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Assessing the Effectiveness of Mandatory Training of Headmasters / Headmistresses (BPS-18) at PITE Sindh Nawabshah: Manual Implementation and Participants' Perceptions

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ABSTRACT

This study evaluated the effectiveness of the mandatory two-week, promotion-linked training programme for Headmasters and Headmistresses (BPS-18) conducted at the Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad, in June 2026. Three aspects of training effectiveness were examined: competency development, participants' perceptions of the training, and implementation fidelity. A mixed-methods design was used. The quantitative strand employed a one-group pre-test/post-test (pre-experimental) design with all 85 registered participants to establish competency gains in school management, leadership, administration and supervision; results showed a statistically significant improvement. The qualitative strand used a phenomenological design, with semi-structured interviews of 8 participants (4 male, 4 female) analysed thematically following Braun and Clarke (2006). These showed meaningful changes in participants' leadership behaviour, conceptual understanding and administration, with the master trainers' manual-aligned, activity-based approach as the primary enabler of learning. A structured observation checklist showed high fidelity in instructional delivery, with some variation in equal participation. Overall, the mandatory HM training programme has a good impact on competency and is well received, while implementation fidelity is steadily improving. Recommendations include infrastructure upgrades by government authorities and screening tests before mandatory programmes.

Introduction

Professional development has been considered a key aspect in Pakistan's education sector, as it promotes good administrative practices through different training programs to run educational institutes effectively (Shah et al. 2024). Educational reforms and changing school demands have increased the need for continuous professional development of headmasters to ensure

quality education and effective school management practices (Bukhari et al., 2025). Mandatory training programs are commonly introduced by educational institutions to strengthen leadership competencies and improve implementation of educational policies. However, the effectiveness of training largely depends upon the quality of implementation, relevance of the training manual, trainers' competencies, and participants' engagement during the training process (Alaraimi, A., & Othman, A. 2015). Participants' perceptions are considered an important indicator in evaluating training effectiveness based on Kilpatrick's evaluation model; participants' reactions, learning, behavioral changes, and organizational outcomes are essential dimensions of training evaluation (Alsalamah, A., & Callinan, C. 2021).

Likely, the concept of competency-based training and evaluation has gained much importance in professional learning. The systematic measuring of participants' competency levels before and after the training intervention is one of the most scientifically accurate and practical ways of determining the extent to which the training has fulfilled its purpose. In the Pakistani context, several researchers have pointed out the vital importance of pre- and post-training competency assessment as tools for providing credible evidence of training effectiveness (Malik & Mahmood, 2013).

A third and equally critical dimension of training evaluation is mplementation fidelity, a concept that has had relatively little attention in the Pakistani evaluation literature. The implementation fidelity is, the extent to which a program is implemented as designed, including content, procedures, sequence, and format, as specified in a training manual or program documents (Fixsen et al., 2005). In this respect, the Provincial Institute of Teacher Education (PITE) Sindh provides a relevant example, the mandatory promotion-linked training currently taking place at PITE Sindh Nawabshah, launched in June 2026 by School Education & Literacy department, under investigation in this study, seeks to evaluate the degree of effectiveness of Headmasters mandatory training at PITE Shaheed Benazirabad through manual implementation analysis and participants' perception evaluation.

Statement of the Problem

Training manuals are extensively developed and utilized in training programs at PITE, however their effectiveness remains under-investigated. The effectiveness of a training program depends on content and quality of training manual and its implementation by master trainers (Alaraimi & Othman 2015), if training does not result the desired competences, it may undermine basis for making it a compulsory promotion requirement. This issue is particularly taken in the context of headmaster/headmistress (BPS-18) training programs where translation of manual content into meaningful learning remains questionable. It is important to assess whether proper implementation of training manual by master trainers improves the effectiveness of HM training programs in terms of knowledge and utilization, several mandatory trainings have been conducted at PITE but investigation regarding their effectiveness remains unexplored, hence there is a critical need to evaluate implementation of training manual by MTs whether it significantly increases effectiveness of learning and leadership qualities among HMs through training programs at Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad. Evaluating the effectiveness and use of the training manual can produce evidence-based recommendations for revising the text, improving instructional strategies, and strengthening future training programs.

Research Objectives

1. To measure competency levels of participants before and after the mandatory training.
2. To explore participants' perceptions regarding the impact of mandatory training on their professional development.
3. To assess the degree by which the training sessions are implemented in accordance with the prescribed training manual.

Research Questions

1. What are competency levels of participants before and after the mandatory training program?
2. What are perceptions regarding the impact of mandatory training on their professional development?
3. How adequately training sessions are implemented in accordance with the prescribed training manual?

