Need Assessment for Professional Training of Educational Leaders in Public Sector Universities of Khyber Pakhtunkhwa

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INTERNATIONAL ISLAMIC UNIVERSITY,

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2016

i

Teachers— Training of
University teachers

Need Assessment

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This thesis is submitted for the partial fulfillment of the requirements for degree of

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in

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2016

بسم الله الرحمن الرحيم

DEDICATED

To My Teachers!

v

FORWARDING SHEET

This thesis entitled "Need Assessment for Professional Training of Educational Leaders in Public Sector Universities of Khyber Pakhtunkhwa" submitted by Mushtaq Ali in partial fulfillment of the requirements for the degree of Master of Science in Education completed under my guidance and supervision, is forwarded for the further necessary action.

Dated: _____   Supervisor: _____

Prof. Dr. N.B. Jumani

Need Assessment for Professional Training of Educational Leaders in Public Sector Universities of Khyber Pakhtunkhwa

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STATEMENT OF UNDERSTANDING

I, Mushtaq Ali Registration No. 150-FSS/MSEDU/S13 as a student of Master of Science in Education at International Islamic University Islamabad do hereby declare that the thesis entitled "Need Assessment for Professional Training of Educational Leaders in Public Sector Universities of Khyber Pakhtunkhwa", submitted for the partial fulfillment of Master of Science in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by the researcher for obtaining any degree from this or any other university or institution.

Dated: _____   Signature: _____

Mushtaq Ali

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Abstract

Needs Assessment is the gathering of information and investigation procedure. Need Assessment points out the needs of persons, organizations, and societies. Training Need Assessment is the method of determining if training need exists and if it does, what type of training should be imparted to fill the gap. The main purpose of the prevailing research is that to explore the need assessment for training. The main objectives of the present research were: : (a) To assess the nature of professional training needed for educational leaders, (b) To identify the gaps in the professional trainings (if any) for educational leaders, (c) To explore the effects of professional training, if conducted previously, on the educational leaders, (d) To suggest the strategies for professional development of educational leaders. This study was quantitative research. The nature of the study was descriptive and survey type. The population of the study was all educational leaders and faculty members of selected universities. Sample for this research was selected through multistage sampling technique, because it ensures that each and every individual of population have equivalent chance for selection. So, 70 percent of the total numbers of Chairmen/Deans/Directors were the sample of the study. Questionnaires were used as a research tools. Two self-made questionnaires were developed by researcher to find out the perception of Educational leaders and faculty members of FSS of Public sector Universities of KP. Data were analyzed through SPSS (Version 20). Frequency, percentage and mean were used to analyze the data. The analyzed data were presented in the form of tables and figures.

The main conclusion and finding of the study were that most of participants believe that the process of need assessment for professional training should be documented. It is also concluded in the light of current study that most educational leaders believe that no system exist for

identifying future professional training needs at department/university. The present study also concluded in the light of findings that most of educational leaders believe that managerial barriers prevented them from achieving professional training needs.

The main recommendations of the study were that needs assessment was ongoing process of gathering data to determine what training needs exist, so training could be developed to help the organization to accomplish its objectives. Proper system for identifying future professional training needs should exit in every University/DAI, and training organizations at provincial and federal levels. Another recommendation is that Professional trainings for educational leaders should be developed in accordance with their capabilities and responsibilities.

Table of Contents

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Data Analysis

Chapter 5: Summary, Finding, Conclusions, Discussion and Recommendations

LIST OF TABLES

Annexures

CHAPTER 1
INTRODUCTION

Introduction

An organization makes struggle to support staffs job-related understanding, abilities, capabilities as well as behavior with goals of playing these on job, (Raymons, 2010).Training is intake to the employees of an organization which enhances their performances. Good and established organizations arrange trainings for their employees on regular and casual basis as needed. "It is an initiative of increasing human skills, attitudes and abilities. Whenever an individual's ability to perform a task is constricted due to scarcity of knowledge or skills, it fulfills the gap by providing the required instruction, (Silberman, 2006). Professional training is commonly training that teaches skill related working in a specific job. Professional development does not mean attending a one day in service training course. There are many opportunities for professional learning facing most teachers on a daily basis (Holmes, 2004).

Needs Assessment is the gathering of information as well as investigation procedure, which outcomes in the pointing out of the needs of persons, organizations, and societies. Training Need Assessment is the method of determining if training need exists and if it does, what type of training should be imparted to fill the gap. The determination of needs is applicable in many situations and it is such a broad concept of the common theoretical framework however set of needs assessment processes have not developed. Instead literature describes a number of conceptual and procedural approaches. Some are drawn from conceptual and philosophic differences. Major variation in needs assessment seem in (i) the definition used for the word "need" (ii) the purpose for which

needs assessments are directed,(iii) the standard by which needs are identified, and (iv) the methods as well as techniques used in the procedure, (Suarez, 1981).

