

Case Studies: An Exploratory Study Of Developing Competencies Of Educational Managers In Services Teachers-Training Program QAED Punjab BS 18 TO BS 19

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Abstract:

This study explores the development of educational managers' competencies in the Services Teacher Training Program (STTP) offered by the (QAED) in Punjab, Pakistan. The study was based on a qualitative case study approach, which involves collecting and analyzing data from multiple sources to comprehensively understand the topic under investigation. The participants of the study were educational managers who were selected through purposive sampling. Data was collected through semi-structured interviews and document analysis. The interviews were conducted with TEN (10) educational managers leaders who had completed the Services Teacher Training Program (STTP) from BS-18 to BS-19. The data collected through interviews were analyzed using thematic analysis, while document analysis was used to collect information about the STTP's content and structure. The study's findings revealed that the educational managers who completed the STTP had developed competencies in various areas such as leadership, management, administration communication, planning and organization, and problem-solving. These competencies were developed through a range of activities, including workshops, group discussions, and case studies. The program's emphasis on practical learning, active participation, and reflection helped the educational managers to apply their learning in real-life situations. The findings suggest that the STTP provided an excellent opportunity for educational managers to develop their competencies, which would help them to perform their roles effectively. The study also revealed the need for more research in this area, particularly in the context of developing countries, where professional development opportunities for educational managers are limited. The study's implications for educational policymakers and practitioners are significant. The study also highlights the need for education policymakers to invest in the development of educational managers, recognizing their crucial role in improving the quality of education. In conclusion, the study provides valuable insights into the development of competencies of educational managers in the STTP offered by QAED in Punjab, Pakistan. The study's implications for educational policymakers and practitioners are significant and provide a basis for further research in this area.

Keywords: Competencies, Educational managers, teacher training, QAED.

Introduction & Literature Review

Education is a crucial sector for the development and progress of any country. The quality of education largely depends on the quality of the educational managers responsible for leading and managing educational institutions. Educational managers play a crucial role in ensuring that teachers are adequately trained and supported, students receive a quality education, and the institution's resources are utilized efficiently. Therefore, it is essential to provide continuous professional development opportunities to educational managers to help them develop the necessary competencies required to perform their roles effectively. In Pakistan, Quaid-e-Azam Academy for Educational Development (QAED) is responsible for providing professional development opportunities to educational managers through its Services Teacher Training Program (STTP).

The STTP is designed to enhance the competencies of educational managers and improve the quality of education in the country. However, there is limited research on the program's effectiveness in developing educational managers' competencies. This study explores the development of educational managers' competencies in the STTP offered by QAED in Punjab, Pakistan. The study is based on a qualitative case study approach, which involves collecting and analyzing data from multiple sources to comprehensively understand the topic under investigation. The study's significance lies in its contribution to the understanding of the development of competencies of educational managers in developing countries like Pakistan.

The role of educational managers has become increasingly important in ensuring the quality of education in developing countries. Professional development programs are crucial in improving the competencies of educational managers to provide effective leadership

and management in the education sector. This literature review provides an overview of the literature on professional development programs for educational managers, with a particular focus on their effectiveness in developing competencies in developing countries. The review also discusses the context of education in Pakistan and the Services Teacher Training Program (STTP) offered by the Quality Assurance and Teacher Training Directorate (QAED) in Punjab. Professional Development Programs for Educational Managers: Professional development programs are designed to provide educational managers with the skills and knowledge necessary to provide effective leadership and management in the education sector. These programs can be offered in various formats, including workshops, seminars, and mentoring programs.

The focus of these programs is on developing competencies such as communication skills, strategic planning, and human resource management. Studies have shown that professional development programs can improve the competencies of educational managers. For instance, a study by Nicaise and Decroly (2018) found that a mentoring program for school principals in Rwanda led to improvements in their management and leadership skills. Similarly, a study by Wang and Li (2018) in China found that a training program for educational leaders led to improvements in their strategic planning and decision-making skills. However, the effectiveness of professional development programs for educational managers may vary depending on the context in which they are implemented. Studies have shown that programs may be less effective in developing countries due to challenges such as limited resources, inadequate infrastructure, and cultural differences (Brock-Utne, 2012). Therefore, it is important to consider the context in which

professional development programs are implemented to determine their effectiveness. Context of Education in Pakistan: Pakistan faces significant challenges in its education sector, including limited resources, inadequate infrastructure, and high dropout rates (Ashraf, 2020).

