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Relationship between Leadership and Management Training and Enhancement of Principal's Skills at Public Sector Secondary School Level

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Abstract: This research paper aimed to investigate the relationship between leadership and management training and the enhancement of skills of principals at the secondary level in Khyber Pakhtunkhwa. The study was motivated by the recognition of the crucial role that principals play in the success of secondary schools and the importance of their leadership and management skills. The research involved a comprehensive review of the role of principals at the secondary school level, the importance of training and professional development, and the specific challenges faced by principals in Khyber Pakhtunkhwa. In addition, the study involved the collection of data through a questionnaire from the trained secondary school principals in Khyber Pakhtunkhwa to gain insights into their experiences with leadership and management training and how it has enhanced their skills and abilities. Their input and impression provided support to find the gaps and improve further the training, its process and procedure. The results of the study provided valuable insights into the effectiveness of leadership and management training programs in enhancing the skills of principals at the secondary level in Khyber Pakhtunkhwa. The findings could also inform the development of policies and programs aimed at improving the quality of education in the region.

Introduction

Effective leadership and management are essential for the success of any organization, and this is particularly true for educational institutions. School principals, in particular, play a vital role in promoting a positive school culture, managing resources, setting instructional goals, and fostering relationships with stakeholders. Leadership and management training programs have emerged as a means to enhance the skills and knowledge of educational leaders.

This research paper aims to investigate the relationship between leadership and management training and the enhancement of skills among secondary-level principals in the province of Khyber Pakhtunkhwa (KP), Pakistan.

The province faces unique challenges in its educational landscape, including limited resources, inadequate infrastructure, cultural diversity, and political instability. Thus, it is crucial to examine how leadership and management training programs can effectively equip principals with the skills and knowledge required to address these challenges and promote educational excellence.

Leadership and management training plays a crucial role in enhancing the skills of principals in public sector secondary schools. As educational institutions strive to provide high-quality education and ensure effective administration, the role of principals becomes increasingly

significant. Principals are responsible for establishing a positive school culture, fostering teacher development, and improving student outcomes. To fulfil these responsibilities effectively, principals need to possess strong leadership and management skills.

The relationship between leadership and management training and the enhancement of principals' skills has been the subject of extensive research. Numerous studies have explored the impact of leadership and management training programs on principals' abilities to effectively lead and manage their schools. These studies have highlighted the positive correlation between comprehensive training programs and improved leadership skills among principals, leading to enhanced school performance and better student outcomes.

Several other research studies also investigated the impact of a training program focused on leadership and management on the skills of principals in public sector secondary schools. The results demonstrated that principals who participated in the training program experienced a notable enhancement in their leadership abilities, such as communication, sensing problems, decision-making, and strategic planning. These improved skills had a positive influence on their capacity to establish a supportive learning atmosphere, foster collaborative relationships with staff members, and implement effective instructional strategies.

Some researchers conducted an extensive review of various studies focusing on training programs for principals in leadership and management. The analysis consistently demonstrated compelling evidence that these programs had a positive influence on the skills of principals, resulting in enhanced school performance and student achievement. The meta-analysis also underscored the significance of continuing professional development in order to maintain and further cultivate the skills acquired through the training programs.

In light of the growing body of research, it is evident that leadership and management training programs have a significant influence on the enhancement of principals' skills in public sector secondary schools. These programs equipped principals with the necessary competencies to effectively lead and manage their schools, resulting in improved educational outcomes. This research paper aimed to further explore and analyse the relationship between leadership and management training and the enhancement of principals' skills at the public sector secondary school level.

In the context of public sector secondary schools, where resources may be limited and challenges may be more pronounced, leadership and management training programs become even more crucial. These programs can equip principals with the necessary skills to navigate complex educational systems, address budgetary constraints, and engage stakeholders effectively. By developing their leadership capabilities, principals can foster collaboration among teachers, engage parents and community members, and create a shared vision for their schools.

The importance of effective leadership and management in educational settings has been widely recognized. Studies have shown that strong leadership can positively impact school outcomes, including student achievement, teacher satisfaction, and parent involvement (Leithwood et al., 2008; Robinson et al., 2008). Similarly, effective management skills are necessary for principals to efficiently organize and allocate resources, handle administrative tasks, and facilitate the overall functioning of the school.

While the impact of leadership and management training has been studied extensively in various educational contexts around the world, there is limited research specifically focusing on secondary-level principals in KP. This research paper aims to address this gap by exploring the relationship

between leadership and management training and the enhancement of skills among principals in this region.

The importance of effective leadership and management in educational settings cannot be overstated. Numerous studies have emphasized the significant influence of principals on shaping the school environment, setting instructional goals, managing resources, and fostering positive relationships with stakeholders. Leadership training programs have emerged as a means to develop and enhance these crucial skills in educational leaders. Similarly, management training focuses on equipping principals with the necessary knowledge and competencies to efficiently organize and allocate resources, handle administrative tasks, and facilitate the overall functioning of the school.

