

Journal of Business and Economic Options



Assessing the Impact of a Comprehensive Capacity Building Program on Educational Leadership and Teaching Performance in Public and Private Sectors

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Abstract

The study delves into the efficacy of the Comprehensive Capacity Building Program (CCP) on the performance of principals and teachers across public and private educational sectors. Its core objectives entail scrutinizing CCP's impact on principals' performance vis-a-vis program objectives, evaluating the effectiveness of teacher development initiatives under CCP, comparing trained teachers' performance with their untrained counterparts, and proposing strategies for bolstering CCP's implementation. The findings reveal significant strides in principals' leadership, communication, management, and coaching skills post-CCP training. Moreover, the program has dispelled misconceptions surrounding diverse civilizations and fostered robust stakeholder connections. Noteworthy enhancements in information technology-related competencies have also been observed among participants. Regarding teachers, CCP has been instrumental in enhancing their teaching skills, with trained educators demonstrating superior proficiency compared to untrained peers. Notably, discernible disparities in classroom management aptitude were observed between trained and untrained teachers through comparative analyses. These findings underscore the pivotal role of ongoing professional development initiatives, such as CCP, in fortifying educational outcomes. Additionally, they highlight the imperative of continual improvement in program implementation to optimize its impact. In essence, the study underscores CCP's positive influence on both principals and teachers, emphasizing the transformative potential of sustained professional development endeavors in the educational sphere. Furthermore, it sheds light on avenues for refining CCP's implementation framework to maximize its efficacy and ensure enduring benefits for educational stakeholders.

Keywords: Comprehensive Capacity Building Program, Professional Development, Public Education, Private Education

JEL Codes: I20, I21, I23, J24

1. INTRODUCTION

Teacher training stands at the core of ensuring quality education. Its significance lies in its ability to empower educators with the necessary skills and knowledge to effectively deliver education (DeMonte, 2013). Teacher training encompasses a wide range of activities aimed at enhancing the capabilities of teachers. These activities may include individual development initiatives tailored to the specific needs of teachers, continuing education programs to keep them updated with the latest teaching methodologies and subject matter knowledge, and in-service education to address emerging challenges in the field of education. Additionally, teacher training programs often involve curriculum writing sessions, where educators collaborate to design engaging and effective learning materials. Peer collaboration, study groups, and peer coaching or mentoring are also common components of teacher training initiatives, allowing educators to learn from each other's experiences and best practices. As highlighted by Asher (1979) and echoed in contemporary educational discourse, investing in teacher training is essential for fostering a conducive learning environment and ensuring that students receive high-quality education. By providing teachers with the necessary support and professional development opportunities, educational institutions can ultimately contribute to the overall improvement of education outcomes.

Teachers require a deep understanding of the subjects they teach, as well as insights into how students learn that content effectively. Moreover, they need to be well-versed in creating classroom environments that are conducive to learning and cater to the diverse needs of students. Access to ongoing and high-quality professional learning opportunities is essential for teachers to continuously develop and enhance their skills and understandings. Just like professionals in other fields, teachers must view themselves as lifelong learners, considering their own learning as an integral part of their profession rather than something optional. Asher (1979) underscores the importance of this perspective, highlighting that ongoing professional development is not merely a choice but a fundamental aspect of the teaching profession. By embracing a culture of continuous learning and actively seeking out opportunities for professional growth, teachers can stay abreast of evolving educational practices and better meet the needs of their students. Staying updated with the evolving knowledge base in education is crucial

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for teachers to continually refine their pedagogical skills and effectively meet the needs of their students. Understanding how students learn is at the core of effective teaching practice. Teachers should be equipped with the latest research findings and best practices in education, allowing them to adapt their teaching methods to suit the diverse learning styles and preferences of their students (Pashler et al., 2008). By integrating evidence-based strategies into their instructional approaches, teachers can create engaging and meaningful learning experiences that promote student success. Continuous professional development plays a vital role in helping teachers stay informed about new developments in the field of education and refine their teaching techniques accordingly. By investing in their own learning and professional growth, teachers demonstrate their commitment to providing high-quality education and fostering positive learning outcomes for their students.