According to Gupta (1987), "Leadership in fact is not something magical but it is a set of abilities as well as outlooks that people can learn and develop ".Leadership in higher education can be initiated and promoted up to desirable extent. Bittel, (1980) has urged that Leadership is the knock of getting other people to follow you and to do willingly the thing you want them to do" Trend setters for leadership would bring positive results. Heifetz and Laurie, (1997) directed that leadership at higher education includes three basic assignments: (i) to create and maintain a situation that facilitates achievement of objectives, (ii) guiding, protecting, orienting, ensuring pace as well as shaping norms, and (iii) sustaining presence as well as self-confidence.

Ramsden (1998) stated that, the effective academic leadership in higher education is a function of numerous factors. These are:

A. leadership in teaching,

B. leadership in research,

C. strategic vision and networking,

D. collaborative and motivational leadership,

E. fair and efficient management,

F. development and recognition of performance and

G. Interpersonal skills.

Professional training enhances the performance of a professional and he/she becomes more suited for his/her job. Professional training of educational leaders makes them more effective. It enables educational leader endorse student success, care as well as cultivate a brilliant team, and form solid organizational structure, (The Wallace Foundation, 2014).

Higher Education Commission of Pakistan [HEC] is performing a vital role in enhancing the professional expertise of the educational leaders through national and international training programs. HEC imparts professional training to faculty members and educational leaders including chairmen/Deans of the universities. HEC has also arranged leadership training for educational leaders under Modern University Governance Program. Universities and DAIs of Pakistan have not arranged notable professional training for their educational leaders as such. All too often, educational leaders training has failed to keep pace with the evolving role of leadership in higher education. It is essential to explore if these professional training are satisfying the needs of educational leaders. Therefore, the present study aims to explore the need assessment of professional training of the educational leaders in Public Sector Universities of KP.

1.1 Statement of the problem

There are 160 universities/Degree Awarding Institutes (DAIs) in Pakistan (HEC, 2014). Hundreds of faculties (cumulatively)exist in these institutes of higher learning. Deans of faculties, Director of institutes, Chairpersons of the departments are the most important educational leaders. Professional trainings are organized in order to enhance their performance and make them more professional in their assignments as leaders in teaching, research, strategic vision as well as networking, cooperative as well as motivational management, developing as well as recognizing performance as well as interpersonal skills.

The present study aims to explore the need assessment of professional training of the educational leaders in Public Sector Universities of KP. For this, it would be attempted to assess the nature of professional training needed for the educational leaders and suggest suitable strategies for professional development of educational leaders in higher education.

1.2 Objectives of the Study

Objectives of the study were:

1. To assess the nature of professional training needed for educational leaders.

2. To identify the gaps in the professional trainings (if any) for educational leaders.

3. To explore the effects of professional training, if conducted previously, on the educational leaders.

4. To suggest the strategies for professional development of educational leaders by TNA.

1.3 Research Questions

1. What is the nature of professional training needed for educational leaders?

2. What are the gaps in the professional training for educational leaders, if any?

3. What are the effects of professional training, if conducted previously, on the professional competency of educational leaders?

4. What strategies can be adopted for professional training and hence, professional development of educational leaders?

1.4 Significance of the study

The significance of the study are:

i. Policy makers may find the proposed study, useful while making decisions, aiming at the enhancement of the performance of their employees.

ii. The researchers may use this study for further probing in the vital field of academia.

iii. Human resource staff may find this study helpful in arranging trainings.

iv. Human Resource trainer may be engaged and valued due to this valuable activity.

v. NGOs may be attracted to spend their resources on this valuable aspect of higher education.

1.5 Delimitations of the Study

1 This investigation was delimited to the faculty of social sciences, Public Sector Universities of KP.

2 Chairpersons, Directors and Deans were the educational leaders of respective faculties of Public Sector Universities of KP and Faculty members of respective departments/faculties of Public Sector Universities of KP.

1.6 Operational definition of Major terms

Educational leaders: The educational leader has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavor involving inquiry and reflection, which can significantly impact on the important work educators do with children and families. In this study educational leaders have been delimited to Chairpersons, Deans, Directors of the Universities/HEIs of public sectors universities KP.

