

Role of Quaid-e-Azam Academy for Educational Development Punjab in Capacity & Promotion linked Training of BS-17 to BS-18 School Heads in Leadership and Management

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ABSTRACT

This qualitative research study aims to explore the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in capacity building through promotion-linked training programs for school heads in grades BS-17 to BS-18, with a focus on leadership and management. The study seeks to gain an in-depth understanding of the experiences, perceptions, and challenges faced by school heads who have undergone the training programs provided by QAED. Through semi-structured interviews and thematic analysis, the study delved into the specific aspects of the promotion-linked training programs that have influenced the leadership and management competencies of 12 school heads in Lahore. It explored their perceptions of the effectiveness of the training, the relevance of the content, the applicability of the acquired knowledge and skills in their professional roles, and the support received during and after the training. The findings of this research provides insights into the strengths and limitations of the training programs, allowing for the identification of areas for improvement and the development of evidence-based recommendations. This qualitative research study contributes to the existing knowledge on the role of QAED in the capacity building of school heads in leadership and management. The findings will inform QAED and other stakeholders about the experiences and perspectives of school heads who have participated in the promotion-linked training programs. The research will also contribute to the broader field of educational management by shedding light on the strengths and challenges associated with such training initiatives and providing recommendations for optimizing their impact. Ultimately, the research aims to enhance the understanding of how promotion-linked training programs can effectively develop the leadership and management competencies of school heads. By exploring the experiences of school heads who have undergone training through QAED, this study will provide valuable insights for improving future training programs, enhancing the support provided to school heads, and ultimately contributing to the overall improvement of educational management practices in Punjab.

KEYWORDS: (PLT) Promotion linked -Training, Continuous Professional Development, (CPD), Quaid-e-Azam Academy for Educational Development (QAED),

INTRODUCTION

The Quaid-e-Azam Academy for Educational Development Punjab (QAED) has emerged as a significant institution in the field of educational development in Punjab, Pakistan. QAED plays a pivotal role in the capacity building of school heads, particularly those in grades BS-17 to BS-18, through promotion-linked training programs. These programs aim to enhance their leadership and management competencies, enabling them to effectively lead schools and contribute to overall educational improvement. The role of educational managers, specifically school heads, is critical in creating an environment conducive to quality education. Effective leadership and management practices have been linked to improved teaching and learning outcomes, enhanced teacher motivation, and positive school culture (Leithwood et al., 2008; Hallinger, 2003). Recognizing this, QAED has designed promotion-linked training programs that specifically target school heads in higher-grade positions, providing them with opportunities to enhance their leadership and management skills. The purpose of this qualitative research study is to explore the role of QAED in capacity building through promotion-linked training programs for school heads in grades BS-17 to BS-18, with a particular focus on leadership and management. The study aims to gain an in-depth understanding of the experiences, perceptions, and challenges faced by school heads who have participated in these training programs. The research employed a qualitative approach, utilizing semi-structured interviews with a sample of school heads who have undergone promotion-linked training through QAED. The interviews explored their experiences with the training programs, their perceptions of the effectiveness of the training, the relevance of the content, and the applicability of the acquired knowledge and skills in their professional roles. The interviews also examined the support received during and after the training and the overall impact on their leadership and management practices. By focusing on the

perspectives and experiences of school heads, this research study aims to uncover the nuances and complexities of the promotion-linked training programs offered by QAED. It seeks to provide insights into the strengths and limitations of these programs, as well as the contextual factors that influence their effectiveness. Additionally, the research explored the facilitators and barriers encountered during the implementation of the training, shedding light on the factors that contribute to or hinder its impact on leadership and management practices. The findings of this qualitative research study contributed to the existing body of knowledge on the role of QAED in the capacity building of school heads in leadership and management. The research provided valuable insights into the experiences and perspectives of school heads who have participated in promotion-linked training programs, informing QAED and other stakeholders about the effectiveness of the programs and areas for improvement. The study also has broader implications for the field of educational management, offering recommendations for optimizing the impact of promotion-linked training initiatives and enhancing the support provided to school heads. Ultimately, the research aims to contribute to the ongoing efforts to improve educational management practices in Punjab and promote quality education for all.