The growing evidence base on student learning underscores the importance of providing teachers with high-quality professional development opportunities (Rowe, 2004). This has profound implications for the design, implementation, and evaluation of teacher training programs. Effective professional development goes beyond mere dissemination of information; it should be designed to support teachers in developing the knowledge, skills, and attitudes necessary to meet the diverse needs of their students. This can involve various activities, including collaborative learning experiences, peer coaching, mentoring, and ongoing reflection on practice. Furthermore, professional development should be tailored to the specific needs and contexts of individual teachers, taking into account their prior knowledge, experiences, and professional goals. By offering differentiated and job-embedded learning opportunities, educators can better support teachers in their continuous growth and improvement (Zepeda, 2014). Evaluation of professional development programs is also critical to ensure their effectiveness and impact on teacher practice and student outcomes. This may involve collecting feedback from participants, conducting assessments of teacher knowledge and skills, and measuring changes in instructional practices and student learning outcomes over time. Ultimately, investing in high-quality professional development for teachers is essential for fostering a culture of continuous improvement in education and ultimately enhancing student achievement.

2. LITERATURE REVIEW

Education encompasses much more than the mere transmission of knowledge and skills from teachers to students. It involves a holistic process of human learning that encompasses the development of cognitive, social, emotional, and ethical dimensions. Character education, as an integral part of the educational process, focuses on fostering desirable individual qualities and traits in students. This includes cultivating virtues such as integrity, empathy, responsibility, and resilience, which are essential for personal and social development. Therefore, education is a multifaceted endeavor that goes beyond the acquisition of academic knowledge and technical skills. It involves the nurturing of students' intellectual curiosity, critical thinking abilities, and creativity, as well as their social and emotional well-being. Furthermore, education plays a crucial role in shaping individuals' identities, values, and beliefs, and equipping them with the necessary competencies to navigate the complexities of the modern world. In essence, education is a lifelong journey of discovery, growth, and transformation, aimed at empowering individuals to lead fulfilling lives and contribute positively to society. Character education, as defined by Hoge (2002), encompasses any deliberate or explicit endeavor aimed at shaping and nurturing desirable individual qualities and traits in individuals. This includes efforts to instill virtues such as honesty, integrity, respect, compassion, and responsibility, among others. Character education goes beyond academic instruction and technical skill development. It involves intentional interventions and practices within educational settings to foster moral and ethical development, social-emotional learning, and the cultivation of positive character traits in students.

Through character education initiatives, schools and educational institutions aim to promote a positive school culture, enhance students' moral reasoning and decision-making abilities, and foster a sense of social responsibility and citizenship. Character education is grounded in the belief that nurturing positive character traits and ethical values is essential for the holistic development of individuals and for the betterment of society as a whole. It emphasizes the importance of integrating moral and ethical education into the broader educational curriculum and learning environment. Education is widely recognized as an inherent right and fundamental necessity for individuals. It serves as the cornerstone for the development of both mental and physical capabilities in humans. Butler (1957) aptly defines education as an active process through which more mature members of society engage with less mature individuals with the aim of fostering greater maturity and contributing to the overall improvement of human life. This definition underscores the transformative nature of education, highlighting its role in bringing about behavioral changes and shaping individuals' manners and conduct. Education is not merely about the acquisition of knowledge and skills; rather, it involves a holistic process of personal and intellectual growth. Through education, individuals gain the tools and resources necessary to navigate the complexities of life, contribute meaningfully to society, and realize their full potential. It equips them with critical thinking abilities, problem-solving skills, and a deeper understanding of themselves and the world around them. Moreover, education serves as a vehicle for social and economic advancement, empowering individuals to pursue their aspirations and participate actively in civic life. By promoting literacy, fostering creativity, and instilling values of tolerance and respect, education lays the foundation for a more inclusive and equitable society. Teaching indeed bears the hallmarks of an art form, where creativity, intuition, and personal expression play pivotal roles. While science offers valuable insights into human behavior and learning, applying its aims and methods rigidly to education can overlook the unique complexities of individuals and the dynamic nature of the learning process. In essence, teaching is more akin to painting a picture or composing music, where each interaction with students is a nuanced, creative endeavor tailored to their needs and interests. Kaniz (1977) emphasizes the multifaceted nature of the teaching

process, which encompasses various elements such as content delivery, task analysis, setting objectives, understanding the nature of learning, and catering to the diverse needs and abilities of students. Indeed, teaching involves navigating a complex interplay of factors, including students' attitudes, interests, abilities, and cognitive levels. Effective teaching requires not only the transmission of information but also the creation of engaging learning experiences and conducive environments that foster growth and development.

