

Content Analysis of Training Program of Heads of Secondary Schools are Served by the Provincial Institute of Teacher Education (DSD)

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Abstract

Since secondary school represents a pivotal moment in a student's life and frequently dictates their future professional path, it is essential. For any institution to be successful, training and development are essential. Finding the efficacy of provincial training institutions' training programs for secondary school heads was the primary goal of the current study. The current study was descriptive in nature and survey-based. Data was gathered using the survey method. Since the data were gathered in 2017, the conclusions are predicated on that year's data. The study was restricted to secondary school heads' training at the provincial teacher education institution (PITE) in Peshawar, the PITE in Peshawar, Pakistan. 220 trainee secondary school heads and 24 district education officials made up the study's population.

Key Words

Instruction, Supervision, Secondary Schooling, Education, Provincial Institute of Teacher Education

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Introduction

Secondary education is crucial in Pakistan because it is a pivotal time when students frequently decide on their future careers. The main objective of secondary education is to help students choose a career path or prepare them for higher education. "A crucial component of the educational system, secondary education creates middle-level workers and supplies resources for postsecondary education" claims Hussain (2011). The administration of secondary schools plays a big part in helping students grow so they can contribute to the advancement of society. "Heads of secondary schools have to cater to the diversified needs of the individual student so that he/she can choose for the future study," state Ahmed (2013). As stated by GoP, NEP. In order to shape educational outcomes, promote academic excellence, and create an atmosphere that is favorable to both teaching and learning, secondary schools must have strong leadership. Many educational systems have created specialized training programs to

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improve school heads' leadership skills in recognition of this fact. The Directorate of Staff Development (DSD), also known as the Provincial Institute of Teacher Education, has taken on a crucial duty in this regard: creating and carrying out organized training programs for secondary school administrators. In addition to improving administrative effectiveness, these training programs give school administrators the managerial, strategic, and pedagogical skills they need to steer their institutions through a quickly changing academic environment. It is crucial that the content of such programs stays current, thorough, and supported by evidence as the demands on education grow more complex as a result of policy changes, technological advancements, and socioeconomic pressures. An empirical foundation for assessing whether these initiatives are in line with current educational standards and the real needs of school heads is provided by content analysis of training programs. Training modules' themes, subjects, and pedagogical approaches can be methodically examined through content analysis, which reveals their strengths and points out any areas that might need improvement.

Literature Review

It would be appropriate to cite a few general clear definitions of training. "Any activity which contains any kind of experience designed to help in learning which will aid performance in a present or future job and purposely attempts to develop a person's skill in a job," according to Hamblin (1974), is called training. It is a procedure designed to help people accomplish specific tasks, jobs, or objectives by enhancing their knowledge, abilities, attitudes, and behaviors." is a closely related definition provided by Kaplan-Leiserson (2002).

The administration of secondary schools plays a major role in transforming students' abilities so they can contribute to the advancement of society. "For the economy, secondary education is a stage of learning that comes after elementary school and serves as a basis for further education," according to Goel (2005, p. 3). The goal of Secondary school is meant to get pupils ready for either vocational training or further education. Secondary school in Pakistan usually gets pupils ready for college. The head of secondary schools must therefore meet the various needs of both the productive sectors of the economy and the individual students, claim Hussain and Zamair (2011). The importance of secondary school heads has grown due to the secondary education's varied needs and significance.

Over the past 20 years, leadership development in educational institutions has become a crucial field of study and application. According to a number of studies, school heads play a critical role in managing institutional resources, promoting academic success, and establishing inclusive learning environments (Leithwood et al., 2006). Consequently, school leaders' professional development is becoming more and more seen as a calculated investment in educational reform.

Content analysis has become increasingly important in training program evaluation, especially when determining whether training matches the competencies needed in changing educational settings. Krippendorff (2018) asserts that content analysis makes it possible to interpret educational materials in a methodical, repeatable manner, which makes it easier to evaluate the efficacy of programs objectively.