The government has implemented various reforms to improve the quality of education, including the STTP offered by the QAED in Punjab. The program is designed to provide professional development opportunities to educational managers to improve their competencies in providing effective leadership and management in the education sector.

The STTP is a professional development program offered by the QAED in Punjab, Pakistan, for educational managers from BS 18 to BS 19. The program is designed to improve the competencies of educational managers in providing effective leadership and management in the education sector. The program includes workshops, seminars, and mentoring programs. Few studies have evaluated the effectiveness of the STTP in developing the competencies of educational managers. However, a study by Rasheed and Abbas (2015) found that the program led to improvements in the communication skills of educational managers. Another study by Iqbal and Riaz (2018) found that the program led to improvements in the instructional leadership skills of educational managers.

Despite the implementation of professional development programs for educational managers in developing countries like Pakistan, there is a research gap in the effectiveness of these programs. Few studies have evaluated the effectiveness of these programs in developing the competencies of educational managers. Several studies have identified inadequate teaching methods, insufficient teacher training, and outdated

curricula as factors that contribute to poor language learning outcomes (Raza & Sajjad, 2019; Azhar & Abbasi, 2020). Therefore, there is a need for research to evaluate the effectiveness of professional development programs for educational managers in developing countries. Conclusion: This literature review provides an overview of the literature on professional development programs for educational managers, with a particular focus on their effectiveness in developing competencies in developing countries. The review also discussed the context of education in Pakistan and the STTP offered by the QAED in Punjab. Studies have shown that professional development programs can improve the competencies of educational managers. However, the effectiveness of these programs may vary depending on the context in which they are implemented. There is a research gap in the effectiveness of professional development programs for educational managers in developing countries. Competencies of Educational Managers: Competencies are the knowledge, skills, and attitudes necessary for effective performance in a particular role. In the case of educational managers, competencies include leadership, communication, planning, decision-making, problem-solving, and team-building skills. According to Hughes and Wrigley (2017), educational managers must also possess emotional intelligence, cultural awareness, and ethical principles to be effective. The development of competencies for educational managers is crucial for ensuring that they can effectively fulfill their roles in the education system. Research has shown that training programs can significantly enhance the competencies of educational managers (Alghamdi, 2019). In particular, in-service training programs have been found to be effective in developing competencies related to leadership, decision-making, and communication (Al-

Qahtani, 2020). **Teacher Training Programs:** Teacher training programs play a crucial role in the professional development of teachers and educational managers. The quality of teacher training programs has a direct impact on the quality of education provided to students. Research has shown that effective teacher training programs must be based on sound educational theories and should incorporate practical training (Hargreaves & Fullan, 2018). Moreover, these programs must also focus on the development of competencies for educational managers who are responsible for managing and overseeing teacher training in 20 programs. In the context of Pakistan, the Quality Assurance and Teacher Development Program (QATDP) implemented by the Government of Punjab has been found to be effective in enhancing the competencies of educational managers and teachers (Ahsan & Lodhi, 2020). The program includes in-service training for educational managers and teachers, mentoring, and coaching, and the provision of educational resources and materials. **Conclusion:** The development of competencies for educational managers is crucial for ensuring effective management and leadership in the education system. In-service training programs and teacher training programs play a critical role in the development of these competencies. The Quality Assurance and Teacher Development Program (QATDP) implemented in Punjab, Pakistan, is an effective example of a program that has successfully enhanced the competencies of educational managers and teachers. Future research should focus on evaluating the effectiveness of these programs and identifying best practices for the development of competencies for educational managers in the education system.

Significance of this study

The study's findings will provide valuable insights into the development of competencies of educational managers in the Services Teacher Training Program (STTP) offered by the Quaid Azam Academy for educational development (QAED) in Punjab, Pakistan. The study is significant as it addresses the research gap in the effectiveness of professional development programs for educational managers in developing countries like Pakistan. The findings will help policymakers and educational managers understand the strengths and weaknesses of the STTP and identify areas for improvement. This will lead to more effective professional development programs for educational managers, which will ultimately improve the quality of education in the country. Additionally, the study's findings will be relevant to other developing countries facing similar challenges in their education sectors. The study's methodology and approach can be replicated in other contexts to evaluate the effectiveness of professional development programs for educational managers. Moreover, the study will provide a better understanding of the competencies required by educational managers to provide effective leadership and management in the education sector. This will help in designing more targeted and effective professional development programs for educational managers. Finally, the study's findings will contribute to the broader discourse on education reform in Pakistan and help in the development of evidence-based policies and strategies to improve the quality of education in the country. In conclusion, this study's significance lies in its contribution to the improvement of the education sector in Pakistan and its relevance to other developing countries facing similar challenges. The study's findings will provide valuable insights into the effectiveness of professional development programs for educational

managers, which will ultimately lead to improved educational outcomes.

