

RESEARCH ARTICLE

Impact of British council school connect training on school head performance: a case study of district Dera Ismail Khan

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Abstract

British Council started School Connect Program in which heads of primary, middle, high and higher secondary school conducted training in two phase namely “Enabling Leadership” and “Instructional Leadership” across the Khyber Pakhtunkhwa. The present study focuses on the impact of British council school connects training on the performance of school heads. A sample of 14 school heads was taken in the study. A self-developed questionnaire was used. Questionnaire was validated by 10 experts of Gomal University DIK. Reliability of the instrument was measured by Cronbach’s Alpha which estimated .803. Pearson Product Correlation, Linear regression and t-test was applied. The result of the study depicts that there is significant impact of British Council Training on the school heads’ performance. The study recommended that British Council and government of Khyber Pakhtunkhwa may implement such training by involving larger numbers of school heads.

Keywords: British Council; Training; School heads Performance

Introduction

According to Siddiqui et al., (2023), all nations in the world have made education a priority because they believe that without education, it is impossible to survive in the modern world. The world needs a good and compatible education system since it helps people develop in an ordered and methodical manner. Education is a tool used by nations to develop their citizens and their societies overall. Education is more than just imparting knowledge; it also helps to develop society on a physical, artistic, spiritual, ethical, and intellectual level as well as giving state residents conceptual direction. This kind of education helps citizens understand their roles and responsibilities and ultimately develops them into decent, dynamic people. According to Naz et al., (2022) one important component of school adequacy has been the supervision of school heads. This central administration is portrayed as its informative head by the head's major administrative skills. A gifted and capable head coach fosters the school's involvement in achieving desired goals. The person in charge of overseeing every cycle involved in the general viability of the school's operations is her/him. Akhtar et al., (2024) stated that the term "ability" refers to a mastery acquired through training and experience. The main component of the different types of abilities is that the pioneer must coordinate the demands of a particular project with the pertinent knowledge required for the assignment's successful completion. As trailblazers with the potential to influence others, principals ought to possess the necessary qualities to take advantage of their position.

This leads us to believe that a head's abilities would be necessary for a school to remain viable. Directors must have the necessary head the board skills in order to be prepared as trailblazers in the field of education. Most studies on the declining standard and makeup of Pakistan education system have been conducted. The relationship between principal management talents ownership and school viability, however, and the fundamental administrative skills governed by Nigerian auxiliary school chiefs have received remarkably little research. Across the globe, instructional administrators are increasingly realising the importance of improving student learning outcomes, or SLOs. According to Mulawarman et al., (2022) the main responsibilities of the head of a school are to lead the faculty and students, implement change, make wise decisions, oversee finances, take on a rigorous managerial role, and advance the existing framework and structure. The majority of research, according to the literature, has been done on the many facets of principals in the education sector, with varying degrees of success. Examining the principals' managerial abilities for running their schools is a somewhat productive task. The research bridges the gap between previous studies by analysing the managerial skills of school administrators, an area where no previous studies have been conducted in Pakistan's education sector. Imran and Akhtar (2023) stated that the school heads are responsible for a number of essential duties, such as hiring staff members when needed. The recognition of the most brilliant staff member contributes to the growth and development of the school and is the primary function of managerial skills.

