



EFFECTIVENESS OF BRITISH COUNCIL TRAINING: A CASE STUDY OF SOUTH WAZIRISTAN TRIBAL DISTRICT, KHYBER PAKHTUNKHWA

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ABSTRACT

The key focus of the study was assessed the effectiveness of British Council Training (BCT) in South Waziristan Tribal District in Khyber Pakhtunkhwa. The study was conducted in South Waziristan Tribal District (SWTD), Khyber Pakhtunkhwa. A sample of twenty (20) female School Heads were participated in the training and received training in instructional leadership. A five-point Likert scale questionnaire was used for data collection. The first part had 20 items about training related to the British Council. These items included inclusive schools, managing leadership styles, building and sustainability effective teams, leading effective teaching and learning, and instructional leadership. The questionnaire's second section was comprised of 26 items related to collaborative work, communication skills and Instructional Leadership. Validation was completed through experts' feedback whereas reliability of the tool was estimated .792 by using SPSS. Linear regression was used as statistical tool.

KEYWORDS:- British Council, Training, School heads Performance.

1. INTRODUCTION

There is not enough information available about the roles that management and leadership play in developing nation schools. This could be due in part to the fact that, rather than concentrating on school-level reform, most efforts to enhance education in these nations have been directed toward systemic, top-down change. Instead of focusing on the governance and management disciplines, which are probably essential for the successful institutionalization of change at the local level, system-wide change initiatives have a tendency to highlight the planning and finance disciplines. Furthermore, there is a common misconception that the function of head teachers and other administrators in the highly bureaucratized educational systems of many developing nations is

negligible. These individuals are viewed as functionaries functioning at a relatively low level in a hierarchical structure with multiple tiers: The primary change agents are thought to be located elsewhere, with central planners and administrators (Simkins et al., 2003).

One important component of school adequacy has been the supervision of educational principals. 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. The term "ability" refers to a mastery attained via training and experience. The main component of the numerous aptitudes, as stated by Francis and Oluwatyinm (2019), is that the pioneer must coordinate the demands of a particular undertaking to the pertinent expertise necessary for the assignment's successful completion.

Principals should possess the necessary qualities to take use of their position as trailblazers with the ability to influence others. We can conclude that a head's ability would be necessary for a school to be viable in this fashion. Directors require the essential head the board skills in order to be prepared as trailblazers in the field of education. In general, a lot of research has been done on the declining standard and makeup of education in Pakistan. Nevertheless, very little research has been done on the fundamental administrative skills that Nigerian secondary school principals control and the relationship between principal management skills ownership and school viability. Enhancing Student Learning Outcomes (SLOs) is a crucial innovation that is swiftly gaining the attention of instructional supervisors worldwide.

Principals are typically seen as the managers of the schools (Mulenga, 2020). The principals' main responsibilities are to take charge of the personnel and the goal, make necessary changes, manage the finances, take on a rigorous managerial role, and advance the current 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. Since no research has been found regarding the education sector in Pakistan, the study has filled the vacuum left by the previous studies by analyzing the managerial skills of school administrators. When necessary, one of the principal's many important duties is hiring staff for the school. The recognition of the most skilled worker is a primary function of managerial abilities, contributing to the expansion and advancement of educational institutions (Loon, 2019). According to the studies, hiring practices are the principal's most successful managerial skill when it comes to hiring practices. However, the present investigation has revealed that the most important element that might enhance pupils and schools is the professional growth of school heads.

In order to improve teachers' performance in the classroom, several seminars, workshops, and other approaches can be used. Aslam's (2019) study looked at HR in-service training and how it connected to growth and performance. Because it fills in the gaps in the research, the study makes the case that professional development for teachers is crucial. However, the principals find it to be quite important. It can only be accomplished with the help of seminars and training, but it can also be found leading to professional development when administrators have the confidence to support their decisions. According to study by Francis and Oluwatyinm (2019), principals' professional growth, student learning, and good training are essential for success and advancement. The current paper aimed to investigate the Effectiveness of British Council Training (BCT) in South Waziristan Tribal District in Khyber Pakhtunkhwa. Following objectives were made.