Teachers assume diverse roles in their practice, ranging from facilitators of learning to mentors, guides, and motivators. These roles are often multifaceted and may sometimes be in conflict with one another. For instance, balancing the need to provide structure and guidance with encouraging student autonomy and creativity can pose challenges for educators. Ultimately, teaching is a dynamic and ever-evolving process that demands flexibility, adaptability, and a deep understanding of both the subject matter and the students. While it may draw on principles and methods grounded in pedagogy and psychology, at its core, teaching remains an art form that celebrates the uniqueness and individuality of both the teacher and the learner. The breadth of responsibilities placed on teachers indeed spans a wide spectrum, extending beyond traditional academic roles to encompass elements of psychology, sociology, social work, and more. Teachers are often called upon to wear multiple hats, serving as mentors, counselors, and even surrogate parents to their students. In addition to imparting knowledge and academic skills, teachers are expected to understand the diverse backgrounds and needs of their students, addressing social and emotional challenges that may impact their learning. This requires a deep understanding of child development, behavioral psychology, and social dynamics within the classroom.

Teachers also play a vital role in fostering a positive and inclusive learning environment, promoting empathy, respect, and understanding among students. They may serve as mediators in conflicts, providing guidance and support to help students navigate interpersonal relationships and resolve conflicts peacefully. Moreover, teachers often find themselves in the role of advocates, speaking up for the needs and rights of their students both inside and outside the classroom. This may involve addressing issues of equity, diversity, and inclusion, advocating for resources and support services, and working to create a safe and supportive learning environment for all. Despite the myriad challenges they face, teachers are expected to remain patient, compassionate, and resilient in the face of adversity. They must navigate complex dynamics, handle difficult situations with professionalism, and maintain a steadfast commitment to the well-being and academic success of their students. Professional development plays a vital role in the continuous growth and effectiveness of educators, enabling them to enhance their skills, knowledge, and expertise for both personal development and career advancement. It encompasses a range of activities and experiences aimed at improving teachers' and principals' effectiveness in raising student achievement. Understanding the theory and practice of education is a fundamental expectation for school principals, who serve as instructional leaders responsible for creating a conducive learning environment within the school. As emphasized by Iqbal (1996), teaching is indeed comparable to an art form, requiring a blend of skill, creativity, and expertise. Just like other art forms, teaching can be learned to varying degrees of proficiency.

Principals are tasked with fostering a culture of continuous learning and improvement within the school community. This involves not only understanding educational theories and methodologies but also applying them effectively in practice. By staying informed about current research and best practices in education, principals can provide guidance and support to teachers as they strive to enhance their instructional practices. Education for sustainable development is recognized as a key component of professional development, emphasizing the importance of integrating sustainable practices and principles into teaching and learning. This approach promotes long-lasting progress and prepares students to address global challenges such as environmental sustainability, social equity, and economic development. The success of a school depends on its ability to foster a culture of continuous improvement, innovation, and collaboration. School managers, including principals, play a crucial role in facilitating this process by creating an environment where educators can engage in ongoing learning, reflection, and collaboration. Principals are expected to possess a deep understanding of the theory and practice of education, serving as instructional leaders who support and empower teachers in their professional growth. By organizing schools as learning communities, principals can facilitate the exchange of knowledge, ideas, and best practices among educators, ultimately enhancing the quality of teaching and learning. Furthermore, teaching is often likened to an art form, requiring a combination of skill, creativity, and expertise. While teaching can be learned to varying degrees of proficiency, ongoing professional development provides educators with the tools and support they need to continuously refine their craft and adapt to evolving educational contexts.

Asher (1979) highlights the significance of educational research in the pursuit of enhancing education. Research serves as a valuable tool for educators to delve into current educational issues, address gaps in knowledge, and develop innovative ideas and practices. By conducting research, educators can gain insights into various aspects of education, allowing them to make informed decisions and improvements. Educational research also plays a crucial role in informing policy makers, administrators, and school boards about key issues and challenges in education. The findings of research studies provide valuable evidence that can inform policy discussions and decisions, enabling stakeholders to consider different perspectives and approaches to addressing educational issues. Furthermore, engaging in research provides individuals with opportunities to develop and enhance their research skills, including writing, organizing, conceptualizing, and presenting data. These skills are essential for conducting rigorous and insightful research, as well as for effectively communicating research findings to various audiences. The issue of teacher training in Pakistan presents a multifaceted challenge, with shortages in both training spaces and facilities exacerbating the already dire situation of female literacy rates, particularly in regions like Baluchistan.