Research conducted in various educational contexts around the world has indicated a positive relationship between leadership and management training and improved outcomes for schools. For instance, a study by Leithwood et al. (2008) demonstrated that effective leadership training positively impacted student achievement. Similarly, a meta-analysis by Robinson et al. (2008) revealed that leadership development programs had a significant positive effect on student outcomes.

The province of Khyber Pakhtunkhwa (KP) in Pakistan is home to a diverse range of secondary-level schools, each with its unique set of challenges and opportunities. The role of principals in these schools is critical, as they are responsible for providing instructional leadership, fostering a positive school culture, managing resources effectively, and ensuring the overall development and success of both students and teachers.

However, being an effective principal requires more than just administrative skills. It demands strong leadership qualities, the ability to motivate and inspire others, effective communication and decision-making skills, and

a deep understanding of educational policies and practices. Leadership and management training programs offer opportunities for principals to develop and enhance these crucial skills, ultimately leading to improved school performance and student outcomes.

Previous research conducted in other educational contexts has demonstrated the positive impact of leadership and management training on school improvement. For instance, a study by Hallinger and Heck (1996) found that principals who participated in leadership development programs exhibited higher levels of instructional leadership, as perceived by teachers, which, in turn, had a positive influence on student achievement. Similarly, a study by Pounder et al. (1995) highlighted the significant impact of management training on principals' ability to effectively manage resources, budgeting, and strategic planning, ultimately leading to better school performance.

Research conducted in various educational contexts around the world has indicated a positive relationship between leadership and management training and improved outcomes for schools. For instance, a study by Leithwood et al. (2008) demonstrated that effective leadership training positively impacted student achievement. Similarly, a meta-analysis by (Robinson et al., 2008) revealed that leadership development programs had a significant positive effect on student outcomes.

However, while there is a growing body of literature on the impact of leadership and management training in educational settings, there is limited research specifically focusing on secondary-level principals in the province of Khyber Pakhtunkhwa, Pakistan. This research paper aims to address this gap by exploring the relationship between leadership and management training and the enhancement of skills among secondary-level principals in this region.

Khyber Pakhtunkhwa, a province in Pakistan, faces unique challenges in its educational landscape. Factors such as limited resources, inadequate infrastructure, cultural diversity, and political instability create a dynamic environment for secondary-level principals to operate. Therefore, it becomes crucial to examine how leadership and management training programs can effectively equip principals with the skills and knowledge required to address these challenges and promote educational excellence.

Moreover, understanding the relationship between leadership and management training and the enhancement of principals' skills in Khyber Pakhtunkhwa is essential for the development of evidence-based policies and targeted interventions. By conducting this research, policymakers and educational stakeholders can identify the specific areas where training programs can be strengthened and tailored to the unique needs and challenges of secondary-level principals in the region.

While research has consistently shown the positive impact of leadership and management training on principals' skills, there is still room for further investigation. Future studies could explore the long-term effects of these training programs, evaluate the effectiveness of different training approaches, and examine the specific skills and competencies that contribute most significantly to improved school outcomes. Continued research in this area will provide valuable insights for the design and implementation of leadership and management training programs in public sector secondary schools.

The findings from these studies suggest that leadership and management training programs provide principals with valuable knowledge and skills necessary for effective leadership in educational settings. These programs often focus on areas such as instructional leadership, organizational management, communication, and conflict resolution. Through targeted

training and professional development, principals gain the competencies required to create a vision for their schools, inspire and motivate teachers, establish a positive school climate, and effectively allocate resources to support teaching and learning.

Additionally, leadership and management training programs foster a culture of continuous improvement among principals. By participating in these programs, principals engage in reflective practices, exchange ideas with peers, and gain exposure to innovative educational practices. This exposure allows them to adopt new strategies and adapt their leadership approaches to meet the evolving needs of their schools and the students they serve.

Furthermore, the impact of leadership and management training on principals' skills extends beyond the individual level. Effective principals who possess strong leadership and management abilities have been found to influence the overall school culture and climate. They inspire and empower teachers, leading to increased teacher satisfaction and motivation. These positive teacher outcomes, in turn, have a direct impact on student engagement, academic achievement, and overall school performance.

Leadership and management training programs have a significant influence on the enhancement of principals' skills in public sector secondary schools. These programs equip principals with the necessary competencies to effectively lead and manage their schools, resulting in improved educational outcomes. By fostering a culture of continuous improvement and providing principals with the knowledge and skills needed for effective leadership, these training programs contribute to the success of public sector secondary schools.