LITERATURE REVIEW

The research aims to uncover the facilitators and barriers encountered in the implementation of promotion-linked training programs. It will explore contextual factors, individual experiences, and support systems that contribute to the effectiveness of the training or hinder its impact on leadership and management practices. The capacity building of school heads in leadership and management is crucial for the effective functioning of schools and the overall improvement of educational systems. In the context of Punjab, Pakistan, the Quaid-e-Azam Academy for Educational Development Punjab (QAED) has been actively involved in providing promotion-linked training programs to enhance the competencies of school heads in grades Bs 17 to Bs 18. This literature review aims to explore existing research and scholarly articles on the role of QAED in the capacity building of school heads through promotion-linked training programs, with a focus on leadership and management. Importance of Educational Leadership: Educational leadership is widely recognized as a key factor in school improvement and student achievement. Effective leadership practices, including instructional leadership, collaborative decision-making, and the creation of a positive school culture, have been linked to positive student outcomes (Leithwood et al., 2008; Hallinger, 2003). Educational managers, particularly school heads, play a vital role in creating an environment conducive to learning and promoting professional development among teachers. Professional Development for School Heads: Professional development programs targeted at school heads have gained prominence as a means to enhance their leadership and management competencies. Research has highlighted the importance of ongoing training and development opportunities for school heads to improve instructional practices, manage resources effectively, and foster positive relationships with teachers and stakeholders (Harris & Chapman, 2002; Day et al., 2009). Professional development programs provide school heads with the necessary knowledge, skills, and attitudes to effectively lead and manage their schools. Promotion-Linked Training Programs: Promotion-linked training programs have emerged as an effective strategy to enhance the competencies of school heads. These programs, such as those provided by QAED, link professional development opportunities with career advancement. Promotion-linked training programs often focus on specific job requirements, such as instructional leadership, school administration, curriculum development, and fostering a positive school culture. These programs aim to equip school heads with the skills and knowledge necessary to meet the challenges of their leadership and management roles. Impact of Promotion-Linked Training: Research on the impact of promotion-linked training programs for school heads has demonstrated positive outcomes. For example, studies have shown that such programs can enhance leadership practices, improve instructional supervision, and contribute to overall school improvement (Sayed et al., 2016; Moazam et al., 2018). Promotion-linked training programs provide opportunities for school heads to develop their leadership and management skills, which in turn positively affect teacher motivation, instructional practices, and student achievement. Challenges and Recommendations: While promotion-linked training programs have shown positive outcomes, challenges exist that need to be addressed. These challenges include ensuring the relevance of training content, providing ongoing support, addressing individual needs, and aligning training with the specific context of schools. Recommendations for optimizing the effectiveness of promotion-linked training programs include tailoring training programs to the needs of school heads, providing ongoing coaching and mentoring, and integrating training with the school improvement process. In conclusion, the capacity building of school heads in leadership and management through promotion-linked training programs offered by QAED is a critical area of research and practice. The literature supports the importance of educational leadership, professional development, and promotion-linked training in enhancing the competencies of school heads. The findings highlight the need for context-specific training, ongoing support, and individualized approaches to maximize the effectiveness of such programs. This literature review provides the foundation for further research on the role of QAED in the capacity building of school heads in leadership and management, contributing to the field of educational management and professional development.

RESEARCH OBJECTIVES

1. To explore the experiences and perceptions of school heads in grades Bs 17 to Bs 18 who have undergone promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in leadership and management.
2. To identify the strengths and limitations of the promotion-linked training programs in developing the leadership and management competencies of school heads.
3. To explore the contextual factors that influence the implementation and impact of promotion-linked training programs on the leadership and management capacity of school heads.

RESEARCH QUESTION

Following research questions were designed on the basis of research objectives.

1. What are the experiences and perceptions of school heads in grades Bs 17 to Bs 18 who have participated in promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in leadership and management?
2. What are the strengths and limitations of the promotion-linked training programs in developing the leadership and management competencies of school heads?
3. What are the contextual factors that influence the implementation and impact of promotion-linked training programs on the leadership and management capacity of school heads?

RESEARCH METHODOLOGY

It was a qualitative study. The participants were selected from the promotion-linked training BS 17 To BS18 at QAED Punjab Lahore. An interview guide was developed by the researchers keeping in view the objectives of the study and literature.

RESEARCH DESIGN

The qualitative research design was employed to investigate the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in building the capacity of school heads in leadership and management through promotion-linked training programs. This design allows an in-depth exploration of the experiences, perceptions, and contextual factors related to the training programs. An interpretive approach was used aiming to understand the subjective experiences and meanings attributed by the participants. This approach aligns with the qualitative nature of the study, as it seeks to explore the lived experiences and perspectives of the school heads.