Objective of the study

The objectives of the study were to:

1. Identify the competencies developed through the STTP that are most relevant to the roles and responsibilities of educational managers in the education sector in Punjab, Pakistan.
2. Assess the effectiveness of the STTP in developing the competencies of educational managers.
3. Provide recommendations for the improvement of the STTP and other professional development programs for educational managers in the education sector in Pakistan.

Research question

The research questions for this study were based on the research objectives:

1. What competencies are developed through the Services Teacher Training Program (STTP) that are most relevant to the roles and responsibilities of educational managers in the education sector in Punjab, Pakistan?
2. To what extent is the STTP effective in developing the competencies of educational managers?
3. What recommendations can be provided for the improvement of the STTP and other professional development programs for educational managers in the education sector in Pakistan?

Methodology of the Study

The methodology for conducting an exploratory study on developing competencies of educational managers in the Services Teacher Training Program QAED Punjab BS 18 to BS 19 may involve the following steps:

Research Design:

The research design for this study could be a qualitative exploratory design that focuses on developing an understanding of the competencies required for educational managers in the Services Teacher Training Program. The exploratory design will allow for flexibility and adaptability during the study, and the researcher can adjust the research questions and methods as needed.

Sampling:

The sample for this study could be selected through the purposive sampling technique. Educational managers from the Services Teacher Training Program QAED Punjab BS 18 to BS 19 could be included as participants. The sample size could be determined by the saturation point, which is reached when no new information is obtained from the participants.

Data Collection:

The data collection was conducted through semi-structured interviews and document analysis. The semi-structured interviews were conducted with the educational managers to understand their perceptions of the competencies required for their roles. Document analysis carried out on relevant policies, guidelines, and reports. Purposeful Sampling technique was used to ensure that the participants have the relevant information and insights required for the study.

Data Analysis:

The data collected from the interviews and document analysis was analyzed using thematic analysis. This includes analyzing

the responses for common themes, patterns, and trends. This can provide a more in-depth understanding of the experiences of the educational managers and help identify areas for improvement in the training program.

Findings and Results

The interview questions are prepared to fulfill the aim of the study and for highlighting Case Studies: An Exploratory Study of developing competencies of educational managers in services teacher training program QAED Punjab BS 18 TO Bs 19. The following interview questions are prepared for in-service participants of educational managers and leaders:

How familiar are you with the concept of educational management and teacher training programs?

Descriptive The question "How familiar are you with the concept of educational management and teacher training programs?" is an inquiry that seeks to determine the level of familiarity an individual has with the topic of educational management and teacher training programs. Educational management refers to the process of managing educational institutions, which includes planning, organizing, directing, and controlling resources to achieve educational goals. Teacher training programs, on the other hand, are designed to provide teachers with the knowledge and skills necessary to teach effectively in a classroom setting. The question asks the interviewee to self-assess their level of familiarity with these concepts. A response to this question might vary depending on the interviewee's background, experience, and expertise. For example, someone who works in the field of education may be very familiar with educational management and teacher training programs, while someone who does not work in the field may have limited or no knowledge of these concepts. A

response to this question might include an explanation of the interviewee's level of familiarity, such as whether they have experience working in educational management or teaching, or whether they have studied the topic in an academic or professional setting. It could also include any relevant qualifications or experiences that the interviewee may have, such as having participated in or led teacher training programs. Overall, this question serves as an opportunity for the interviewer to gauge the interviewee's level of expertise and understanding of the topic being discussed. This allows the interviewer to tailor subsequent questions and conversations accordingly, ensuring that the discussion is relevant and informative for both parties.

Sub-theme:

The sub-themes of the question "How familiar are you with the concept of educational management and teacher training programs?"