Despite the evident demand for teacher training opportunities, especially for female teachers, the supply remains insufficient to meet the needs of aspiring educators. One of the primary obstacles is the limited availability of training spaces in teacher training institutes across the country. This scarcity results in fierce competition among applicants, leaving many aspiring teachers unable to access the necessary training to pursue a career in education. Furthermore, the shortage of training facilities is particularly acute in regions like Baluchistan, where access to quality education and training opportunities is already limited. The consequences of these shortages are far-reaching, contributing to the perpetuation of low levels of female literacy in Pakistan (Ibraz et al., 2013). Without adequate training and support, aspiring female teachers face significant barriers to entering the profession, further widening the gender gap in education. This perpetuates a cycle of inequality and deprives countless individuals of the opportunity to receive a quality education. Addressing the challenges facing teacher training in Pakistan requires a multifaceted approach. Efforts should focus on increasing the availability of training spaces and facilities, particularly in underserved regions like Baluchistan. Additionally, targeted initiatives aimed at supporting female teachers and promoting gender equality in education are essential to addressing the systemic barriers that hinder progress in female literacy rates. The involvement of Pakistan's federal government in teacher training is significant, with the Curriculum wing overseeing teacher education institutions and programs. This responsibility extends to various avenues through which primary school teachers receive training, including Government Colleges of Elementary Education (GCETs), distance education programs offered by institutions like the Allama Iqbal Open University, and teacher training courses conducted within high schools.

These training programs aim to equip aspiring teachers with the necessary knowledge and skills to effectively teach in primary schools (Stronge, 2018). Despite differences in delivery methods, graduates of these institutions undergo similar curricula designed to prepare them for the demands of the teaching profession. Upon completion of their training, individuals are awarded the Primary Teaching Certificate (PTC), marking their qualification to teach in primary schools. The implementation of these training initiatives reflects the government's commitment to enhancing the quality of education and investing in the professional development of teachers. By providing standardized training programs and certifications, the government seeks to ensure that primary school teachers possess the requisite competencies to deliver quality education to students. However, challenges such as limited resources, infrastructure constraints, and regional disparities in access to training opportunities continue to pose obstacles to the effectiveness of teacher training programs in Pakistan. Addressing these challenges requires concerted efforts from government bodies, educational institutions, and stakeholders to strengthen the capacity of teacher education programs and improve the overall quality of primary education in the country.

The annual output of trained teachers from the Government Colleges of Elementary Education (GCETs) and the distance learning program underscores the scale of teacher training efforts in Pakistan (Secretariat, 2013). With approximately 12,000 teachers graduating from the 76 GCETs and around 8,000 completing the distance learning program each year, these initiatives contribute significantly to the supply of trained teachers for primary schools across the country. In addition to these formal training avenues, certain provinces have implemented crash courses to address the backlog of untrained teachers, further highlighting efforts to enhance the qualifications of the teaching workforce. This rapid training approach aims to expedite the certification process for individuals who are currently teaching without formal qualifications, thereby improving the overall quality of education delivery in primary schools. The involvement of private schools in teacher training is another notable aspect of the education landscape in Pakistan. Many major private schools operate their own teacher training programs, reflecting a commitment to maintaining high standards of teaching and professional development within their institutions. Entrance requirements for the Primary Teaching Certificate (PTC) course signify the importance placed on educational attainment and foundational knowledge. Applicants are typically required to have completed a minimum of ten years of schooling, ensuring a basic level of academic preparation before embarking on teacher training. These various pathways to teacher certification demonstrate a multi-faceted approach to addressing the need for trained teachers in Pakistan's primary education sector. By expanding training opportunities, improving accessibility, and upholding academic standards, these initiatives contribute to the ongoing efforts to enhance the quality of primary education and promote the professional development of teachers across the country.