The most important aspect that can help obtain quality education and set benchmarks in the education sector is the education and training of school administrators and instructors. In Pakistan, several training initiatives have been launched, but the expected results have not yet materialised. In 2022, Government of Khyber Pakhtunkhwa started school heads training with collaboration of British Council. The trainings were the part of School Connect Program. The British Council's Schools Connect programme is intended for educational institutions both domestically and abroad. Through the British Council Schools Connect programme, you have a fantastic opportunity to grow professionally and personally while also imparting your knowledge, expertise, and abilities to others. Travelling frequently throughout Sindh, Federal Territory, Punjab, Khyber Pakhtunkhwa, and potentially other parts of Pakistan is necessary for the job (Ullah & Ghafoor, 2023). After assessing the school's performance and identifying areas of weakness that need attention, good head teachers are able to create a culture of improvement inside their institution. The head teacher asserts that effective planning for improvement is essential to a whole-school approach to improvement and to ensuring a shared commitment to predetermined goals. Unfortunately, the training of School heads at primary level is ignored in Khyber Pakhtunkhwa. Mostly trainings were conducted for primary teachers therefore there is a dire need of training for school heads (Hussain & Jamil, 2023). This paper has focus on the influence of British Council trainings on School heads' performance in Khyber Pakhtunkhwa. According to Khan and Niazi (2023) the government of Khyber Pakhtunkhwa expresses interest in the professional growth of teachers, which will ultimately enhance the educational system as a whole. In order to address the aforementioned proposal, the Elementary and Secondary Education Department (ESED) of Khyber Pakhtunkhwa and British Council Pakistan signed a Memorandum of Understanding that calls for school heads in the region to be involved in improving the quality of teaching and practices. Therefore, it is seen to be the most crucial item to understand what degree of proficiency school leaders need in order to educate in a system successfully and raise student performance. School heads have a crucial and essential part in the process of teaching and learning. The British Council's in-service training programme for school heads was assessed in this study. British Council started School Connect Program in which school heads of primary middle, high and higher secondary school were training in two phase namely "Enabling Leadership" and "Instructional Leadership" across the Khyber Pakhtunkhwa. Therefore, the current study was aimed to investigate the impact of British council school connect training on school head performance: a case study of District Dera Ismail Khan (DIK). The objectives of the study were (i) to find out the impact of British council school connect training on school

head performance and (ii) to compare the teacher's performance after British council school connects training across gender and experience.

Conceptual Framework

A conceptual framework provides an illustration of how variables should relate to one another. It outlines the pertinent goals for your investigation and shows how they connect to produce logical findings. The current study was aimed to examine the impact of British council school connect training on school head performance. So, British council training acts as independent variable while school heads acts as outcome variable. Figure 1 display the link between the predictor and outcome variable.