Gap: Difference between theory and practice

Chairman: Head of department of a university

Dean: Head of faculty which in turn comprise of a few departments

1.7 Abbreviations/Synonyms Used

TNA   Training Needs Assessment

HEC: Higher Education Commission, Islamabad

DAIs: Degree Awarding Institutes

KP: Khyber Pakhtunkhwa

NGOs: Non-Governmental Organizations

1.9 Methodology of the Study

It was quantitative research. The nature of the study was descriptive and survey type.

1.8.2 Population of the Study

The main purpose of this investigation was to identify the need assessment for professional training for educational leaders (Chairpersons/Directors/Deans) of public sector universities of KP. the population of the research included the following:

Table No: 1.1 the number of public sector universities and chairpersons/Directors/Deans

Name of Province	Total No. of Public Sector universities	Total No. of Deans+ Director (FSS)	Total No. of chairpersons(FSS)	Total No. of faculty members(FSS) Approx.
KP	19	35	126	630

1.8.3 Sample of the Study

Sample for this research was selected through multistage sampling technique, because it ensures as well as assurances that each and every individual of population have equivalent chance for selection. So, 70 percent of the total numbers of Chairmen/Deans/Directors were the sample of the study.

Table No: 1.2 selected number of public sector universities and chairpersons/Director/Deans

Name of Province	selected no. of Public Sector universities	selected no. of Deans(FSS)	selected no. of chairmen(FSS)	selected no. of faculty members(FSS)
KP	14	25	88	440

1.8.4 Instruments

Two self-made questionnaires were developed. Questionnaires were used as a research instruments. One questionnaire was taken from Deans/Directors and Chairpersons of FSS. Questionnaire survey was carried out among faculty members of the FSS, Public Sector Universities of KP.

The following instruments were used for study:

i.   Questionnaire (For Chairpersons, Deans, FSS)

ii.   Questionnaire (For faculty members, FSS)

1.8.5 Data Collection

It was a survey type research, and data was collected by the personal visit and contacts phone/e-mails of the scholar from the selected chairmen, Deans/Directors of the selected universities. Confidentiality was ensured to them and the purpose of the study were explained to the chairmen, Deans(FSS)of the selected universities. Questionnaires survey was conducted from chairmen, Deans. Scholar used five point Likert scales in questionnaire (strongly agree, agree, undecided, disagree and strongly disagree) administered to faculty members. Maximum of five faculty members selected from a single department. Questionnaires were filled from 67 educational leaders and 288 faculty members serving in the universities of Khyber Pakhtunkhwa.

1.8.6 Data Analysis

It was a quantitative and survey type study. Scholar used SPSS (version,20) for analysis of quantitative data. Scholar used percentage and means for the description data in analysis.

CHAPTER 2

LITERATURE REVIEW

2.1 Needs assessment

It refers to the inconsistency amongst a contemporary state ,as well as a desired state. The need is neither the present nor the future state, it is the gap between them. It is a scientific method that grows through a distinct sequences of stages. It emphases on the ends,(for example, results) to be accomplished, relatively than the means (for example, practice). Such as, reading accomplishment is a consequence, while reading instruction is a means concerning that end. It collects data by means of well-known events as well as approaches intended for detailed determinations. The types and possibility of techniques are nominated to adequate the purposes as well as perspective of the needs assessment. It sets significances as well as defines standards for explanations, so that the organizers as well as administrators can create sound results. It sets the standards for decisive process, how best to allocate accessible money, people, abilities, as well as other resources. It leads to action that will develop programs, services, administrative structure as well as processes, otherwise a combination of these components, (WITKIN, 1995).

2.1.1 Purposes of Need Assessment

To provide information and input for planning is one of the main purposes for carrying out needs assessment. So, it's for planning might conclude in the determination of objectives, and the degree up to, which these objectives are being attained, or the identification of parts in which assets could be utilized. So assessments might be considered, while developing strategies for an urgent action or to launch extensive actions in coming ages. The analysis or identification of complications or

impediments is another common reason for the said needs assessments. Needs assessments due to this reason emphasis on determining the regions in which the teaching and learning process is weak so that mitigative measures may take accordingly. Needs Assessment are parts and parcels of many models of evaluation. So these valuation are components of the calculation procedure as well as might have identified points of weakness before the implementation of certain training or conduct, formative gaps in the procedure, reflecting the position of the presentation at different interludes throughout the growth or application of an action. The status of these calculations develop component of the assessment outcomes. In circumstance of needs assessments before action is administered, it becomes the basis on which the evaluating measures for assessing the efficiency of actions is determined. Needs Assessments are also carried out to hold academic institutions responsible for their actions. Some common types of needs assessments for assessing are applied for large scale educational outcomes of the students. Results of the assessments are used to pinpoint that whether the achievements of educational institutions are trustworthy and acceptable and to identify that subject areas or slots in educational outcomes are less than what were desired. (Stufflebeam et al. 1985)

Training needs assessment is an ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization accomplish its objectives. Conducting needs assessment is fundamental to the success of a training program. Often, Organizations will develop and implement training without *first* conducting a needs analysis. These organizations run the risk of overdoing training, doing too little training or missing the Point completely (Brown J. 2002).