Hypothesis

- **H_1:** There is a significant difference in the competency levels of participants before and after the mandatory training of HMs (Grade 18) at PITE Shaheed Benazirabad.
- **H_2**: The training sessions are implemented in accordance with the prescribed training manual sessions/activities at PITE Shaheed Benazirabad.

Variables

- **Mandatory HM's training: Independent variable-** A mandatory two-week professional development program for headmasters/headmistresses (BPS 18) offered by PITE to improve their administrative, management, leadership, and supervision skills.
- **Training effectiveness: dependent variable-** The extent to which the mandatory training enhances participants' knowledge, skills, and competencies in school leadership and management.
- **Manual implementation: dependent variable-** The extent to which the mandatory training is conducted in compliance with the PITE training manual's content, activities, and teaching methods.
- **Perception of the participants: dependent variable-** The views and observations of headmasters and headmistresses about the effectiveness, applicability, quality, and general impact of the required training program.

Literature Review

Importance of Training Manuals Implementation Fidelity

Training Manuals as Instructional Resources

Training manuals represent a type of instructional guide that translates the findings of research into an easily implemented form for the audience that receives the professional development intervention. The guidance on effective professional development provided by the Education Endowment Foundation highlights that the use of curated content and bank of resources, one of which comes in the form of training manuals, can aid the process of professional development by helping the facilitators reduce cognitive load and maintain the focus of the participants on the key learning outcomes, so long as the materials used are informed by the body of research to be found in the field (EEF, 2021). This goes to show how the manual can act as an instructional intermediary that informs the delivery and retention of the material provided during training.

Implementation of manual in international setting

The application of training manuals and leadership training in the programmes might vary significantly between the countries as a function of governance, economic conditions and other factors. Based on the country-level reviews, OECD's report on teaching principals recommends that the nature of the initial leadership preparation, whether required or voluntary, should be determined by policy contexts, and that the participating states should consider their national administrative contexts when developing the incentives and induction programmes available for teachers (Pont, Nusche, and Moorman, 2008). This discovery suggests that there is a need for a differential approach on developing and using the training manuals and guidelines for school leadership, taking into account the different administrative structures of the countries.

Effectiveness of Headmaster/Headmistress (HM) Training Programs

Training related participant outcomes

Al Al-Harthi (2021) evaluated participant satisfaction, knowledge, and impact on leadership practices in order to investigate the efficacy of HM training. The researcher assessed the process at four levels: behavior, learning, reaction, and outcomes using Kirkpatrick's framework. The study revealed that HM training had a positive effect, as it increased the participants' satisfaction and level of knowledge and improved their leadership practices. Similarly, Ahmed and Khan (2022) noted that the PITE training curriculum was relevant and well-organized; however, there was a concern regarding the lack of involvement of resource persons. Thus, the researchers concluded that the BPS-18 HM training course in Pakistan was effective and met the required standard level (Khan et al., 2023).

Challenges in Mandatory HM Training

Although the intentions are good, the implementation of mandated and/or ongoing headmaster training programmes is fraught with challenges. In fact, principals described training as being "often" unrelated and "irregular", limiting its effectiveness (Baig, 2018). There is less behavioral change when it is not relevant or followed-up. An assessment of the secondary school principals' training programme in Jamaica revealed that although participants became more confident and developed their relational skills, they also reported a lack of support from the central ministry of education, and some reported experiencing pressures of time and workload from having to deliver school duties during the training programme (Hutton, 2013). Due to financial considerations, the programme was also not continued after the third cohort, demonstrating the impact that funding and logistical challenges can have on the sustainability of compulsory training programmes despite their effectiveness (Darling-

Hammond et al., 2024). It highlighted that training effects can take as long as three years to manifest and hence should be assessed over a considerable time period.

Pre-Test/Post-Test Effectiveness in Training Assessment

The Pre-test/Post-test Design as an Evaluation Tool

The pre-test/post-test design is among the quasi-experimental designs commonly used to assess whether there is a relationship between exposure and outcome (Stratton, 2019). According to Stratton (2019), this design enables the comparison of the study group's results before and after an intervention. This design can quickly and easily evaluate the effect of training and improve instruction; however, the selection of participants is usually non-random, which limits inferences about causation and undermines validity due to possible test sensitization and score regression (Stratton, 2019). Therefore, the pre-test/post-test design can be considered a convenient but flawed approach to examining the effect of headmaster training. Thus, the current study conducted at PITE uses a mixed-methods design to triangulate the results.