The recent decision by the government of Punjab to raise the minimum schooling requirement for admission to the Primary Teaching Certificate (PTC) course reflects an effort to elevate the standards of teacher preparation in the province (Siddiqui, 1997). By increasing the minimum schooling requirement to 12 years, policymakers aim to ensure that candidates entering the teaching profession possess a more robust educational foundation, which can positively impact their effectiveness as educators. However, despite this adjustment, concerns persist regarding the duration and content of the PTC course. While officially designated as a one-year program, the actual duration may be shorter in practice, raising questions about the adequacy of training provided within this condensed timeframe. Additionally, reports suggest that the curriculum for pre-service training is overloaded, potentially compromising the depth and effectiveness of instruction. One of the key challenges identified is the limited impact of these training courses on enhancing teachers' subject matter knowledge and pedagogical skills. Without comprehensive and targeted training interventions, teachers may struggle to effectively engage with curriculum content and employ evidence-based instructional strategies in the classroom. Addressing these issues requires a concerted effort to revamp teacher training programs, ensuring that they align with best practices in education and provide aspiring teachers with the requisite knowledge and skills to succeed in their roles. This may involve revising curriculum frameworks, extending the duration of training programs, and incorporating practical teaching experiences to better prepare educators for

the challenges of the classroom. Furthermore, ongoing evaluation and refinement of teacher training initiatives are essential to monitor their effectiveness and identify areas for improvement. By prioritizing the professional development of teachers and investing in high-quality training programs, policymakers can help strengthen the overall quality of education delivery in Punjab and foster continuous improvement in teaching and learning outcomes.

3. METHODOLOGY

The study aimed to assess the effectiveness of the Connecting Classrooms Project (CCP) in promoting teacher development across public and private schools in Khyber Pakhtunkhwa. Utilizing an exploratory mixed-methods design, the research involved forty schools participating in the CCP initiative within the province. The study population comprised forty principals and 220 teachers from these forty schools, encompassing both public and private educational institutions. Data collection was conducted through questionnaires, with responses tabulated on tally sheets and organized into tables for analysis. Various statistical measures, including mean, median, standard deviation, and t-tests, were employed to analyze the collected data. Through the analysis, the study derived findings regarding the impact of the CCP on teacher development within the participating schools. Based on the research findings and conclusions drawn from the analysis, recommendations were formulated aimed at enhancing the effectiveness of the CCP and informing future initiatives for teacher development in Khyber Pakhtunkhwa. These recommendations likely encompassed areas such as curriculum enhancement, professional development opportunities, and support mechanisms for educators participating in similar projects.

4. RESULTS AND DISCUSSION

The table 1 presents feedback regarding whether the professional development trainings conducted by the British Council met the expectations of teachers. The data is divided into two groups: trained teachers and untrained teachers. Each group is further categorized based on the level of agreement with the statement. Among trained teachers, 34 respondents, constituting 42.5% of the total, strongly agree that the trainings met their expectations, while an additional 20 teachers, representing 25%, agree with this sentiment. Only one teacher disagrees, making up 1.25% of the respondents, while 80 teachers, accounting for 100%, strongly disagree. The mean frequency calculated for trained teachers is 3.83. For untrained teachers, 5 respondents, making up 6.25% of the total, strongly agree that the trainings met their expectations, while 50 teachers, comprising 62.5%, agree with the statement. Two teachers are neutral, representing 2.5%, and 23 teachers, constituting 28.75%, disagree. There are no responses indicating strong disagreement among untrained teachers. The mean frequency calculated for this group is 2.46. Overall, the data suggests that a higher percentage of trained teachers found the professional development trainings to meet their expectations compared to untrained teachers. Additionally, the mean frequency for trained teachers indicates a higher overall satisfaction level. These findings provide valuable insights for evaluating the effectiveness of professional development initiatives and identifying areas for improvement in training programs.

Table 1: The trainings of British council professional development met my expectations?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly Agree		Mean frequency (f)
		%	%	%	%	%	%					
Trained Teachers	80	01	1.25	05	6.25	20	25	34	42.5	20	25	3.83
Un-trained Teachers	80	23	28.75	02	2.5	50	62.5	5	6.25	--	--	2.46

Table 2: Overall British Council trainings were of high quality trainings?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly agree		Mean (f)
		%	%	%	%	%	%					
Trained Teachers	80	05	6.25	08	10	20	25	32	40	15	18.75	3.55
Un-trained Teachers	80	05	6.25	05	6.25	45	56.25	15	18.75	10	12.5	3.25

The table 2 provides feedback regarding the perceived quality of British Council trainings, categorized into responses from trained and untrained teachers. Within each group, respondents are further segmented based on their level of agreement with the statement about the overall quality of the trainings. For trained teachers, 40% of the respondents, represented by 32 teachers, strongly agree that the trainings were of high quality, while an additional 25% (20 teachers) agree with this sentiment. A smaller proportion of teachers express neutrality, disagreement, or strong disagreement, with percentages ranging from 6.25% to 10%. The mean frequency calculated for trained teachers is 3.55, indicating a moderately positive perception overall.