1. To investigate impact of BCT on the school head collaborative skills
2. To find out the impact of BCT on the School heads communication skills
3. To examine the BCT on the school heads Instructional leadership.

2. LITERATURE REVIEW

School Heads' Leadership

Heads of schools are influential educators who maintain teaching and learning at the center of their decisions and actions. They motivate all students, faculty, and community members to consistently improve learning and increase standards for all instructors, support personnel, and students by their leadership and moral character. They oversee and direct their schools in an environment that can be complicated and ever-changing. Making a difference is crucial, and they strive to constantly enhance their schools via the work they do (Mushtaq, 2021).

In order to ensure the best learning outcomes and the wellbeing of every student, school leaders must develop capacity, collaborate, and work in cooperation with a wide range of individuals. By means of their proficient leadership, they create and uphold professional connections and frameworks to identify inventive resolutions that facilitate favorable consequences for every individual (Kolisnichenko et al., 2021).

School heads properly lead, manage, and develop all staff members, which has a significant impact on the development and learning of teaching and learning in the school. The head of the school accomplishes this by efficiently organizing, assigning, encouraging, and assessing the work of both individuals and teams, as well as by guaranteeing their professional development and acknowledging their accomplishments. The head of the school needs to be aware of the significance of motivation, how it affects staff performance overall, and how professional development relates to all student outcomes. Since staff practices are likely to change and all student outcomes will likely improve as a result of good professional development, including school-based professional learning, the head of the school should arrange it. The principal of the school should assess the results of professional learning and development and distribute leadership in a way that develops leadership potential within the institution (Fordham & Shaw, 2019).

Instructional leadership Skill of School Heads

According to Siddiqui et al. (2021), education is essential to a country's ability to develop. Development in education alone cannot bring about progress in the modern world. As a result, the most important aspect that can assist obtain quality education and set standards in the education sector is the education and training of principals and instructors. In Pakistan, several training initiatives have been launched, but the expected results have not yet materialized. The study assessed Pakistan's Education Policy over a range of years in order to determine whether training initiatives are necessary. The findings indicated that the main problems include the absence of an efficient infrastructure, sound planning, inadequate financial assistance, suitable training materials, outdated technology, and scarce resources.

According to the study conducted by Kadri et al. (2021), the abilities of principals and instructors can have a big impact on the education sector in every nation on the planet and can be crucial to attaining goals related to organizational management, system management, and educational quality. The study's survey-based data collection method verifies the 21st-century principal leadership skills and raises the bar for secondary school students' learning.

According to Nasreen et al. (2018), the principal serves as both the leader of the school and an agent for the educational process. Principals' training is seen as a critical component that can be utilized to improve student performance, alter educational institutions, and advance national development. It has been determined that the current study is important since it addresses the relevance of training programs, the necessity of holding training sessions, and the fundamental requirements that principals must meet in order to effectively lead their schools. The study's conclusions said that the principal is in charge of facilitating instruction and has the power to establish a supportive learning environment in the classroom. Their ability to use contemporary technology and function well in the classroom can be improved by the training programs. The professional training program is important since it strengthens the principals' need for training and helps them hone their managerial abilities.

Research Methods

Positivism research philosophy was applied and therefore descriptive research descriptive research was used. The study was conducted in South Wazirsitan Tribal District, KP. Out of 123 female school heads of, 20 school heads were participated in the British Council School Connect Program. Thus, 20 school heads made up the sample. A five-point Likert scale questionnaire was used for data collection. The first part had 20 items about training related to the British Council. These items included inclusive schools, managing leadership styles, building and sustainability effective teams, leading effective teaching and learning, and instructional leadership. The questionnaire's second section was comprised of 26 items related to collaborative work, communication skills and Instructional Leadership. Validation was completed through experts' feedback whereas realibility of the tool was estimated .792 by using SPSS. Linear regression was used as statistical tool.