Effectiveness complementary approaches

Due to the inadequacy of a single research method to adequately reflect the outcomes of training, evaluators are now combining quantitative pre/post measures with complementary qualitative strategies like interviews, rapid assessments procedures, or 'quantitized' qualitative information. (Palinkas, Mendon, and Hamilton, 2019) examine a number of these mixed techniques and show that combining qualitative and quantitative methods allows qualitative results to complement or supplement quantitative outcome measurements, resulting in a more comprehensive understanding of both programme's effectiveness and implementation. This strategy effectively overcomes the interpretative challenges posed by pre-test/post-test data by providing a deeper insight into the participants' experiences and programme's implementation processes. (Al-Harthi, 2021) emphasized multi-level evaluation throughout time to grasp both immediate and delayed implications. Pre/post testing is therefore insufficient and should be supplemented with observations and surveys

Research Gaps

Despite the rising literature on issues relating to training manuals, headmaster training programs, and pre-test/post-test evaluation techniques, there are still research lacunae, which include: First, there is scanty literature on the fidelity of implementation of training manuals with regard to the design and policy aspect of training manuals. The implementation fidelity of the manuals, in training settings, especially in developing countries such as Pakistan, is poorly documented. In addition, the empirical studies on HM training programs focus on the participants' while fidelity implementation of HM training programs, particularly the role of Master Trainers and training manuals, is poorly documented. Finally, there is no literature on the mixed-method evidence, in contexts such as PITE Shaheed Benazirabad, on the conduct of training, participants' engagement, and contextual factors. This justifies the need for studies that explore fidelity of implementation and evaluate training effectiveness using mixed-approaches.

Conceptual Model

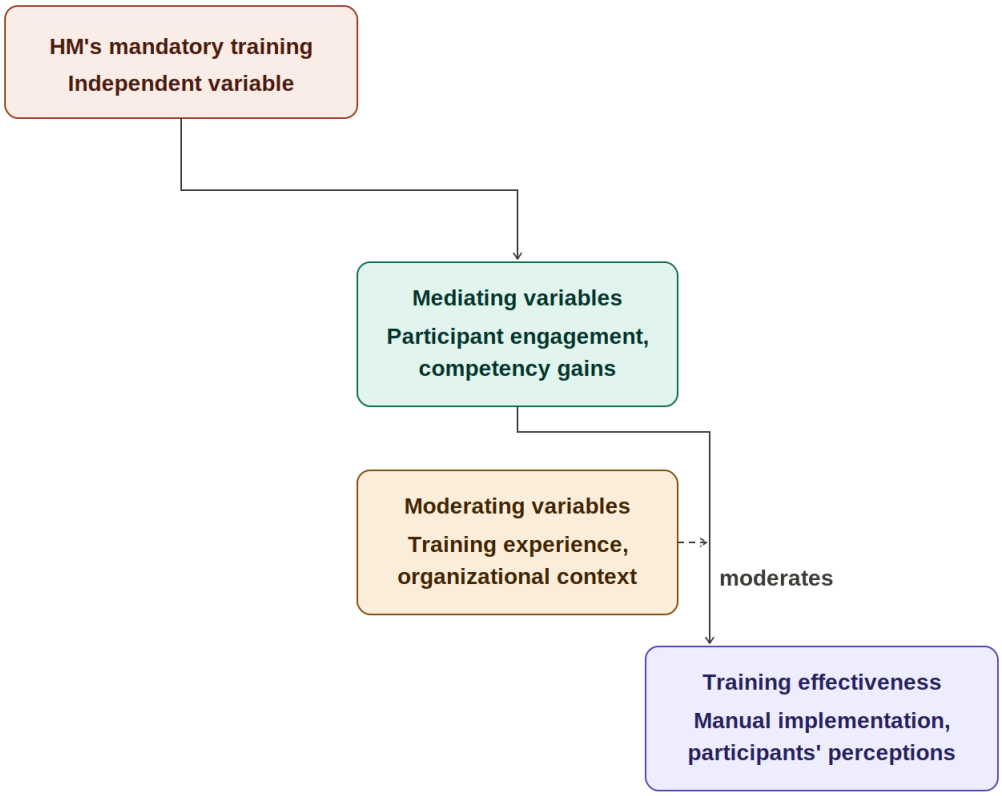


Figure No. 1: Conceptual model for mandatory training effectiveness

Methodology

This section discusses the nature, design, population, sample techniques and sample size as well as data analysis techniques and time horizon followed during this study.

Nature of the Study

This study is a mixed methods type of study which combines quantitative and qualitative methods to assess the effectiveness of compulsory HM (Grade-18) training program at PITE Shaheed Benazirabad.