According to a study by Bush and Glover (2014), strategic leadership, instructional guidance, human resource management, and community involvement should all be covered in school head training. These skills are thought to be necessary for handling the more difficult problems of contemporary education.

Globally, leadership development initiatives like the Principal Preparation Programs in the USA and the National College for Teaching and Leadership in the UK place a strong emphasis on experiential learning, mentoring, and case studies tailored to a particular context (Darling-Hammond et al., 2007). These initiatives act as models for creating leadership training that is more responsive and contextually based.

However, school leadership training is still in its infancy in South Asia. Programs are frequently overly theoretical, centralized, and disconnected from the everyday struggles faced by school administrators. According to a number of researchers, in order for training programs to stay effective and responsive, they must be updated on a regular basis using data-driven techniques like content analysis.

The significance of school leadership in promoting academic achievement is becoming more widely acknowledged in regional and international educational discourse. Effective school leaders have a transformative impact on student achievement, teaching quality, and institutional culture in addition to overseeing daily operations (Leithwood et al., [2008](#)). Secondary school heads need professional training in this situation because it gives them the skills they need to lead successfully. The design and content of such training programs are being examined in an increasing amount of literature, with a growing emphasis on methods of systematic evaluation like content analysis.

Effectiveness in Schools and Leadership

The relationship between student performance and school leadership has long been well-established by research. According to Hallinger and Heck ([2010](#)), the principal's leadership has the second-largest influence on students' learning after classroom instruction. Clear objectives, teacher development, resource management, and a positive school climate are all attributes of effective principals. Leadership development must therefore be in line with these diverse duties.

Character of School Head Training

The goals of school leader training programs are to enhance community involvement, curriculum leadership, instructional supervision, and administrative skills. Bush ([2008](#)) divides leadership development into three models: the transformational model, which stresses change and vision; the managerial model, which emphasizes administrative efficiency; and the instructional model, which focuses on enhancing teaching and learning. A program needs to balance these models in order to be successful.

Initiatives led by teacher education organizations like the Directorate of Staff Development (DSD) and the Provincial Institutes of Teacher Education (PITE) have formalized the training of school heads in many nations, including Pakistan. These groups create and carry out in-service training initiatives meant to improve secondary school students' professional competencies.

Content Analysis as a Methodology

Content analysis is a systematic approach to examining instructional texts, documents, and training materials. Krippendorff ([2018](#)) asserts that content analysis is a research technique for deriving trustworthy and legitimate conclusions from texts. When it comes to leadership training, it is useful to evaluate whether the content is in accordance with current educational leadership theories, legal requirements, and contextual realities.

Numerous studies have assessed leadership and teacher training programs using content analysis. For instance, a study on principal preparation in the United States by Darling-Hammond et al. ([2007](#)) found that mentoring, case studies, and field-based learning are elements of high-quality programs that are often missing from traditional training programs in developing countries. By means of content analysis.

Frameworks of Theory Underpinning Leadership Development

Theories of adult learning offer a useful framework for creating training initiatives that benefit school administrators. Adult learning must be self-directed, experience-based, and problem-centered, according to Knowles' andragogy theory (Knowles et al., [2015](#)). However, South Asian leadership training programs frequently follow a one-size-fits-

all approach, paying little attention to the particular difficulties and experiences of each school head. Low engagement and inadequate application of acquired skills are the outcomes of this mismatch.

Additionally, transformational leadership theory promotes giving leaders the authority to encourage and inspire stakeholders toward common objectives (Bass & Riggio, 2006). However, empirical analyses of training programs provided by organizations such as the DSD show that many continue to adhere to a management-oriented, hierarchical framework, frequently ignoring the visionary and participatory

Policy and Practice Implications

Curriculum designers, legislators, and educational leaders can all benefit greatly from a well-executed content analysis of DSD training programs. It assists in locating areas that need updating, content gaps, and inconsistencies with national educational policies. More significantly, it makes it possible to create training materials that are tailored to the various contexts in which school administrators work.