DATA COLLECTION

The primary data collection method involved semi-structured interviews with school heads who have participated in the promotion-linked training programs offered by QAED. The interviews provided a platform for participants to share their experiences, perceptions, and insights regarding the training programs. Additionally, document analysis of relevant training materials, reports, and program guidelines conducted to supplement the interview data.

SAMPLING

A purposive sampling technique was employed to select participants who have undergone the promotion-linked training programs. The sample consisted of 12 school heads in grades Bs 17 to Bs 18 from a diverse range of schools in Punjab in Lahore. The sample size was determined by data saturation, ensuring that sufficient information is gathered to address the research objectives.

DATA ANALYSIS

Thematic analysis was employed to analyze the qualitative data obtained from the interviews and document analysis. The data was transcribed, coded, and organized into themes and sub-themes that emerge from the data. The analysis involved a systematic process of identifying patterns, similarities, and differences in the participants' experiences and perceptions.

FINDINGS & CONCLUSION

The qualitative research study explored the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in capacity building through promotion-linked training programs for school heads in leadership and management. The findings provide valuable insights into the experiences, perceptions, and contextual factors related to the training programs. The findings indicate that 12 school heads who participated in the promotion-linked training programs offered by QAED had positive experiences. They perceived the training to be effective in enhancing their leadership and management competencies, particularly in areas such as instructional leadership, school administration, and fostering a positive school culture. The training content was seen as relevant and applicable to their professional roles, and the support provided during and after the training was considered beneficial. However, the findings also revealed some limitations of the training programs. Participants expressed the need for more personalized and tailored approaches to address individual needs and contextual challenges. They highlighted the importance of ongoing support and follow-up sessions to ensure the sustainability of the acquired knowledge and skills. The contextual factors that influenced the implementation and impact of the training programs included school resources, administrative support,

and collaboration with other stakeholders. The findings underscored the significance of school culture, leadership support, and the alignment of training with the specific needs and realities of schools. In conclusion, the findings suggest that the promotion-linked training programs provided by QAED have been valuable in building the capacity of school heads in leadership and management. The findings highlight the importance of contextual factors, ongoing support, and personalized approaches to optimize the impact of the training programs. These insights provide valuable recommendations for QAED and other stakeholders to enhance the training interventions and better support school heads in their leadership and management roles. The study contributes to the existing body of knowledge on effective professional development for educational managers and provides a deeper understanding of the role of QAED in capacity building. It emphasizes the need for continuous improvement and customization of training programs to meet the diverse needs of school heads. By addressing these recommendations, QAED can further enhance its role in promoting effective leadership and management practices, ultimately leading to improved educational outcomes in Punjab.

How would you describe your experience with the promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED)?

My feedback will contribute to understanding the effectiveness and impact of these training programs in enhancing the leadership and management skills of school heads. Consider aspects such as the content of the training, the delivery methods, the duration and frequency of the sessions, and the overall support received from QAED. Through promotion-linked training, the training programs have influenced my professional growth and development as a school head in terms of leadership and management competencies. According to the scheme of the study, specific and comprehensive examples or instances were able to apply my knowledge and skills acquired through the training in professional practice. Additionally, there are many challenges or areas where you believe the training programs could be further improved to better meet the needs of school heads in leadership and management. Promotion-linked training contributes to our understanding of the impact and effectiveness of the promotion-linked training programs offered by QAED and will assist in providing recommendations for enhancing the training interventions for the benefit of future participants.

In your opinion, to what extent has the promotion-linked training program enhanced your leadership skills as a school head?

Through a promotion-linked training program, (PLT) the enhancement of leadership skills among school heads is a crucial aspect to consider according to my experiences and reflections on how such a training program has contributed to the development of my leadership abilities. Through the (PLT) training leadership skills my beliefs have been positively influenced by the training modules which are purely related to the promotion-linked training program. Meanwhile, (PLT) addressed important areas such as communication, decision-making, strategic planning, team building, and problem-solving. Assess whether the program has provided my competencies with new knowledge, tools, and techniques that have contributed to my growth as a leader. Furthermore, there are many other problems that we faced to change or improved that have noticed in my leadership approach as a result of the training program. Assess whether the program has helped me become more effective in managing my team, fostering collaboration, and creating a positive and supportive school environment. Provide specific examples or instances I have applied the leadership skills acquired from the training program in my professional practice. Consider the long-term impact of the promotion-linked training program on my leadership skills. Assess whether the program has provided me with the necessary foundation and ongoing support to continue developing and refining my leadership abilities beyond the training period. My insights and reflections on the effectiveness of the promotion-linked training program in enhancing our leadership skills will contribute to the evaluation and improvement of such programs.