Research Design

A Pre-experimental one group design is used. The quantitative strand consists of pre-test/post-test design to measure the competency of the participants after training and a structured observation checklist to assess manual implementation. The qualitative strand uses semi-structured interviews with a phenomenological research design to obtain the views of the participants.

Population

The total population study comprises of N = 85 Headmasters/Headmistresses (BPS-18) who were enrolled in two-week mandatory promotion linked training program at PITE Shaheed Benazirabad, June 2026.

Sample Size, Technique and Procedure

The study used a mixed sampling approach. In the quantitative component, the census sampling was used, with the pre and post test assessment for the Headmasters/Headmistresses (BPS-18) who have been trained as part of the mandatory training. This provided a full representation of the training group, and a valid assessment of competency gains. To engage in the classroom observation part. To evaluate the practices of training delivery, involvement of the trainees and the implementation of the training manual, eight training sessions across different classrooms were selected.

The qualitative part was done with a volunteer sampling of 8 male and female participants for semi structured interviews. Those who volunteered to share their experiences and perceptions about the training program were included. This strategy enabled the researcher to gather a variety of opinions about the effectiveness of the training, the issues encountered in implementing the training and the perceived results of the training. Data collection continued until thematic saturation was met, i.e., when similar participants' responses were generated.

Table No. 1: Sampling Summary

Component	Method	Sample	Purpose
Pre-test / Post-test	Written competency test	85 participants	Measure knowledge gain
Classroom Observations	Structured checklist	8 sessions	Assess manual fidelity
Interviews	Semi-structured	8 (4M + 4F)	Explore perceptions

Data Collection Tools

Rationale For Data Collection Tools

Various data collection instruments were adopted in order to meet the objectives of the research and to carry out an in-depth evaluation of the training effectiveness. The **pre- and post-test** competence questionnaire was applied to determine how much the participants changed their level of knowledge and skills before and after mandatory training, as a result of the accomplishment of which the first research objective was reached. The **structured observation checklist** was applied to determine the degree of implementation of training sessions according to the manual. It allowed the researchers to assess the level of training practice, participation of trainees, and other features of training implementation. **The semi-structured interview** guide was applied in order to identify participants' opinions about the quality, relevance, and professional value of the training. The use of these tools facilitated triangulation through the integration of quantitative evidence that competency had been improved along with qualitative information about how the training was implemented.

Pre-test and Post-test

An institute developed competency instrument covering key training domains (school management, leadership, policy, supervision) is administered before and after the two-weeks training to all enrolled 85 participants.

Structured Observation Checklist

A researchers' designed checklist is used to observe 8 training sessions. Each item is scaled as "Yes", "Neutral" or "No".

Semi-Structured Interviews

A semi-structured interview guide with open questions concerning the relevance, quality of delivery, and impact on profession was administered to 8 individuals (4 male, 4 females). Interviewing was done in Urdu, Sindhi, or English languages and audio recorded for transcription.

Data Analysis Techniques

Rationale For Used Techniques

The study used different analysis methods for different sets of data. For the pre-test and post-test, the mean, standard deviation, and paired-samples t-test were used to evaluate performance competency. For the observation checklist, there was a need to analyze "Yes" responses to determine the extent to which training manual was followed and delivered. Therefore, percentage analysis was applied. Lastly, thematic analysis (Braun & Clarke, 2006) was the preferred choice to analyze interview data because it is an appropriate method to extract thematic data and evaluate the effectiveness of the training, challenges faced, and participants' perspectives

Pre-test / Post-test

Mean scores and Standard Deviations (SD) and T-test were calculated for both pre-test and post-test results using SPSS. These are compared to determine the magnitude of competency gain achieved by participants over the course of the training.

Observation Checklist

The "Yes" percentages are computed for each checklist item. The percentage of "Yes" against every item indicates the rate of effectiveness of trainings.

Interviews

Qualitative data are analyzed using thematic analysis (Braun & Clarke, 2006) model.

Time Horizon

Table No. 2: Data Collection Timeline

Phase	Activity	Timing
1	Pre-test administration (n = 85)	Day 1 – before first session
2	Structured observation of 8 sessions	Days 1–10 (distributed)
3	Post-test administration (n = 85)	Day 12 – after final session
4	Semi-structured interviews (4M + 4F)	Days 8–10

Data Analysis

Introduction

The data gathered for this study was analyzed according to the three research objectives using different techniques. The quantitative data from the pre-test and post-test (n = 85) were analyzed using mean, standard deviation, and paired sample t-test to determine the changes in the competency levels of the participants before and after the mandatory training. The qualitative data gathered from the semi-structured interviews (n = 8) were analyzed using Braun and Clarke's approach (2006) to understand the perspectives of the participants towards the effect of the training on their professionalism. Finally, the information gathered from the observation checklist (n = 8 observations) was analyzed using percentages to evaluate the extent to which the training was implemented according to the training manual.