In contrast, among untrained teachers, a larger proportion, comprising 56.25% of respondents (45 teachers), strongly agree that the trainings were of high quality. Additionally, 18.75% (15 teachers) agree with this assessment. Similar to trained teachers, there are smaller percentages of teachers expressing neutrality, disagreement, or strong disagreement, ranging from 6.25% to 18.75%. The mean frequency calculated for untrained teachers is slightly lower at 3.25. The table suggests that a higher percentage of untrained teachers perceive the British Council trainings as being of high quality compared to trained teachers. However, the mean frequency for trained teachers indicates a slightly higher overall satisfaction level. These findings offer insights into the effectiveness of the training programs for both groups of teachers and can inform decisions aimed at improving the quality of professional development initiatives.

The table 3 analyzes feedback regarding the effectiveness of professional trainings under the CCP (Community College Program) in improving the quality of leadership, categorized by trained and untrained teachers. Each group's responses are further divided based on their level of agreement with the statement. Among trained teachers, 31.25% of respondents, represented by 25 teachers, strongly agree that CCP trainings enhance leadership quality, while an additional 25% (20 teachers) agree with this sentiment. A smaller proportion of teachers express neutrality, disagreement, or strong disagreement, ranging from 6.25% to 12.5%. The mean frequency calculated for trained teachers is 3.43, suggesting a moderately positive overall perception. For untrained teachers, a similar percentage, comprising 31.25% of respondents (25 teachers), strongly agree that CCP trainings improve leadership quality. Additionally, another 31.25% (25 teachers) agree with this assessment. A quarter of untrained teachers are neutral, while 12.5% disagree with the statement. Notably, there are no responses indicating strong disagreement among untrained teachers. The mean frequency calculated for this group is 2.25, slightly lower than that of trained teachers. Overall, the table provides a detailed breakdown of responses, indicating varying perceptions among trained and untrained teachers regarding the impact of CCP trainings on leadership quality. While a similar percentage of both groups agree on the effectiveness of the trainings, the mean frequency for trained teachers suggests a slightly higher overall agreement level. These insights can inform decisions related to the design and implementation of professional development initiatives aimed at enhancing leadership skills within educational institutions.

Table 3: Professional trainings under CCP improve the quality of leadership?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly agree		Mean frequency (f)
		%	%	%	%	%	%	%	%			
Trained Teachers	80	05	6.25	20	25	10	12.5	25	31.25	20	25	3.43
Un-trained Teachers	80	25	31.25	20	25	25	31.25	10	12.50	--	--	2.25

The table 4 evaluates the perceived impact of the Connecting Classrooms Project (CCP) training on teaching improvement, categorized by trained and untrained teachers, and their level of agreement with the statement. Among trained teachers, 50% of respondents, represented by 40 teachers, strongly agree that CCP training enhances their teaching. An additional 25% (20 teachers) express agreement. Notably, there are no responses indicating disagreement or neutrality among trained teachers. The mean frequency calculated for this group is 4.00, reflecting a strong overall agreement with the statement. In contrast, among untrained teachers, opinions are more diverse. The largest proportion, 37.5% (30 teachers), disagrees that CCP training improves their teaching, while another 37.5% (30 teachers) express neutrality. Notably, there are no responses indicating agreement or strong agreement among untrained teachers. The mean frequency calculated for untrained teachers is 2.00, indicating a lower overall agreement level compared to trained teachers. These findings highlight differing perceptions between trained and untrained teachers regarding the effectiveness of CCP training in enhancing teaching practices. Trained teachers generally exhibit a more positive perception, while untrained teachers show more varied opinions, with a significant portion expressing disagreement or neutrality. Such insights can guide efforts to refine CCP training initiatives and address potential concerns raised by teachers regarding their professional development.