Many provinces still struggle with leadership training despite continuous reforms because of out-of-date curricula, unqualified trainers, and a lack of contextualization. According to Khan and Wali (2020), a lot of programs place an undue emphasis on administrative duties while neglecting important topics like change management, teacher mentoring, and planning for school improvement. Additionally, there is still inconsistency in the inclusion of contemporary themes like gender sensitivity, inclusive education, equity, and ICT use.

The need for ongoing professional development that is both content-rich and sensitive to the socioeconomic and policy environment of the region is emphasized in the UNESCO (2020) report on teacher education in South Asia. Heads of schools are expected to carry out a variety of tasks in many rural and underdeveloped areas, but they only receive general training that ignores their unique circumstances.

Objectives Of The Study

The objectives of the study were to

1. Examine the training materials' content for secondary school heads.
2. Ascertain the trainee heads' opinions regarding the training materials for secondary school heads.
3. Find out how resource people feel about the training materials' content for secondary school heads.

Methodology

The nature of the current study is descriptive. In order to gather both qualitative and quantitative information from the subject population, the researcher created survey instruments. The current study employs an embedded design; whereby qualitative data complements quantitative data. Since the data was gathered in 2017, the conclusions are predicated on that year's data.

Population

The population of study comprised as follows.

1. All 31 of the training program's resource people.
2. All 210 secondary school trainee heads.

Table 1

Frame of Sampling

Respondents.	Secondary School Heads.			Master Trainer.		
	Total	Sample	Received	Total	Sample	Received
KP	210	180	150	31	23	21
			74%			68%

Analysis and Interpretation of Data

Analysis of Training Content

Content Analysis of the Training Documents: One of the most popular methods in qualitative research is content analysis. Current content analysis applications demonstrate three distinct approaches rather than a single method: summative, directed, and conventional. All of these methods adhere to the naturalistic standard since they are used to deduce meaning from the text data's content. These methods differ primarily in their coding schemes, code origins, and threats to credibility. Coding categories in traditional content analysis are taken straight from the textual data. When using a directed approach, theory or pertinent research findings serve as the foundation for the initial code. In a summative content analysis, the underlying context is interpreted after counting and comparing, typically of keywords or content. (Hsieh & Shannon, [2005](#)).

Content Analysis of PITE Peshawar's Management and Leadership Training: There are five modules in the training document. The training's goals are stated explicitly, and each module's goals are provided at the start of the module. Additionally, each module comes with activity worksheets. Every module is further broken down into distinct themes.

The first module, "There are six main themes in "The Concept of Leadership and Management."

1. Introspection and Rethinking,
2. Knowledge
3. Managing Change,
4. Comprehending the notion of educational leadership and management,
5. Moral leadership, particularly as it relates to Islamic leadership, and
6. Creating a school's vision and mission.

In the second module, the following themes make up Managing Teaching and Learning Processes:

1. Understanding the curriculum
2. Learning
3. instructional procedures
4. classroom management
5. Assessment
6. Teaching multiple grades
7. Homework
8. School schedule
9. Lesson planning
10. Special educational needs are all covered
11. Inclusive education and
12. ongoing professional development for teachers.

Six themes comprise the concept of institutional management and administration, which is discussed in Module 3:

1. Involvement of parents and the community,
2. Management responsibilities
3. Resource management
4. Office administration
5. Personnel administration, and
6. Performance evaluation.

Module four is the concept of Financial Management which is subdivided into twelve themes:

1. Financial management,
2. General financial rules,
3. Treasury rules,
4. Enhancing understanding regarding financial tors and

5. Heads role as ddo,
6. The new accounting model,
7. Preparation budge,
8. Procurement and purchase rule,
9. Acquisition and maintenance and
10. Disposal of stores,
11. Maintenance of accounts records,
12. Expenditure statement,
13. Audit and observation and
14. Introduction to accounting terminologies.