Findings of this study provide answers to following research objectives

1. To measure competency levels of participants before and after the mandatory training
2. To explore participants' perceptions regarding the impact of mandatory training on their professional development
3. To assess the degree to which the training sessions are implemented in accordance with the prescribed training manual

Based on these objectives, hypotheses were formulated to guide the study.

Hypotheses

- **H_1:** There is a significant difference in the competency levels of participants before and after the mandatory training of HMs (Grade 18) at PITE Shaheed Benazirabad.
- **H_2:** The training sessions are implemented in accordance with the prescribed training manual at PITE Shaheed Benazirabad.

These hypotheses were tested using both quantitative and qualitative evidence to examine the effectiveness of the training and the fidelity of its implementation at PITE Shaheed Benazirabad.

Pre-Test and Post-Test Analysis

Objective 1: To measure competency levels of participants before and after the mandatory training

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	10.00	85	3.091	.352
	POST TEST	13.27	85	2.030	.231

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE-TEST - POST TEST	-3.273	3.259	.371	-4.012	-2.533	-8.812	76	<.001

Objective of this test was to assess the effectiveness of the intervention through comparison of pre-test and post-test scores. Results of the test revealed that the mean score for pre-test (M = 10.00, SD = 3.09) was less than the mean score for post-test (M = 13.27, SD = 2.03), thus showing an improvement in performance after the intervention. To ascertain the significance of the difference, a paired sample t-test was conducted.

The aim of this objective was to assess the intervention's efficacy by comparing participants' pre- and post-test results. Specifically, results revealed that the mean pre-test score (M = 10.00, SD = 3.09) was lower than the mean post-test score (M = 13.27, SD = 2.03), which signifies that the participants improved their performance from pre-test to post-test following the intervention. The intervention's efficacy was determined by paired-samples t-test.

The mean score of post-test differed from pre-test significantly, according to the results (t = -8.81, p <.001). This shows that **the training program had a statistically significant impact on participants' performance, leading to improved post-test scores compared to pre-test scores**.

H_1: There is a significant difference in the competency levels of participants before and after the mandatory training of HMs (Grade 18) at PITE Shaheed Benazirabad.

H_1 is supported. Participants' post-test scores (M = 13.27) were substantially higher than their pre-test scores (M = 10.00), t(76) = -8.81, p < .001, demonstrating a statistically significant increase in competency levels after the mandatory training of HMs (Grade 18) at PITE Shaheed Benazirabad.

Qualitative Coding and Thematic Analysis

Objective 2: To explore participants' perceptions regarding the impact of mandatory training on their professional development

The respondents interviewed data form CPs (course participants) went through a total six essential stage like familiarization with data, generation of codes, search for themes and review of themes, naming themes and report producing as mentioned by Braun and Clarke's model (2006). Following data analysis relevant codes from participants' responses were brought together and themes were emerged from those. A total of 3 main themes were generated during analysis which discussed below.

Theme 1: Perceived Professional and Pedagogical Growth

Table No. 3: Coding from CPs interviews for theme 1

Q	CP	Response (Simplified)	Code
Q1	CP5	All training content was relevant to my job, and now I can express myself better.	*Job-Relevant Learning*
Q1	CP7	I can now tackle issues myself because the right information was given.	*Applied Problem-Solving Skill*
Q1	CP8	I feel more improved and efficient; the content was meaningful for my role.	*Holistic Professional Improvement*
Q3	CP3	I learned the difference between administration and management, and between equality and equity.	*Conceptual Clarity*
Q3	CP4	I decided to treat staff and students in a better, more positive way.	*Attitudinal / Behavioral Change*
Q3	CP5	Proper planning and real-life examples helped me understand how to improve outcomes.	*Practical Application of Learning*
Q5	CP4	I achieved all objectives, did well in the mock test, and reflected daily.	*Successful Goal Attainment*

This theme represents the results of the study that demonstrate the trainees' progress in their professional development. The participants described changes in their professional behavior, knowledge, and skills. Some participants shared that mandatory

training has positively influenced their relationships with their staff and students. For example, one participant stated that, *"before these courses, I was treating my staff and students in a very strict way. But after attending these courses, I have decided to treat them in a better and positive way" (CP4)*. In addition, several participants suggested that they gained conceptual skills and understanding of the differences between such concepts as administration and management, equality, and equity (CP3). Besides, participants emphasized that the course helped them in terms of leadership and management. One participant mentioned that, *"this training not only improved my knowledge but also motivated me to make positive changes in my leadership and management styles" (CP8)*. Furthermore, the participants also stated that they could implement their learning, skills, directly to their work. For example, one participant said that, *"all were relevant to my job, schools visits, inspections, inquiries are all part of my work, management and now we are getting experience now we are able to express too" (CP5)*. Another participant agreed that, *"we can manage institution in proper way and after proper guidance we learned a lot from them" (CP7)*.