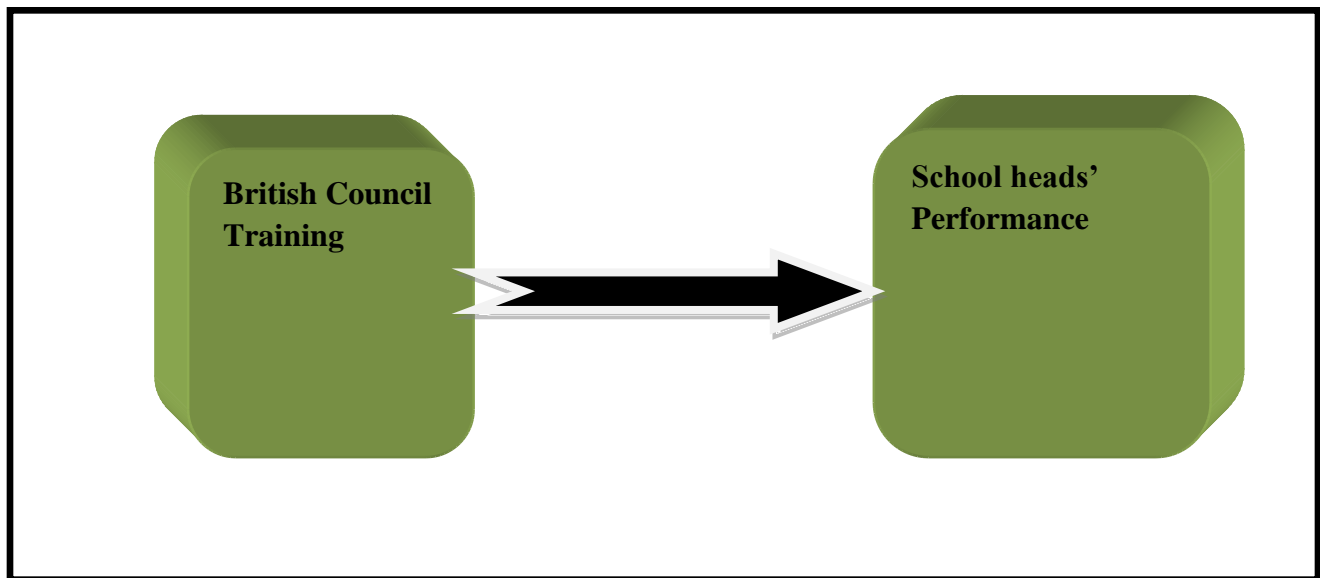


Figure1. Conceptual framework of the Study

Research Methodology

The present study was examined the impact of British council school connect training on school head performance. Therefore, the study was quantitative as per nature which based on positivism research philosophy. The study was conducted in Dera Ismail Khan. There were 14 school heads were taken training in British Council School Connect Program out of 165 high and higher secondary school heads. Therefore, sample was comprised of 14 school heads. A questionnaire was developed based on five-point Likert scale. The questionnaire comprised of three sections. First section contained demographic attribute while second part of the questionnaire contained 20 items related British council training including inclusive school, Leading effective teaching and learning, Leading and Managing Leadership styles, Building and Sustainability effective team and Instructional leadership. The third part of the questionnaire contained 26 items related to communication skills, delegation skills, interpersonal skills and developing school-based projects. Questionnaire was validated by 10 experts of Gomal University DIK. Reliability of the instrument was measured by Cronabch's Alpha which estimated .803. Researcher personally was administered and collected data. Pearson Product Correlation, Linear regression and t-test was applied.

Result and Discussion

Table 1. Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.783					
Bartlett's Test of Sphericity	Approx. Chi-Square		1265.940				
	df		24				
	Sig.		.000				
Item	Factor Loading	Item	Factor Loading	Item	Factor Loading	Item	Factor Loading
IS	.453	LET	.498	LMLS	.769	BSET	.648
IS	.476	LET	.592	LMLS	.484	IL	.486
IS	.567	LET	.586	BSET	.655	IL	.438
IS	.734	LMLS	.763	BSET	.802	IL	.659
LET	.659	LMLS	.658	BSET	.549	IL	.432

IS= inclusive school, LET= Leading effective teaching a.834nd learning, LMLS= Leading and Managing Leadership styles, BSET= Building and Sustainability effective team, IL= Instructional leadership

Table 1 reveals the factor analysis by using principle component method and varimax technique. The table reveals that the result of KMO estimated .783 with $p=.000<.05$ which depicts that the case appropriate for factor analysis. Each item of the instrument loaded above than .40 which indicates that each item measure the construct of the instrument.

Table 2. Descriptive results

Training (Areas)	Mean	SD
Inclusive school	3.6727	.76407
Leading effective teaching and learning,	3.7057	.75610
Leading and managing leadership styles	3.7156	.77615
Building Sustainability and effective team	3.8138	.70415
Instructional leadership	3.8932	.69821

Table 2 indicates the descriptive result of training area received by the school heads. The result infers that the mean score of responses of school heads in inclusive school, Leading effective teaching and learning, Leading and Managing Leadership styles, Building Sustainability and effective team and Instructional leadership was estimated 3.67, 3.70, 3.71, 3.81 and 3.89. In other words, school heads effectively and actively participated in school connect trainings.

Table 3. Correlation of British Council Training with school heads' Performance

Research Variable	Statistics	British Council Training	School Performance	Heads'
British Council Training	Pearson Correlation	1	.587**	
	Sig. (2-tailed)		.000	
	N	14	14	

Table 3 reveals the relationship of British Council Training with school heads' Performance. The result infers that there is positive relationship of British Council Training with school heads' Performance ($r=.587^{**}$). The result depicts that there is significant relationship of British Council Training with school heads' Performance ($p=.000<.05$). In other words, British Council Training improved the school heads' Performance.

Table 4. Model Summary of regression regarding impact of British Council Training on school heads' Performance

Model	R	R Square	Adjusted R Square	β	F-value	Sig.	Durbin Watson test
1.	.587 ^a	.345	.339	.531	64.68	.000	1.92

a. Predictor: (Constant), British Council Training

b. Dependent variable: School Heads' performance

The model overview regarding impact of British Council Training on school heads' Performance is shown in Table 4. The outcome variable (school heads' performance) changed by 34.5% as a result of the predictor British Council trainings, according to the results ($R^2 =.345$). The outcome shows that British Council Training has significant impact on school heads' Performance ($p=.000<.05$). Durbin Watson test is one of the basic assumptions of linear regression. The value of Durbin Watson test (1.93) reveals that there is no auto-correlation between the predictor and outcome variable.