- **Educational management:** This sub-theme focuses on the concept of educational management and the interviewee's knowledge and understanding of it. It can include questions about the different aspects of educational management such as planning, organizing, directing, and controlling resources to achieve educational goals.
- **Teacher training programs:** This sub-theme focuses on the concept of teacher training programs and the interviewee's knowledge and experience in this area. It can include questions about the design, implementation, and evaluation of teacher training programs.
- **Relevance:** This sub-theme focuses on why educational management and teacher training

programs are important. It can include questions about how educational management and teacher training programs impact the quality of education and the overall success of educational institutions.

- **Personal experience:** This sub-theme focuses on the interviewee's personal experience with educational management and teacher training programs. It can include questions about the interviewee's specific role or responsibilities in educational management or their experience participating in or leading teacher training programs.

Overall, these sub-themes aim to provide a more detailed understanding of the interviewee's knowledge and experience related to educational management and teacher training programs. By exploring these sub-themes, the interviewer can gain insights into the interviewee's expertise and tailor the discussion to their level of understanding.

What competencies do you think are necessary for educational managers involved in teacher training programs? The question "What competencies do you think are necessary for educational managers involved in teacher training programs?" is an inquiry that seeks to determine the interviewee's perspective on the skills, knowledge, and abilities required for educational managers involved in teacher training programs. The question acknowledges that educational managers involved in teacher training programs need a specific set of competencies that enable them to effectively manage and lead the program. This can include skills such as leadership, communication, problem-solving, and decision-making, as well as knowledge of educational

theory, curriculum development, and instructional strategies. A response to this question might involve a list of specific competencies that the interviewee believes are necessary for educational managers involved in teacher training programs, along with an explanation of why these competencies are important. For example, the interviewee might suggest that competencies related to program design and development, assessment and evaluation, and instructional coaching are critical for the success of teacher training programs. In addition to technical competencies, the interviewee might also suggest that personal qualities such as adaptability, collaboration, and a growth mindset are important for educational managers involved in teacher training programs. These personal qualities can help managers effectively navigate the dynamic and complex landscape of teacher training programs. Overall, this question provides an opportunity for the interviewer to gain insights into the interviewee's perspective on the competencies necessary for educational managers involved in teacher training programs. The responses can inform discussions around best practices for teacher training program management and provide valuable insights for individuals involved in program design and development.

Sub-theme

The sub-themes that can be explored while discussing the question "What competencies do you think are necessary for educational managers involved in teacher training programs?" can include:

- **Leadership skills:** This sub-theme focuses on the leadership skills that an educational manager needs to possess to effectively manage and

lead a teacher training program. It can include questions about the ability to inspire, motivate and guide teachers, and manage program resources effectively.

- **Instructional skills:** This sub-theme focuses on the instructional skills that an educational manager needs to have to effectively design and develop a teacher training program. It can include questions about the ability to understand and analyze different teaching styles, curricula, and teaching methodologies.
- **Program design and development:** This sub-theme focuses on the competencies that an educational manager needs to have to design and develop a teacher training program that meets the specific needs of teachers. It can include questions about the ability to assess the training needs of teachers and design a program that aligns with their needs.
- **Communication and collaboration:** This sub-theme focus on the competencies that an educational manager needs to have to communicate effectively with teachers and other stakeholders involved in the program. It can include questions about the ability to collaborate with other educators and stakeholders to develop a program that meets the needs of all involved.
- **Assessment and evaluation:** This sub-theme focuses on the competencies that an educational manager needs to have to assess and evaluate the effectiveness of a teacher training program. It can include questions about the ability to use data to measure the program's effectiveness and make

necessary adjustments. Overall, these sub-themes aim to provide a more detailed understanding of the competencies that an educational manager needs to have to effectively manage and lead a teacher training program. By exploring these sub-themes, the interviewer can gain insights into the interviewee's perspective on the skills, knowledge, and abilities required for educational managers involved in teacher training programs.

Have you ever been involved in a teacher training program, either as a participant or as a manager? If so, can you describe your experience?