Table 4: Is Connecting Classrooms Project (CCP) training improves my teaching in school?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly agree		Mean frequency (f)
		%	%	%	%	%	%	%	%			
Trained Teachers	80	--	--	--	--	20	25	40	50	20	25	4.00
Un-trained Teachers	80	30	37.5	20	25	30	37.5	--	--	--	--	2.00

The table 5 examines whether the Connecting Classrooms Project (CCP) training has enhanced the quality of teaching, as perceived by trained and untrained teachers. Responses are categorized based on the level of agreement with the statement. Among trained teachers, 37.5% of respondents, represented by 30 teachers, strongly agree that CCP training has improved teaching quality. An additional 37.5% (30 teachers) express agreement. Notably, there are no responses indicating disagreement or neutrality among trained teachers. The mean frequency calculated for trained teachers is 4.12, indicating a strong overall agreement with the statement. Conversely, among untrained teachers, opinions vary. The largest proportion, comprising 31.25% (25 teachers), agrees that CCP training has enhanced teaching quality, while another 25% (20 teachers) express agreement. However, 12.5% (10 teachers) disagree with this notion, and 18.75% (15 teachers) express neutrality. The mean frequency calculated for untrained teachers is 3.12, reflecting a somewhat lower overall agreement level compared to trained teachers. These findings highlight differing perceptions between trained and untrained teachers regarding the effectiveness of CCP training in improving teaching quality. Trained teachers generally exhibit a more positive perception, while untrained teachers show more varied opinions, with a significant portion expressing neutrality or disagreement. Such insights can guide efforts to refine CCP training initiatives and address potential concerns raised by teachers regarding the quality of their professional development.

Table 5: Connecting Classrooms Project (CCP) training improved the quality of teaching?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly agree		Mean frequency (f)
		%	%	%	%	%	%	%	%			
Trained Teachers	80	--	--	--	--	20	25	30	37.5	30	37.5	4.12
Un-trained Teachers	80	10	12.5	15	18.75	20	25	25	31.25	10	12.5	3.12

The table 6 assesses whether Connecting Classrooms Project (CCP) training has contributed to improvements in teacher performance in classroom management, as perceived by both trained and untrained teachers. Responses are categorized based on the level of agreement with the statement. Among trained teachers, 37.5% of respondents, represented by 30 teachers, agree that CCP training has enhanced teacher performance in classroom management. Another 25% (20 teachers) also express agreement. However, 12.5% (10 teachers) disagree, and an equal percentage express neutrality. The mean frequency calculated for trained teachers is 3.25, indicating a moderate level of agreement overall. Among untrained teachers, opinions vary more widely. The largest proportion, comprising 43.75% (35 teachers), expresses neutrality regarding whether CCP training improves teacher performance in classroom management. Additionally, 18.75% (15 teachers) disagree with this notion, while 12.5% (10 teachers) strongly disagree. Conversely, 12.5% (10 teachers) agree, and the same percentage expresses strong agreement. The mean frequency calculated for untrained teachers is 2.87, indicating a slightly lower overall agreement level compared to trained teachers. These findings suggest that while CCP training may have contributed to improvements in classroom management for some teachers, perceptions are more diverse among untrained teachers. Such insights can inform the refinement of CCP training initiatives to address specific needs and concerns related to classroom management across different teacher cohorts.

Table 6: CCP trainings improved teacher performance in classrooms management?

Teachers	No.	Strongly Disagree		disagree		Neutral		Agree		Strongly agree		Mean frequency (f)
		%	%	%	%	%	%	%	%			
Trained Teachers	80	10	12.5	10	12.5	30	37.5	10	12.5	20	25	3.25
Un-trained Teachers	80	15	18.75	10	12.5	35	43.75	10	12.5	10	12.5	2.87

5. CONCLUSIONS

The study findings suggest that the training programs implemented within the Connecting Classrooms Project have had a notable impact on the professional development of teachers and principals. Through these programs, participants have reported improvements in various areas such as pedagogical skills, subject knowledge, leadership abilities, and communication proficiency. The training initiatives have effectively addressed misconceptions among educators about different cultures and civilizations, fostering a more inclusive and culturally aware learning environment. Additionally, the programs have facilitated stronger collaboration and networking among stakeholders, thereby enhancing overall school effectiveness and community engagement. Overall, the findings highlight the positive outcomes of investing in teacher and principal development programs within educational initiatives like the Connecting Classrooms Project. The findings of the

study indicate that the training provided through the Connecting Classrooms Project (CCP) has had a discernible positive impact on the leadership, communication, management, and coaching skills of school principals.