Table 5. Mean difference in the school heads Performance under British Council trainings across gender

Gender	Mean	Std. Deviation	Std. Error Mean	t-cal	Sig.
Male	3.7796	.63277	.09650	.233	.816
Female	3.7505	.67715	.07478		

Table 5 reveals the mean difference in the school heads Performance under British Council training across gender. The table infers that Mean of male and female school heads was calculated 3.77 and 3.75 respectively. Moreover, the value $p=.816>.05$ which depicts that no significant difference in the school heads Performance under British Council Trainings across gender. In other words, both male and female heads performed better after British council training.

Table 6. Mean difference in the school heads Performance under British Council trainings across experience

Experience	Mean	Std. Deviation	Std. Error Mean	t-cal	Sig.
Less than 10 years	3.8196	.63277	.09650	.271	.787
More than 10 years	3.8850	.68803	.08344		

Table 6 reveals the mean difference in the school heads Performance under British Council training across experience. Moreover, the value $t\text{-cal}=.271$ and $p=.787>.05$ which depicts that no significant difference in the school heads Performance under British Council Trainings across experience. In other words, school heads with difference professional experiences was performed better after British council training.

Discussion

The current study focused on the impact of British council school connects training on school head performance. The result of the study reveals that there is significant impact of British Council Training on the school heads' performance. The result of the study is in line with Bush and Anania (2023). They found that the benefits of involvement for school heads include improved comprehension of important ideas like vision and mission, distributed leadership, and instructional leadership techniques, particularly classroom observation. Similar results were given in the study of Jamil et al. (2024). They found that the potential areas on which the head teacher should concentrate additional effort and improvement. It is promising, nonetheless, that more than 75% of instructors had a favorable opinion of the head teacher's efforts, even for the lowest-rated practices. According to the findings of their study, teachers' perceptions of their head teacher's leadership are overwhelmingly positive. The result is in line with Gulshan et al. (2024). They revealed that in order to create a favorable environment, school heads must give top priority to sound planning, educational expertise, directorial techniques, and community involvement. It is recommended that the government make sure academy heads implement these suggestions in order to improve literacy and tutoring at government seminaries. Additionally, the report recommended that academy directors receive funding and training to hone their leadership and operational skills. This would allow them to implement the recommendations more successfully and raise the standard of instruction at government seminaries as a whole.

Conclusion and Recommendations

The key objective of the study was to assess the impact of British council school connects training on school head performance. The result of the study reveals that positive relationship of British Council Training with school heads' Performance. Therefore, the study concluded that effective the Heads' teachers training, immediate implementation of training outcomes higher the school heads performance. The result indicates British Council training has significant impact on the head teachers' performance. The study concluded that school heads received greater concepts in British council training regarding different modules like instructional leader, inclusive school, effective teaching management, leading teaching, and learning. The findings of the study depict that both male and female heads perform better after receiving British council training. The study concluded that school heads successfully implemented their skills in their school-based projects. Moreover, School heads at primary level perform better after receiving British council training and received 233 awards across the province. The findings of the study depict that heads with difference experiences perform better after receiving British council training. Thus, new and experience teachers successfully implemented the school-based project and received excellence awards across the province.

The present study have practical as well as policy implications. One of the practical implications that the traditional way of school heads' leadership is changed to instructional leadership and British Council main focus on the enhancement of school heads' instructional leadership. Therefore, the behaviors of school heads have been changed from traditional way administration to instructional leadership after receiving the school connect training. Moreover, the result of the study provides insight to policy makers about the positive impact of such training on the school heads' performance.

Recommendations

1. The study recommended that British Council and government of Khyber Pakhtunkhwa may implement such training by involving larger numbers of school heads.

2. Directorate of Professional Development (DPD) may involve other foreign donors to launch digital literacy skill training at primary level for school heads and teachers.
3. Same training given in Punjab. So, a comparative study may be conducted by the future researchers.

Limitations

The study conducted in District Dera Ismail Khan. Therefore, the result could not be generalized to other districts. Moreover, one of limitations was more districts can be included.

Declaration

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