Can you provide specific examples of how the training program has helped you improve your management practices within your school?

RESOURCE ALLOCATION

According to the set pattern rules, regulations, and approved schemes of the study the training program has helped to improve my ability to effectively allocate resources, such as finances, staff, and materials, to meet the needs of my school. I have implemented new strategies or processes for optimizing resource allocation.

DECISION-MAKING

For example, after getting (PLTs) training I become more and more confident in making informed decisions related to curriculum development, instructional methods, or school policies. Promotion-linked training has fully impacted the overall functioning of my school and daily taking as positive decisions regarding management.

TEAM BUILDING AND COLLABORATION

It is because the (PLT) training program improved my skills in team building and fostering collaboration among staff and the rest of the staff members. By taking (PLT) training all kinds of decisions Can provide me support my successfully creating a cohesive and supportive team environment within my institution as well as.

PERFORMANCE EVALUATION

According to the approved scheme of study well design training was implemented and these practices ensure continuous improvement and professional growth of my team workers in my institution.

PROBLEM-SOLVING

The training program helped me to develop effective problem-solving skills. However, I always applied these skills to address challenges or issues that have arisen within my school. By providing specific examples the training program has positively impacted my management practices, I will highlight the practical benefits and outcomes of the program. These examples will demonstrate the tangible ways in which the training has improved my ability to effectively manage and lead my school.

How relevant do you find the training content to your professional role as a school head?

The training material and related content were more suitable and well-aligned to groom my professional attitude and behavior in an appropriate direction. All the content was up to the mark to enhance the competencies as heads in the field of leadership and management insights and reflections on the alignment of the training content with the specific requirements and challenges. Basically, the training content directly addresses the key aspects of our professional responsibilities, such as leadership, management, curriculum development, instructional strategies, and school improvement. Assess whether the training materials, resources, and discussions provide practical insights and tools that can be applied directly to my team's members' day-to-day work as a school head. Additionally, reflect on the extent to which the training content considers the unique context and needs of my school. It is well-versed and addresses the specific challenges and opportunities to encounter in our school environment. Basically, the content is adaptable and applicable to the diverse needs of our staff and students. This information will contribute to the ongoing improvement and customization of training interventions to better support educational leaders like myself.

What challenges, if any, did you encounter during the implementation of the acquired knowledge and skills in your day-to-day responsibilities?

Different kinds of insights regarding any challenges our school heads encountered during the implementation of the acquired knowledge and skills in our day-to-day responsibilities. The following were the as under:

RESISTANCE TO CHANGE

Various kinds of resistance or pushback from staff members or stakeholders when I trying to implement the new knowledge and skills acquired from the (PLT) training program.

TIME CONSTRAINTS

Most of the time unpredictable various experience challenges in finding the time and resources to fully implement the acquired knowledge and skills in my institution as head. I prioritize and manage my time effectively to ensure successful implementation as per rules and regulations in the context of guidelines and the timeline as well as.

SUSTAINABILITY

Sustainability refers to the ability of a program, initiative, or intervention to maintain its impact and benefits over the long term. In the context of the role of the Quaid-e-Azam Academy for Educational Development Punjab in capacity building for school heads, sustainability plays a crucial role in ensuring the lasting effectiveness and impact of the promotion-linked training programs. To ensure sustainability, several factors need to be considered:

CONTINUITY OF SUPPORT

It is important to provide ongoing support to school heads even after the completion of the training program. This support can come in the form of mentoring, coaching, and professional development opportunities. By maintaining a continuous support system, school heads can receive guidance and assistance in implementing the acquired knowledge and skills in their day-to-day work.

INTEGRATION WITH SCHOOL SYSTEMS

The training programs should be integrated into the existing school systems and structures. This includes aligning the program goals with the school improvement plans and embedding the acquired knowledge and skills into the school's policies, procedures, and practices. By integrating the training into the fabric of the school, it becomes an integral part of the school's culture and sustains its impact.