Module five is the concept of school improvement planning and monitoring school performance which is further divided into three themes:

1. School effectiveness and school improvement,
2. School improvement planning process and
3. Situation analysis and monitoring against plan.

Examination of Training Materials

Table 2

Perceptions of Secondary School Trainee Heads about Training Content

Variable		Punjab (n=150)	
S. No.	Statement	Mean	SD
1	The training program content was structured effectively.	4.05	.75
2	The information was pertinent to heads' needs.	4.16	.72
3	The material covered in the training course was up to date.	4.07	.76
4	The training program's content was engaging.	4.02	.76
5	The training material was applicable to my current position.	4.18	.79
6	The information aligned with the training goals.	4.02	.66
7	The content of the training program needs to be updated.	2.30	1.08

According to secondary school heads' perceptions, the training program's content was well-structured, pertinent to their needs, current, engaging, helpful in keeping with the training goals and appropriate for their current role. There is no need to change the training program's content.

Examination of Training Materials

Table 2

Views of secondary school resource persons about training content

Variable		KPK (n=10)	
S. No.	Statement	Mean	SD
1	The information was pertinent to heads' needs.	4.12	.72
2	The material covered in the training course was up to date.	4.10	.85
3	The training program's content was engaging.	3.30	1.17
4	The secondary school heads' training program's content was beneficial to their work.	4.30	.73
5	You contribute to the training program's content development.	1.95	1.05
6	The content of the training program needs to be updated.	3.25	1.45
7	The training objectives and the program's content were in line.	4.37	.37

According to Resource Persons, the training program's content was current, useful for heads' current jobs, interesting, and pertinent to their needs. It also aligned with the training objectives. Regarding the assertion that the training program's content needs to be revised, they disagreed. Furthermore, the majority of the resource people believed they had no role in creating the content.

Conclusion

1. The training program's content is structured effectively.
2. The training program's content is pertinent to secondary school heads' needs.
3. The training program's content is current.
4. The training program's content is engaging.
5. The training program's content is applicable to secondary school heads' current roles.
6. The training objectives and the program's content are in line.
7. There is no need to change the training program's content.
8. Resource people are not involved in creating the curriculum for secondary school heads' training programs.
9. The DSD Punjab training document only lists the topics' names without providing any context.

Discussion

For any organization to grow, training is crucial. Training improves employees' abilities and gives them a sense of fulfillment. An employee's dedication to their work and company is increased through training. Productivity rises with training.

"A crucial component of the educational system, secondary education creates middle-level workers and supplies resources for postsecondary education.," claims Hussain (2011, p. 1). In order to transform students' potential and enable them to contribute to the advancement of society, secondary education management is crucial. Ahmed (2013) state that "secondary school heads must meet the diverse needs of each individual student so that he or she can choose for future study." Furthermore, the diversity of human needs

According to Resource Persons, the training program's content was current, useful for heads' current jobs, interesting, and pertinent to their needs. It also aligned with the training objectives. The assertion that the training program's content needs to be revised, however, caused disagreement among the resource persons. Furthermore, the vast majority of resource personnel felt they had no part in producing the content.

The training program's content was deemed engaging, current, and pertinent to the requirements of secondary school heads by both the Resource Persons and the groups of secondary school heads. They added that the training program's content aligned with the training goals. Although secondary school heads disagreed on the statement that the training program's content needed to be revised, they were in agreement that there was no need to change it (Hussain & Zamair, 2011)

Recommendations

1. It appears that resource people are not appropriately involved in the creation of training materials. Secondary school heads' training programs require the participation of resource persons in order for the material to be effective and for provincial training institutions to succeed.
2. The training document consists of just names of topics with no explanation. It is therefore recommended proper training modules should be designed.

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