Descriptive

The question "Have you ever been involved in a teacher training program, either as a participant or as a manager? If so, can you describe your experience?" seeks to explore the interviewee's past experience with teacher training programs, either as a participant or as a manager. The question acknowledges that past experience can provide valuable insights into the interviewee's understanding of the competencies required for educational managers involved in teacher training programs. By sharing their experience, the interviewee can provide context to their responses and illustrate how they have applied these competencies in real-world situations. A response to this question might involve a description of the interviewee's experience in a teacher training program, including the role they played (participant or manager) and the program's scope and objectives. The interviewee might share their observations on how the program was designed and implemented, and how the competencies of the program manager influenced the program's success. If the interviewee was a program manager, they might describe their

approach to program design, development, and evaluation, highlighting the competencies they relied on to effectively manage the program. This might include how they assessed the training needs of teachers, how they collaborated with other stakeholders to develop the program, and how they evaluated the program's impact. Overall, this question provides an opportunity for the interviewer to gain insights into the interviewee's past experience with teacher training programs and how this experience has informed their understanding of the competencies necessary for educational managers involved in teacher training programs. The interviewee's response can also provide valuable examples of best practices in teacher training program management and highlight areas for improvement.

What do you think are the biggest challenges facing educational managers in teacher training programs?

Teacher training programs play a critical role in preparing educators for the challenges of the classroom. However, educational managers in charge of these programs face a myriad of challenges that can hinder the effectiveness of their efforts. In this essay, we will explore some of the biggest challenges facing educational managers in teacher training programs. One of the most significant challenges that educational managers face is the rapidly changing landscape of education. With the advent of new technologies and the increasing diversity of student populations, teachers need to be equipped with a range of skills and strategies to meet the needs of their students. However, keeping up with these changes and ensuring that teacher training programs are updated accordingly can be a daunting task for educational managers. Another challenge is the need to address the lack of diversity in the teaching profession. According to recent data, the

majority of teachers in the United States are white, and there is a significant underrepresentation of educators from minority groups. Educational managers must develop strategies to attract and retain a more diverse pool of teacher candidates, as research has shown that students benefit from having teachers from diverse backgrounds. Additionally, educational managers face the challenge of ensuring that teacher training programs are aligned with current research on effective teaching practices. This involves not only staying up-to-date with the latest research, but also incorporating this research into teacher training programs and ensuring that teachers are equipped with the skills and knowledge necessary to implement these practices in the classroom. A related challenge is the need to provide ongoing professional development opportunities for teachers. It is not enough to provide initial training and then expect teachers to continue to develop on their own. Educational managers must develop ongoing professional development programs that are tailored to the needs of individual teachers and provide opportunities for them to continue to develop their skills and knowledge over time. Another challenge facing educational managers is the need to balance the demands of preparing teachers for the realities of the classroom with the need to ensure that they are grounded in theory and research. While practical experience is crucial for teacher development, it is also important that teachers have a strong theoretical foundation and understanding of the research underlying effective teaching practices. Finally, educational managers must navigate the often complex and competing interests of various stakeholders in teacher training programs. These stakeholders may include government agencies, teacher unions, school districts, and community organizations, each of which may have different goals and

priorities for teacher training programs. Educational managers must navigate these competing interests to ensure that teacher training programs are effective and meet the needs of all stakeholders. In conclusion, educational managers in teacher training programs face a range of challenges, from staying up-to-date with the latest research on effective teaching practices to navigating the complex interests of various stakeholders. To address these challenges, educational managers must be innovative, adaptable, and committed to providing teachers with the skills and knowledge they need to succeed in the classroom.

- **How effective do you think teacher training programs are in developing the competencies of educational managers?**

Teacher training programs play a vital role in developing the competencies of educational managers. These programs provide managers with the necessary skills and knowledge to effectively lead and manage educational institutions. However, the effectiveness of these programs can vary depending on various factors. In this essay, we will explore how effective teacher training programs are in developing the competencies of educational managers. Firstly, teacher training programs can be effective in developing the competencies of educational managers by providing them with the necessary theoretical knowledge and practical skills. Managers who have undergone training programs have a better understanding of the principles of effective leadership, management, and instructional practices. They are better equipped to understand the needs of their staff and create a positive and inclusive school environment. Secondly, teacher training programs provide a platform for networking and sharing best practices. Educational managers can learn from their peers and share their experiences, which can help them develop new ideas and