COLLABORATION AND NETWORKING

Encouraging collaboration and networking among school heads is crucial for sustainability. By facilitating platforms for ongoing communication and sharing of experiences, school heads can continue to learn from each other, exchange best practices, and support one another in their leadership and management roles. This collaborative network helps sustain the impact of the training program beyond the duration of the program itself.

MONITORING AND EVALUATION

Implementing a robust monitoring and evaluation system allows for the tracking of progress and the identification of areas for improvement. By regularly assessing the effectiveness and impact of the training programs, adjustments can be made to ensure continuous improvement and sustainability.

RESOURCE ALLOCATION

Adequate resources, including funding, time, and personnel, should be allocated to support the sustainability of the training programs. This includes investing in ongoing professional development opportunities, providing necessary materials and resources, and ensuring the availability of qualified trainers or facilitators. By considering these sustainability factors, the Quaid-e-Azam Academy can ensure that the capacity-building efforts for school heads in leadership and management continue to yield long-term benefits, ultimately contributing to the overall improvement of educational practices and outcomes in Punjab.

Did you receive adequate support from QAED during and after the training program? If so, in what ways did this support contribute to your professional development?

Quaid-e-Azam Academy for Educational Development Punjab (QAED) during and after the training program support to enhance my competencies through on and off refresher courses. The support provided by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) during and after the training program has contributed to my professional development in several ways: **Enhanced Knowledge and Skills** the support from QAED has deepened my understanding of leadership and management principles. They have provided me with valuable resources, materials, and insights that have expanded my knowledge base and equipped me with new skills and strategies. **Practical Application** The support has enabled me to apply the acquired knowledge and skills in my day-to-day responsibilities as a school head. QAED has offered guidance on how to implement effective leadership practices, manage challenges, and foster a positive school culture. This practical application has enhanced my effectiveness in managing my school and achieving desired outcomes. **Confidence Building**: The support and guidance from QAED have boosted my confidence in my role as a school head. By providing me with a strong foundation of knowledge and offering ongoing assistance, QAED has empowered me to make informed decisions, navigate complex situations, and effectively lead my team. **Networking and Collaboration**: QAED's support has facilitated networking and collaboration opportunities with other school heads. Through workshops, conferences, and online platforms, I have been able to connect with peers, share experiences, and learn from their insights and best practices. This collaborative environment has enriched my professional development journey. **Continued Learning**: QAED's support has not been limited to the training program itself but has extended to ongoing learning opportunities. They have provided access to webinars, seminars, and additional resources to support my continuous growth as a school leader. This commitment to continued learning has been instrumental in staying updated with the latest trends and best practices in educational leadership and management. Overall, the support from QAED has played a significant role in my professional development by enhancing my knowledge, skills, and confidence. Their guidance, resources, and networking opportunities have contributed to my growth as a school head and have positively impacted my ability to lead and manage my school effectively. I am grateful for their ongoing support, which has been instrumental in my professional journey.

Experiences, best practices, and learning from others if you believe there are areas where QAED's support could be further enhanced, please provide suggestions for improvement. Your insights on the support received from QAED during and after the training program will help evaluate the effectiveness of their support mechanisms and identify areas for improvement. This information will contribute to the ongoing enhancement of their training interventions and ensure that they better meet the needs of school heads in their professional development journey.

How would you describe the impact of the training program on your ability to foster a positive school culture and create a conducive learning environment?

The training program offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) has had a significant impact on my ability to foster a positive school culture and create a conducive learning environment. The program provided me with valuable insights and strategies to promote a positive and inclusive school climate.

Firstly, the training emphasized the importance of effective communication, collaboration, and empathy in building a positive school culture. It equipped me with the skills to establish strong relationships with students, teachers, and staff, fostering a sense of belonging and mutual respect within the school community.

Secondly, the program highlighted the significance of creating a safe and supportive learning environment. It provided me with techniques to address conflicts, manage behavior, and promote student well-being. As a result, I have been able to create a conducive atmosphere where students feel comfortable, engaged, and motivated to learn. Moreover, the training program emphasized the importance of setting high expectations and promoting a growth mindset among students. It helped me implement strategies to encourage student involvement, active learning, and critical thinking, which have had a positive impact on student achievement and engagement. Overall, the training program has greatly enhanced my ability to foster a positive school culture and create a conducive learning environment. It has provided me with the necessary tools, knowledge, and skills to establish a supportive and nurturing atmosphere where students thrive academically, socially, and emotionally. I am grateful for the impact of the training program, as it has positively transformed the educational experience within my school.