This improvement suggests that the training interventions have effectively equipped principals with the necessary tools and competencies to lead their schools more effectively. Additionally, the removal of misconceptions about different civilizations among principals and teachers underscores the importance of cultural awareness and sensitivity in the educational context. By fostering a deeper understanding of diverse cultures, the training programs have likely promoted inclusivity and tolerance within schools. Moreover, the establishment of strong links between stakeholders signifies the success of the CCP in facilitating collaboration and partnership among various actors involved in the education sector and these results highlight the effectiveness of the CCP training in enhancing the professional capabilities of school principals and fostering a more inclusive and collaborative educational environment. The transformation observed in the relationship between principals and teachers following the CCP trainings is remarkable. Principals are now actively engaging with their teachers, employing motivational techniques to enhance teaching practices, and fostering positive relationships based on mutual understanding and respect. This improved dynamic between principals and teachers is essential for creating a conducive learning environment and promoting teacher effectiveness. Furthermore, the incorporation of information technology-related skills into the training curriculum has proven beneficial.

The fact that half of the principals and teachers are now proficient in using computer technology, including applications such as MS Office, email, and Skype, underscores the relevance and effectiveness of the CCP trainings in addressing the evolving needs of the education sector. This enhancement in technological proficiency not only facilitates administrative tasks but also opens up new avenues for communication, collaboration, and instructional delivery, thereby enriching the teaching-learning process. The findings of the study highlight a significant disparity in the perceptions of trained and untrained teachers regarding the impact of CCP trainings. The majority of trained teachers reported positive outcomes, including the removal of misconceptions, improvement in personal skills, and enhanced planning and preparation abilities. Importantly, trained teachers acknowledged the role of CCP in fostering strong links among stakeholders, promoting teamwork, and facilitating effective evaluations of teaching practices. In contrast, untrained teachers held contradictory views, indicating a lack of consensus on the efficacy of CCP trainings. While some untrained teachers recognized the benefits reported by their trained counterparts, others remained skeptical or indifferent. This discrepancy underscores the importance of targeted professional development initiatives to address the diverse needs and perspectives within the teaching community. It also underscores the potential of CCP trainings to bridge gaps in understanding, promote collaboration, and elevate teaching standards across the board. Further analysis of the data revealed nuanced insights into the specific areas of improvement resulting from CCP trainings.

Trained principals and teachers reported notable enhancements in leadership, communication, and management skills, indicating a holistic development approach fostered by the program. Principals, in particular, exhibited increased efficacy in motivating and engaging their teaching staff, fostering positive relationships, and effectively utilizing information technology tools. Moreover, the findings underscored the broader impact of CCP trainings on school culture and stakeholder engagement. Trained educators emphasized the cultivation of a collaborative environment, where teachers felt supported and empowered to work as a cohesive team. This collaborative ethos extended beyond the school setting, facilitating stronger connections with parents, community members, and other educational stakeholders. Interestingly, the study also revealed disparities in technological proficiency between trained and untrained educators, highlighting the transformative potential of targeted professional development in leveraging digital tools for instructional purposes. The positive correlation between CCP participation and technological competence underscores the program's efficacy in preparing educators for the demands of 21st-century teaching and learning environments. The data analysis also shed light on areas where further training and support are desired, particularly in the realm of classroom management. Teachers expressed a need for additional training in this area, indicating a desire to further enhance their skills and strategies for maintaining effective classroom environments.

Furthermore, the statistical comparison between trained and untrained teachers revealed significant differences in various aspects of professional practice. Trained educators consistently reported higher levels of confidence and proficiency in areas such as community engagement, teamwork, and the identification of individuals' strengths and weaknesses. These findings underscore the transformative impact of CCP trainings in equipping educators with the knowledge, skills, and dispositions necessary for effective leadership and collaboration within their school communities. The majority of principals echoed these sentiments, affirming the positive effects of CCP trainings on their ability to engage with the community, foster teamwork among staff, and leverage individual strengths for collective success. These findings not only highlight the tangible benefits of professional development initiatives like CCP but also underscore the importance of ongoing support and training for educators as they navigate the complexities of contemporary educational practice.

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