strategies. Collaboration among managers is an essential aspect of effective leadership, and teacher training programs provide an opportunity for managers to learn from each other. Thirdly, teacher training programs can be customized to meet the specific needs of educational managers. Training programs can be tailored to the specific roles and responsibilities of educational managers, such as instructional leadership, curriculum development, or financial management. Customization ensures that managers receive training that is relevant to their job responsibilities, which can enhance their effectiveness. However, there are also some limitations to teacher training programs in developing the competencies of educational managers. Firstly, the effectiveness of these programs can be limited by the quality of the trainers and the content of the training. The trainers must have relevant experience and expertise, and the content must be up-to-date and relevant to the needs of educational managers. Secondly, the effectiveness of teacher training programs can be limited by the lack of support and resources provided to managers after the training. Managers may struggle to implement the skills and knowledge they have gained if they do not have the necessary resources and support from their institutions. In conclusion, teacher training programs are essential in developing the competencies of educational managers. They provide managers with theoretical knowledge, practical skills, and networking opportunities. However, the effectiveness of these programs can be limited by the quality of the trainers and the content of the training, as well as the lack of support and resources provided to managers after the training. To maximize the effectiveness of teacher training programs, institutions must ensure that the training is tailored to the needs of managers and that they have the

necessary support and resources to implement what they have learned.

- **What improvements do you think could be made to teacher training programs to better develop the competencies of educational managers?**

To better develop the competencies of educational managers, there are several improvements that can be made to teacher training programs. In this essay, we will discuss some of these improvements. Firstly, teacher training programs can be improved by providing more opportunities for practical experience. Managers should have the opportunity to apply the knowledge and skills they have learned in real-life scenarios. This could involve internships or job-shadowing opportunities to gain hands-on experience in managing educational institutions. Secondly, training programs can be improved by including more specialized courses. Managers have different roles and responsibilities, and training programs should be tailored to the specific needs of each manager. Specialized courses in areas such as curriculum development, financial management, or instructional leadership can enhance the competencies of managers and make them more effective in their roles. Thirdly, teacher training programs can be improved by providing ongoing professional development opportunities. Managers should have access to training programs throughout their careers, not just at the beginning of their roles. These programs should be updated regularly to reflect the latest research and trends in education. Fourthly, training programs can be improved by incorporating technology and online learning. Educational managers can benefit from the flexibility and convenience of online learning, which can allow them to complete courses at their own pace and on their own schedule. This can also help managers who may not have

access to traditional in-person training programs. Finally, teacher training programs can be improved by fostering a culture of continuous learning. Institutions can encourage managers to take an active role in their professional development by providing incentives for ongoing learning and growth. In conclusion, to better develop the competencies of educational managers, improvements can be made to teacher training programs. These improvements include providing more opportunities for practical experience, more specialized courses, ongoing professional development opportunities, incorporating technology and online learning, and fostering a culture of continuous learning. By implementing these improvements, educational institutions can ensure that their managers are equipped with the skills and knowledge necessary to lead and manage their institutions effectively.

- **How important do you think it is for educational managers to have specific competencies related to teacher training programs, as opposed to general management skills?**

Educational managers play a critical role in leading and managing educational institutions, and they need to possess a wide range of competencies. While general management skills are essential, having specific competencies related to teacher training programs is equally important. In this essay, we will explore the importance of educational managers having specific competencies related to teacher training programs. Firstly, educational managers need to understand the principles and practices of effective teaching and learning. They need to have a strong understanding of instructional design, assessment, and evaluation. By having specific competencies related to teacher training

programs, managers can better understand the needs of their staff and provide targeted support and professional development opportunities. This can result in more effective teaching practices and improved student outcomes. Secondly, educational managers need to be able to create a positive and inclusive school culture that fosters learning and growth. Specific competencies related to teacher training programs can help managers develop skills in areas such as collaboration, communication, and feedback. These skills are crucial in building a culture of trust and support, which can enhance the effectiveness of teaching and learning. Thirdly, educational managers need to be able to effectively manage their staff and resources. Specific competencies related to teacher training programs can help managers develop skills in areas such as curriculum development, financial management, and strategic planning. By having a deeper understanding of these areas, managers can make more informed decisions and allocate resources more effectively. Finally, educational managers need to be able to stay up-to-date with the latest research and trends in education. By having specific competencies related to teacher training programs, managers can stay current with the latest best practices in teaching and learning. This can enable them to make informed decisions and provide effective support to their staff. In conclusion, while general management skills are important for educational managers, having specific competencies related to teacher training programs is equally crucial. These competencies can help managers better understand the needs of their staff, create a positive and inclusive school culture, effectively manage their resources, and stay up-to-date with the latest trends in education. By having these competencies, managers can lead and manage their institutions effectively,

resulting in improved student outcomes and a more positive learning environment.