The themes above represent the results of the study that demonstrate how mandatory training of headmasters and headmistresses improved their professional development. The participants of the study noted that they enhanced their professional behaviors, knowledge, and skills. Moreover, the participants mentioned that they can apply the newly gained skills directly to their work.

Theme 2: Quality of Training Delivery and Trainer Effectiveness

Table No. 4: Coding from CPs interviews for theme 2

Q	CP	Response (Simplified)	Code
Q1	CP1	I am satisfied with PITE's atmosphere and facilities, which keep improving.	*Positive Institutional Experience*
Q1	CP3	The environment is pleasant and supportive, and everyone learns from each other.	*Diverse & Supportive Learning Environment*
Q2	CP1	I appreciated their teaching skills and how they engaged us through manual activities.	*Trainer Engagement & Innovation*
Q2	CP5	Master Trainers changed their teaching approach every day.	*Varied Teaching Approaches*
Q2	CP6	They used activities, groups, charts, discussions, and debates to engage us.	*Interactive & Participatory Methods*
Q2	CP7	We were well engaged through activities.	*Activity-Based Engagement*

Another theme revolves around participants' perceptions about the delivery process and the influence of the method used to facilitate the professional learning program on its outcome. It is evident that most participants credited the conductors of the process, the Master Trainers (MTs), and the manual for the success and efficacy of the program. One participant exclaimed, *"I appreciated their effective teaching skills and noted that they actively engaged participants in various activities provided in the manual" (CP1)*. Another participant added, *"they engage using activities, groups, charts, discussions, debates, or performance based activities" (CP6)*. A headmistress added that they appreciated their use of practical examples in the manual: *"particularly appreciated the use of real-life examples by the Master Trainers, which made complex concepts easier to understand and apply in my own institution" (CP5)*. Several participants identified the learning environment at PITE as an influential factor in the learning process. *"PITE is like a flower vase where different flowers are gathered at one place, and each flower has its own fragrance … and everyone learns from each other" (CP3)*. These notions illustrate that the participants had attributed the training outcome to the delivery strategy and environment. The use of a manual and activity-based interaction were perceived by the participants as enablers of the learning outcomes identified in Theme 1.

Theme 3: Contextual and Logistical Factors Moderating the Training Experience

Table No. 5: Coding from CPs interviews for theme 3

Q	CP	Response (Simplified)	Code
Q4	CP4	The hot weather made us tired at times, although PITE provided good resources.	*Weather-Related Fatigue*
Q4	CP5	I faced no difficulty.	*No Reported Difficulty*
Q4	CP6	Using three different languages was difficult, along with the hot weather.	*Language Diversity Challenge*
Q4	CP8	There is no difficulty if you have a learning mindset.	*Positive Mindset Overcomes Difficulty*
Q6	CP2	The manual module is long, especially for older participants, but mock tests are useful.	*Age-Related Learning Challenge*
Q7	CP7	The manual should be used practically by headmasters.	*Practical Manual Utilization Recommendation*
Q1	CP2	The institute is more modern now, with a renovated building and more faculty.	*Institutional Modernization & Growth*

Contextual and logistical factors influenced the participants' training experience in different ways, but they were all overcome with a positive attitude. One participant mentioned that *"the hot weather made us tired at time although PITE provided good resources, (CP4)"* which implies that the support from the institution eased some of the discomfort. Another participant stated *that "I am Urdu speaking so the language shift to sandhi is difficult for me but our MTs shift to Urdu when we show disconnection in understanding " (CP6)* which implies that Urdu-speaking was multilingual. One participant observed that *"the manual module is long, especially for older participants, but mock tests are useful and should be consistently practiced for better understanding," (CP2)* meaning that participants experienced a gap in knowledge but used mock tests as a tool to gain fluency. One respondent recommended that *"the manual should be used practically by headmasters," (CP7) implying* that there was a practical approach to the manual. On the other hand, one participant stated plainly, *"I faced no difficulty,"(CP5) and another respondent provided an encouraging comment saying "there is no difficulty if you have a learning mindset," (CP8).*