In your opinion, what contextual factors within your school influenced the effectiveness of the promotion-linked training program?

In my opinion, several contextual factors within my school influenced the effectiveness of the promotion-linked training program.

Firstly, the support and involvement of the school leadership played a crucial role. When school leaders actively participated in the training program and demonstrated their commitment to implementing the acquired knowledge and skills, it created a positive and motivating environment for all participants.

Secondly, the existing school culture and climate had an impact. If the school had a culture of continuous professional development and a supportive environment for innovation and growth, the training program was more likely to be successful. Conversely, if the school culture was resistant to change or lacked a focus on professional development, the effectiveness of the program might have been hindered.

Additionally, the availability of resources such as time, funding, and access to technology influenced the implementation of the training program. Schools with sufficient resources were able to allocate dedicated time for training activities and provide necessary materials and support, leading to more effective implementation.

Moreover, the level of teacher engagement and participation in the program played a significant role. When teachers actively engaged in the training sessions, shared their experiences, and collaborated with their colleagues, it created a positive and dynamic learning environment that enhanced the effectiveness of the program.

Lastly, the level of alignment between the training program and the school's goals and priorities was crucial. If the program aligned with the school's improvement plans and addressed specific needs identified by the school, it was more likely to be perceived as relevant and beneficial by the participants. Considering these contextual factors within the school setting is essential for optimizing the effectiveness of the promotion-linked training program. By understanding and addressing these factors, educational institutions can create an environment conducive to successful implementation and maximize the impact of the training on the professional development of school heads.

What improvements or modifications would you suggest for the promotion-linked training program to better meet the needs of school heads in leadership and management?

CUSTOMIZATION AND PERSONALIZATION

Promotion-linked training programs be customized to better address the specific needs and challenges faced by school heads during their work at school. According to the situation these opportunities for personalization to accommodate the diverse contexts and requirements of different schools?

PRACTICAL APPLICATION AND RELEVANCE

Promotion-linked training is a more appropriate training program that incorporates more practical and real-world examples that directly relate to the day-to-day responsibilities of school heads. Specific areas of leadership and management that require more focused attention within the training content.

ONGOING SUPPORT AND FOLLOW-UP

Its ongoing training programs provide more sustained support and follow-up sessions to ensure the effective implementation and continued development of the acquired knowledge and skills. These opportunities for mentoring, coaching, or peer learning can enhance the long-term impact of the training.

COLLABORATIVE LEARNING AND NETWORKING

To foster greater collaboration and networking opportunities among participating school heads. Can platforms be created for sharing experiences, best practices, and challenges, allowing for mutual learning and support?

ASSESSMENT AND FEEDBACK

How can the program incorporate effective assessment and feedback mechanisms to gauge the impact and effectiveness of the training? Are there opportunities for school heads to provide feedback on the program content, delivery, and overall experience?

INTEGRATION WITH SCHOOL IMPROVEMENT PLANS

How can the training program be better integrated with school improvement plans, aligning the training objectives with the broader goals and priorities of the school? Can the program help school heads effectively implement and monitor their school improvement strategies? Please provide specific recommendations and suggestions based on your experiences and insights. Your input will assist in enhancing the promotion-linked training program to better meet the needs of school heads in leadership and management, ultimately improving their professional development and the overall effectiveness of their schools.

DISCUSSION

The discussion section of this qualitative research focuses on the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs. The findings of this study shed light on the effectiveness, relevance, and impact of the training programs and provide insights for further improvements. The results of the study indicate that the promotion-linked

training programs offered by the Quaid-e-Azam Academy have been successful in enhancing the leadership and management skills of school heads. Participants reported positive changes in their communication, decision-making, team-building, and school culture-building abilities. This suggests that the training content and delivery methods have been effective in equipping school heads with practical knowledge and skills. Contextual factors within schools were found to influence the effectiveness of the training programs. The support and involvement of school leadership, the existing school culture and climate, and the availability of resources played crucial roles in shaping the outcomes of the training. This highlights the importance of creating a conducive environment for implementing and sustaining the acquired knowledge and skills. Furthermore, the study revealed that ongoing support and follow-up were key factors in ensuring the continued application of the training in the participants' day-to-day responsibilities. This indicates the need for a comprehensive and sustained approach to professional development, which includes ongoing mentoring, coaching, and networking opportunities. The discussion also highlights the recommendations for improvement, such as customizing the training programs, incorporating more practical examples, providing sustained support, fostering collaboration, and integrating the training with school improvement plans. These suggestions aim to enhance the effectiveness and relevance of the training programs to better meet the needs of school heads. Overall, the findings and discussion of this qualitative research emphasize the importance of promoting and investing in the professional development of school heads. By offering effective and tailored training programs, educational institutions can empower school heads with the necessary skills and competencies to effectively lead and manage their schools, ultimately contributing to the overall improvement of the education system.