- **What role do you think the (QAED) department of Punjab plays in developing the competencies of educational managers in teacher training programs?**

QAED department of Punjab plays a vital role in developing the competencies of educational managers in teacher training programs. The QAED is responsible for monitoring and evaluating the quality of education in Punjab and ensuring that educational institutions meet the required standards. In this essay, we will discuss the role of the QAED in developing the competencies of educational managers in teacher training programs. Firstly, the QAED plays a key role in the accreditation and evaluation of teacher training programs. The department ensures that training programs meet the required standards and that they provide the necessary competencies for educational managers. This ensures that managers receive high-quality training and are equipped with the skills and knowledge necessary to lead and manage their institutions effectively. Secondly, the QAED provides support and guidance to educational managers. The department offers professional development opportunities and training programs to enhance the competencies of managers. This includes specialized courses in areas such as curriculum development, instructional leadership, and financial management. By providing this support, the QAED can help managers improve their skills and stay up-to-date with the latest best practices in education. Thirdly, the QAED plays a role in ensuring that educational institutions are implementing the policies and guidelines set by the government. This includes guidelines

related to teacher training programs and the competencies required for educational managers. The department monitors compliance with these guidelines and provides guidance and support to institutions to ensure they meet the required standards. Fourthly, the QAED collects and analyzes data related to educational institutions and teacher training programs. This data can be used to identify areas where improvements are needed and to inform policy decisions related to education. By using data-driven approaches, the department can ensure that teacher training programs are effective in developing the competencies of educational managers. In conclusion, the QAED department of Punjab plays a critical role in developing the competencies of educational managers in teacher training programs. Through accreditation and evaluation, providing support and guidance, ensuring compliance with policies and guidelines, and collecting and analyzing data, the department can ensure that managers receive high-quality training and are equipped with the skills and knowledge necessary to lead and manage their institutions effectively. By working closely with educational institutions and stakeholders, the QAED can help improve the quality of education in Punjab and ensure that students receive a high-quality education.

Based on your understanding of the topic, do you think educational managers in teacher training programs should be required to attain a certain level of education, such as a BS 18 or BS 19 degree? Why or why.

Education is a fundamental aspect of modern society, and the role of educational managers in teacher training programs is crucial. These managers play a critical role in ensuring that teachers receive the training and support necessary to provide

high-quality education to students. In this essay, we will explore whether educational managers in teacher training programs should be required to attain a certain level of education. Firstly, requiring educational managers to attain a certain level of education can ensure that they have the necessary knowledge and skills to lead and manage their institutions effectively. A BS 18 or BS 19 degree can provide managers with a solid foundation in areas such as curriculum development, instructional design, assessment, and evaluation. This can help them develop effective teaching practices and provide targeted support to their staff, resulting in improved student outcomes. Secondly, requiring educational managers to attain a certain level of education can increase the credibility and professionalism of the field. Education is a complex and dynamic field, and managers with higher levels of education can bring a wealth of knowledge and expertise to their institutions. This can help elevate the status of the profession and ensure that educational managers are seen as respected and credible professionals. Thirdly, requiring educational managers to attain a certain level of education can ensure that they stay up-to-date with the latest research and best practices in education. Continuing education is essential in any field, and requiring managers to attain a certain level of education can ensure that they continue to develop their skills and knowledge throughout their careers. This can help them make informed decisions and provide effective support to their staff. However, there are also some potential drawbacks to requiring educational managers to attain a certain level of education. Firstly, it can limit the pool of qualified candidates, as not everyone may have the resources or opportunity to attain a certain level of education. Secondly, it can create a hierarchical system in which those with higher levels of education are perceived as more valuable or important than those with

lower levels of education, leading to potential conflicts and inequalities. In conclusion, requiring educational managers in teacher training programs to attain a certain level of education such as a BS 18 or BS 19 degree can have several potential benefits, including ensuring that managers have the necessary knowledge and skills, increasing the professionalism of the field, and promoting continuing education. However, it is also important to consider the potential drawbacks, such as limiting the pool of qualified candidates and creating a hierarchical system. Ultimately, the decision to require a certain level of education should be based on careful consideration of the benefits and drawbacks and the needs of the educational institution.

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