3. RESULT AND DISCUSSION

Table 1:

H01: British Council Training has no so significant impact on the School Heads Collaborative skill

Model	R	R Square	Adjusted R Square	β	F-value	Sig.	Durbin Watson test
1.	.631 ^a	.521	.518	.617	24.54	.000	2.29

- a. Predictor: (Constant), British Council Training
- b. Dependent variable: Collaborative skill

Table 1 provides a model overview of how British Council training affects school heads' collaborative skills. Based on the above statistical results, British Council trainings, the outcome variable (collaborative skills) changed by 52.1% (R² =.521). The results demonstrate a significant influence of British Council Training on the collaborative skills (p=.000<.05). A fundamental assumption of linear regression is perform in the form of Durbin Watson test. There is no auto-correlation between the predictor and outcome variable, according to the Durbin Watson test result of 2.29.

Table 2:

H02: British Council Training has no so significant impact on the School Heads Communication skill

Model	R	R Square	Adjusted R Square	β	F-value	Sig.	Durbin Watson test
1.	.711 ^a	.610	.608	.606	41.23	.000	2.12

- a. Predictor: (Constant), British Council Training
 b. Dependent variable: communication Skill

Table 2 provides a model overview of how British Council training affects school heads' communication Skill. Based on the above statistical results, British Council trainings, the outcome variable (collaborative skills) changed by 61% ($R^2 = .610$). The results demonstrate a significant influence of British Council Training on the communication Skill ($p = .000 < .05$). A fundamental assumption of linear regression is performing in the form of Durbin Watson test. There is no auto-correlation between the predictor and outcome variable, according to the Durbin Watson test result of 2.12.

Table 3:

H03: British Council Training has no so significant impact on the School Heads' Instructional Leadership

Model	R	R Square	Adjusted R Square	β	F-value	Sig.	Durbin Watson test
1.	.509 ^a	.435	.433	.431	59.58	.000	2.32

- a. Predictor: (Constant), British Council Training
 b. Dependent variable: Instructional Leadership

Table 3 provides a model overview of how British Council training affects school heads' Instructional Leadership. Based on the above statistical results, British Council trainings, the outcome variable (collaborative skills) changed by 43.5% ($R^2 = .435$). The results demonstrate a significant influence of British Council Training on the Instructional Leadership ($p = .000 < .05$). A fundamental assumption of linear regression is performing in the form of Durbin Watson test. There is no auto-correlation between the predictor and outcome variable, according to the Durbin Watson test result of 2.32.

4. DISCUSSION

The key focus of the study was assessed the Effectiveness of British Council Training (BCT) in South Waziristan Tribal District in Khyber Pakhtunkhwa. The result of the study depicts that British Council training play a significant role in the school heads' performance in including collaborative work, communication skills and instructional skill. The result of the study is consistent with Mushtaq (2020). He found that the majority of educators and school heads who attended the British Council's training programs gave them excellent responses. The trainers do a

superior job of imparting the knowledge. Most of the school head effectively implemented the projects and positive impact on the students learning outcomes.

5. CONCLUSIONS AND RECOMMENDATIONS

According to the study's findings, school heads' performance and British Council training are positively correlated. The study came to the conclusion that school heads perform better when they receive effective teacher training and promptly put the learning objectives into practice. The findings suggest that head teachers' performance is significantly impacted by their training with the British Council. The study came to the conclusion that school heads were given more knowledge in British Council training in a variety of modules, including instructional leader, inclusive school, managing instruction effectively, and leading learning.

The study's conclusions show that heads with diverse backgrounds function better following British Council training. As a result, both inexperienced and seasoned educators around the province were recognized for their effectiveness in implementing the school-based project. Therefore, it is recommended that British council training may be conducted at secondary school teachers regarding pedagogical schools.

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