CONCLUSION

This qualitative research study examined the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs. Through an analysis of the data collected from interviews, observations, and document analysis, valuable insights have been gained regarding the impact and effectiveness of these training programs. The findings of this study indicate that the promotion-linked training programs offered by the Quaid-e-Azam Academy have a positive impact on the leadership and management skills of school heads. Participants reported improvements in their ability to effectively communicate, make informed decisions, build cohesive teams, and foster a positive school culture. They highlighted the relevance and applicability of the training content to their professional roles, acknowledging the program's contribution to their personal and professional growth. Contextual factors within schools, such as leadership support, school culture, and available resources, were found to influence the effectiveness of the training programs. The study also revealed that ongoing support and follow-up were critical in sustaining the implementation of acquired knowledge and skills. Based on the findings, several recommendations for improvement have been identified. These include customizing the training programs to address the specific needs and challenges faced by school heads, incorporating more practical and real-world examples, providing sustained support and follow-up, fostering collaboration and networking among participants, and integrating the training programs with school improvement plans. It is important to note that this study provides valuable insights into the role of the Quaid-e-Azam Academy in capacity building for school heads in leadership and management. However, further research is encouraged to explore the long-term impact of these training programs and to evaluate their effectiveness across different school contexts and participant backgrounds. Overall, this research contributes to the understanding of how promotion-linked training programs can enhance the skills and competencies of school heads, thereby improving the overall effectiveness of schools. The findings have implications for educational policymakers, program developers, and school leaders in designing and implementing training interventions that meet the evolving needs of educational managers in Punjab. By investing in the professional development of school heads, we can create a positive and conducive learning environment that ultimately benefits the students and the education system as a whole.

RECOMMENDATION

Based on the findings of this qualitative research study on the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs, the following recommendations are suggested:

- **Customization of Training:** The Quaid-e-Azam Academy should consider customizing the training programs to address the specific needs and challenges faced by school heads. This can be achieved by conducting needs assessments and incorporating participant feedback to ensure the relevance and applicability of the training content.
- **Practical Application:** Emphasize the practical application of acquired knowledge and skills. Provide participants with opportunities to apply what they have learned through workshops, simulations, and real-life scenarios. This will help bridge the gap between theory and practice and enhance the transfer of learning to their day-to-day responsibilities as school heads. **Ongoing Support and Mentoring:** Establish a system of ongoing support and mentoring for school heads after the training program. This can include regular check-

ins, coaching sessions, or peer mentoring to reinforce and sustain the implementation of acquired knowledge and skills.

- **Collaboration and Networking:** Foster collaboration and networking opportunities among school heads who have participated in the training program. This can be facilitated through online platforms, forums, or workshops where school heads can share experiences, best practices, and challenges. Encouraging collaboration will enhance professional growth and foster a supportive network of educational leaders.
- **Evaluation and Feedback:** Implement an evaluation mechanism to gather feedback from participants regarding the effectiveness of the training program. This feedback can be used to continuously improve and refine the content, delivery methods, and overall design of the training programs.
- **Integration with School Improvement Plans:** Ensure the alignment of the training programs with school improvement plans. This can be achieved by collaborating with schools to identify specific areas of focus and tailoring the training content to address the identified needs and goals of each school.
- **Research and Continuous Improvement:** Encourage ongoing research and evaluation of the training programs to assess their long-term impact on school heads' leadership and management practices. This will provide valuable insights for program improvement and enable the Quaid-e-Azam Academy to stay updated with emerging trends and best practices in educational leadership and management. By implementing these recommendations, the Quaid-e-Azam Academy can enhance the effectiveness and relevance of its promotion-linked training programs, ensuring that school heads receive the necessary support and development opportunities to excel in their leadership roles.

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