Observation Checklist Analysis

To assess the degree to which the training sessions are implemented in accordance with the prescribed training manual

This report contains the results of a training observation that were conducted to establish how effectively the training sessions were being conducted according to the training manual at PITE Shaheed Benazirabad. A set of criteria was utilized to observe and score each session. The observation tool had 27 indicators split into 4 categories: Master Trainers (MTs), Course Participants (CPs), Training Manual, and Classroom Environment. Each indicator received one of three ratings: "Yes", "Neutral/No", and "No". Consequently, there were 216 indicators on the observation sheet. With the help of this instrument, we could carry out a detailed analysis of the training sessions according to our goals.

Table No. 6: Observation checklist analysis

#	Indicator	Yes	Neutral	No	% Yes
	Master Trainers (MTs)				
1	Focused on required session objectives	6	2	0	75%
2	Explains concepts with relevant examples	6	2	0	75%
3	Provides clear and appropriate instructions	7	1	0	88%
4	Language within CPs' level of understanding	8	0	0	100%
5	Fluent speech; varies pitch, volume and tone	6	2	0	75%
6	Moves systematically to check CPs' work	7	0	1	88%
7	Facilitates CPs when they encounter difficulty	7	1	0	88%
8	Organized and manages time properly	6	2	0	75%
	Course Participants (CPs)				
1	CPs actively engaged, no boredom	3	3	2	38%
2	CPs equally participate in activities/groups	3	4	1	38%

3	CPs listen actively, ask for clarification	5	3	0	63%
4	CPs share ideas/views freely (interactive class)	6	1	1	75%
5	CPs perform presentations within time limits	5	2	1	63%
6	CPs give relevant explanations, avoid irrelevance	1	5	2	13%
	Training Manual Adherence				
1	MT follows activities as suggested in manual	6	2	0	75%
2	Each session/activity completed in allocated time	7	1	0	88%
3	MT concludes/summarizes before next session	7	1	0	88%
4	MT uses PPTs/resources as per manual	7	1	0	88%
5	MT avoids irrelevant details outside manual	6	2	0	75%
	Classroom Environment				
1	MT creates conducive learning environment	6	2	0	75%
2	MTs and CPs interact respectfully	6	1	1	75%
3	Seating arrangement appropriate for activities	6	2	0	75%
4	MT and CPs do not violate classroom norms	**5**	3	0	**63%**
5	MT uses appropriate discipline where necessary	**6**	2	0	**75%**
6	MT arrives before announced time, leaves on time	**6**	2	0	**75%**
7	CPs arrive on announced time	**5**	2	1	**63%**
8	Sessions start and end on announced time	7	1	0	**88%**

Overall, the training program demonstrates high regard and organization; there are strengths and weaknesses in terms of participants' experiences. Specifically, the **Master Trainers** demonstrated excellent performance, as evidenced by the high score of Language Use within the CP's level of understanding, which reached 100%, while facilitating CPs' difficulties, checking CPs' work systematically, and providing clear instructions scored 88%. In turn, the a good score was observed in the Category of **Training Manual** Adherence, which was 88%, while **Classroom Environment** score was 83%. **Course Participants,** however, exhibited both positive and negative aspects of the training program, such as sharing ideas/views freely (75%), listening actively and presenting information within time limits (63%), active participation without being bored (38%), equal participation (38%), providing relevant explanations (13%), avoiding irrelevant information (13%). Thus, the overall impression of the participants seems positive due to the high scores related to the Trainers' performance and moderate scores related to training material and course organization.

These findings support **H_2: The training sessions are implemented in accordance with the prescribed training manual at PITE Shaheed Benazirabad**. High levels of manual adherence were observed including completing the activities within the set time, providing appropriate session summarization, and using PPTs and resources as prescribed. Similarly, Master Trainers provided good facilitation including giving clear instructions, systematically checking the participants' work, and using appropriate language for the participants' comprehension. However, weaknesses were identified in such areas as participant engagement and equal participation which seem to be caused by the participants than problems with the manual adherence. Thus, it can be concluded that training sessions were generally delivered according to the prescribed training manual.

Key Findings

Significant Competency Gains (H_1 Supported)

The participants improved their level of competency after the training. This is evident from the fact that the mean score in the pre-test increased significantly in the post-test, paired-samples t-test [$p < .001$]. The results support Hypothesis H_1 and show that the training was effective in that it helped participants improve their knowledge in such areas as school management, leadership, policy, and supervision.