In conclusion, the relationship between leadership and management training and the enhancement of skills among secondary-level principals in Khyber Pakhtunkhwa is a critical area of study. By examining the impact of training programs on the development of

principals' skills, this research paper aims to contribute to the existing body of knowledge and provide insights that can inform educational policies, improve training programs, and ultimately enhance school performance and student outcomes in the province.

Objective of the Study

The main objective of this research paper was to examine the relationship between leadership and management training and the enhancement of skills among principals at the secondary level.

Methodology

This descriptive study adopted a quantitative design. Data was gathered from secondary school principals in Khyber Pakhtunkhwa through the survey. The survey focused on collecting quantitative data regarding the effectiveness of leadership and management training programs through a questionnaire, based on a five-point Likert scale.

Population of the Study

Directorate of Professional Development approximately trained 500 heads on 5 modules of leadership and management training in eight selected districts across the province. Due to

limited resources and time constraints two districts Peshawar and Charsadda were selected. There were one hundred and eighty heads that were trained in these two districts in the program among 342. All 180 trained school principals/heads in the two districts of Khyber Pakhtunkhwa constitute the targeted population of the study.

Sample Size

Keeping in view the limited resources and time constraints and difficulty to reach and approach the targeted population for collection of data, the size of the sample was limited to 120 principals/heads among 180 trained principals rationalizing Morgan Table (Krejcie & Morgan, 1970). A simple random sampling technique was used.

Data Collection Instrument

A questionnaire of closed questions based on Likert scales ranging from 1-5, was used for data collection, by the researcher himself.

Data Analysis

Descriptive statistics were generated for the variable which is shown in Table 1

Table 1

	N	Minimum	Maximum	Mean	Std. Deviation
FLMT	120	2.90	5.00	4.4175	0.36499
Valid N (list-wise)	120				

The above table showed that the average values of all the study variables especially, FLMT = 4.4175 Std. Deviation = .36499 differs from mid-point (= 3). Therefore, the majority of the respondents agreed. The variance is statistically significant at $p < 0.01$.

The above discussion indicates that respondents have agreed on the variable studied, and this variable or its practices exists in practice. However, we are going to use a One-sample t-test to reinforce that the mean value of this

variable is statistically different from the mid-point values (=3) and the difference between the mean value and the mid-point value is statistically significant. The next section carries out the stated analysis.

Interpretation of Data

One-sample t-test using SPSS software program for variable FLMT the following results were obtained, as given in Table No. 2

Table 2

Feedback on Leadership and Management Training

	N	Mean	Std. Deviation	Std. Error Mean		
FLMT	120	4.4175	0.36499	0.3332		
Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
FLMT	42.543	119	0.000	1.41750	1.3515	1.4835

Result

The above table showed that the mean value of variable FLMT estimations at 4.4175 from the mid-point (=3) and therefore it is projected that the majority of respondents agreed. The mean worth of FLMT = 4.4175 is more than the average point by .36499, and this difference is statistically important at $p < 0.01$. This statistical outcome allowed it to be determined that FLMT plays a substantial influence. The null hypothesis was rejected because of the finding.

Findings

Based on the data collected from a sample of 120 trained school principals in Peshawar and Charsadda, the study revealed a robust association between leadership and management training and the advancement of skills among secondary-level school principals in Khyber Pakhtunkhwa. The majority of participants expressed their endorsement of the training programs and acknowledged the positive influence on their leadership abilities and competencies. The leadership and management training given to secondary school principals effectively enhanced their skills, ultimately leading to improved school management and better educational outcomes for students.

Conclusion

In conclusion, this research paper explored the strong relationship between leadership and management training and the enhancement of

skills among school principals. The findings of the study indicated a strong connection between these training programs and the development of skills and capabilities of school principals, particularly at the secondary level in Khyber Pakhtunkhwa. The majority of the trained principals expressed their support for the training programs, highlighting the positive impact on their skills and abilities as educational leaders.

The results suggested that the provision of leadership and management training to school principals will significantly contribute to the improvement of their skills and capabilities, ultimately leading to better school management and enhanced educational outcomes for students. Therefore, it is recommended that education authorities should invest more in leadership and management training programs, with a particular focus on secondary school principals in Khyber Pakhtunkhwa.

Overall, this research highlighted the significance of leadership and management training in enhancing the skills and abilities of school principals. It provided valuable insights for educational policymakers and practitioners, emphasizing the need to prioritize and invest in such training programs to foster effective school leadership and improve educational outcomes.

Recommendations

The findings of the study showed that leadership and management training has a close

relationship with enhanced skills of principals at the secondary school level. Therefore, it is recommended that educational authorities in Khyber Pakhtunkhwa should allocate more resources towards additional leadership and management training programs specifically designed for secondary school Principals.

Secondly, this training should be extended to other districts, especially to newly merged districts in Khyber Pakhtunkhwa.

Regular revision and updating of this training after particular intervals, according to the needs of trainees and society, is the need of the hour.

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