of the school's inputs to ensure the achievement of desired goals. She/he is the one who oversees all the processes involved in the running of the school for overall effectiveness.

Correlation
(Relationship between Training & Management skills)

Table 6: Findings of Pearson Correlation

Variables	MS	PF	TN	TE	TC	TF	TI
Mgt Skills	1						
Training Need	0.347**	-0.128	1				
Training Evaluation	0.326**	0.294**	0.190	1			
Training Content	0.557**	0.438**	0.253**	0.118	1		
Training Feedback	0.471**	-0.051	0.387**	-0.071	-0.319	1	
Training Implementation	0.597**	0.117	0.361**	0.459**	0.227**	0.128	1

The table shows the findings taken from the Pearson Correlation model, which has been used in the existing study to find out the relationship between the management skills, principal performance, training need, training evaluation, training content, training feedback, and training

implementation are having a positive relationship with each other. The p-value shows that these relationships have been found significant.

CONCLUSION

Education is not just instructing exercises in the room. However, a social association, which invests with scholarly, physical, philosophical, otherworldly, stylish, and moral direction to general society of a state; so that to encourage them to understand their duty, vision, the reasoning of presence and plan to achieve their ideal vision (Muhammad et al., 2017). Education adds and presents imaginative thoughts, and the head, as a social specialist, shapes the fate of the succeeding ages towards the ideal bearing. In varying social statuses, 3 remarkable and instrumental transformations are going on, impacting the whole social set-up. "The Development of a country relies on the advancement of its residents. The improvement of its residents relies on the advancement of their schooling. The improvement of their schooling relies on the improvement of their administrators and Academic Leaders". Educational change endeavors in created nations have zeroed in on the hugeness of the head's vital administration job and abilities to accomplish school viability. The prominent analyst to propose the expertise way to deal with the head of the board found that successful Principal management relies upon three essential aptitudes: specialized, human, or relational theoretical. The study in hand has been conducted in the education sector of Pakistan. The principals' management skills have been examined under the training effectiveness provided by them by the authorities. Many studies have evaluated the concept, but most of the studies have been conducted in the developed markets. Most of them were based on the teacher's performance or student academic achievements. But the study is unique because no specific study has been found in relating the training with principal's management skills among the girls' secondary schools. The study has used the different dimensions of training effectiveness, which can be significant for the management skills. The study will contribute to the literature on principals' management skills based on training dimensions. The study has been implemented the social learning theory introduced by Bandura (1977), Bandura and Wood (1989), and the learning efficiency theory introduced by Pass et

al. (2004). The study is a unique contribution because no specific study has used these theories for the training and principal's management skills in the education sector for the developing market.

The study was conducted by checking the impact of training on the principal's management skills in the school education sector. In the future, the study can be conducted comparing both girls' and boys' school's principals. The principals' management skills have been examined in light of the authorities' training provided by them. The study can be conducted by taking the moderating or mediating variable in relating the training and management skills, i.e., organization culture can be used as a moderating or mediating variable. Some other variables can be used, i.e., motivation, government policies, etc.

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