Positive Participant Perceptions of Professional Impact

Perceived professional and pedagogical growth among participants: changes in leadership behavior, improved understanding of concepts such as the difference between administration and management, and day-to-day administrative practices.

Quality of training and trainers: The participants identified the use of appropriate activity-based, participatory, and manual-based instruction and the conduct of the master trainers as an added advantage for their professional development.

Logistical and contextual issues: Hot weather, language barriers, and long manual modules were identified as limiting factors during training. However, the availability of resources, the MTs' use of Urdu language, mock tests, and a positive approach to learning empowered the participants to overcome these challenges. The respondents suggested that the manual should be used in practice by headmasters.

Adherence to Training Manual at PITE Training Sessions (H2 Supported)

The findings show that there was a relatively high level of fidelity in relation to the training manual at PITE Shaheed Benazirabad. The master trainers managed to deliver the sessions and communicate the information provided by the manual successfully. Most of the sessions were delivered within the set time frame and also utilized the required materials. Moreover, there was also an appropriate classroom atmosphere since the classes started and finished on time and there was some level of civility among participants. Although there were some weaknesses like low engagement and equity among participants, this is a feature of the audience and not the manual. From the evidence presented, it can be concluded that the training sessions were delivered according to the training manual.

Conclusion

The mandatory HM training program at PITE Shaheed Benazirabad is effective in terms of meeting its basic goals, as it generates statistically significant gains in competency and is regarded as a valuable and relevant experience by the participants. Master Trainers are generally competent and adhere closely enough to the training manual in terms of content and method, which is partially compensated by their lower proficiencies in time management or attention to punctuality and equal treatment of participants.

Recommendations

1. Since PITE is conducting training programs very successfully, the fund should be mobilized to provide capacity-building refreshers for educationist by the government to augment their learning.
2. Issue a government directive mandating PITE to conduct screening tests for promotion-linked trainees, ensuring that these individuals undergo a merit-based selection process before undergoing training, which will decrease their passiveness and increase active participation during the training.
3. Allocate resources for conducting a follow-up study (1-3 years duration) on the training implementation process in the real workplace setting, making it a government-sponsored research project and not an additional one to the mandate of PITE. Encourage inter institutional collaboration and data sharing with PITE Sindh, PITE Peshawar and other provincial institutes for comparative research which no single institute can afford or is authorized to conduct.
4. Set up a publication grant or relief scheme by the School Education & Literacy Department for the payment of journals subscription, software licenses etc.

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Appendix-I

PITE - HMs' (BPS-18) MANDANTORY TRAINING - OBSERVATION TOOL

Date:	**MTs:**	**Observer:**
Room#:	Session:	Observation Sno#:

#	**Indicators**	**Response**			**Remarks**
		Yes	Neutral	No	
	Regarding MTs				
1	Focus on session objectives				
2	Explain concepts clearly with relevant examples				
3	Provides clear instructions				
4	Uses language appropriate to CPs' understanding				
5	Communicates fluently and audibly				
6	Moves around and monitors CPs' activities				
7	Supports CPs in resolving difficulties.				
8	Manages session time and organization effectively				

	Regarding CPs
1	Remain actively engaged throughout the session.
2	Participate equally and contribute in activities.
3	Listen actively and seek clarification when needed.
4	Freely share ideas, views, and concerns.
5	Complete presentations/activities within time limits.
6	Provide relevant and concise explanations.
	Regarding Training Manual
1	Activities followed as per manual.
2	Each activity/session is completed within the allocated time
3	Sessions summarized before moving to next.
4	PPTs/resources used as per Training Manual.
5	Unnecessary and irrelevant content avoided.
	Regarding Environment & Descipline
1	MTs create a supportive, fear-free learning environment.
2	MT and CPs interact respectfully.
3	Seating arrangement supports activities and group work.
4	Classroom norms are followed by MT and CPs.
5	Appropriate discipline is maintained.
6	MT arrives early and leaves on time.
7	CPs arrive on time.
8	Sessions start and end as scheduled.

Appendix-II

Semi-structured interviews from HMs

Name:	District:	Room no:
Gender:	Experience:	

Question 1. Can you please share your experience of the training at PITE?

Question 2. How engaging and interactive did you find the training sessions?

Question 3. Which aspects of the training did you find most useful or effective?

Question 4. What difficulties or challenges did you face during the training?

Question 5. To what extent do you think the training objectives were achieved?

Question 6. What new knowledge or skills did you gain from the training?

Question 7. What suggestions would you give for improving future trainings?

Closing Statement:

Thank you very much for your time and valuable responses. Your feedback will help improve future training programs. If any point needs clarification later, may I contact you again?



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