10

2.2 Concept of need assessment for professional training

Professional trainings add to professional development. The need of professional training is felt in the academic scenario when there situation arises: poor learners outcomes, bottom up reforms in the educational institutions and new view of teaching and learning. Critiques have argued that promoting the outcome, standard of teachers and educational leaders is paramount for student achievement (Carnegie Task force on Teaching as profession 1886).

It is evidence collecting as well as examination procedure, which yield in the determination of the needs of individual units, sets, institutes, organization. In academic scenario, the procedure of needs assessments have been used for many purposes like for identification of needs of students for instruction in certain subject field, to identify weak aspects in students, total academic outcomes; to identify the requirements of educators for further training, to identify the needs of different levels - area-wise – in various educational system. Needs assessment aims to identify slots and zones in which discrepancies occur and the targeted presentation has not been achieved might be occur in coming age. Educational needs have been determined and analyzed over decades or so. But there was no formal way for conducting educational needs assessment till the mid of the twenty century. At the time, there was huge demand for more systematic responsible process for imparting education which led to the beginning of information based models in educational planning and in evaluation. By then, the systematic determination of needs which acted as base to provide for planning and development of educational programs. This was, by then, called need assessment. The identification of needs is a wider idea, applicable to so many different circumstances, a mutual theoretical as well as procedural model could not be proposed for it till now. However, the relevant literature mentions of conceptual as well as procedural approaches.

11

Many of the approaches are drawn from definitional and philosophical variances while others are based on assignment at hand. Most of the differences in in needs assessments are in: (a) the definition used for the word "Need", (b) the aim of conducting need assessment, (c) the values by mean of which needs are determined, and (d) the approaches as well as events used in the development of need assessment, (Suarez, 1981).

"Need" is widely defined for need assessments as discrepancy which was presented by Kaufman, (1972). He suggests that the desires are those areas which in actual position as compared to directed position. Targeted status encircles ideal, norms, expectations, preferences and perceptions which are desired to be. Needs assessments according to this definition require procedure for selecting or determining targeted status, collecting information to identify existing position with respect to the targeted status and studying the two analytically to determine discrepancies and hence, determining needs. All the discussions regarding needs and the needs assessment process were concerning on a model of rational planning. Which was supposed to be spoiled if individual's own views and values were overriding.

2.3 Professional Development

Seyoum, (2011) identifies that the term professional development, in a broader sense refers to the development of being in his or her professional role. At more specified level, Teachers professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995). Professional development includes formal experiences such as attending workshops and professional meetings, mentoring, etc. and informal experiences such as reading professional

publications, watching television documentaries related to an academic discipline, etc.(Ganser, 2000). This conception of professional development is, therefore, broader than career development, which is defined as the growth that occurs as the teacher moves through the professional career cycle (Glatthorn, 1995), and broader than staff development, which is the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development (Ibid).

According to Guskey (2000), high quality professional development has, now-a-day, become a main subject for educational reform and educational institutions development. Since teachers are the extremely useful resource available to academic institutions; schools and higher education institutions, in accomplishing educational aims/training goal, an efforts on enhancing in teacher quality and progression in professionalism is most important. In view of forgoing, this goal can only be accomplished by ensuring that teachers have expertise in subject matter knowledge and an evidence- and have a huge variety of pedagogical skills that are demonstrably effective in meeting the developmental and learning needs of all students for whom they have employed—regardless of the fact what backgrounds, intake characteristics the students have and whether or not they experience learning difficulties(Darling-Hammond & Bransford, 2005; Farkota, 2005; Westwood, 2006; Wheldall, 2006; Villegas-Reimers, 2003).

2.4 Professional Development and Education

Richordson (2008) describes that professional development is an important aspect of educational life for teachers and non-teachers (Oldroyd and Hall, 1997; and Anderson, 2003). They argue that professional development is an important aspect for all staff in the compulsory education sector. Partington and Stainton (2003) argue a similar theme in higher education. They argue that academics and non-academics alike should be engaged in professional development. Therefore,

13

all staff in higher education organizations, including administrators, should be engaged in professional development. Before a discussion can continue the term 'professional development' should be discussed and clarified. Rudman (2002) defines three distinct themes of professional development: Education, training, and development.

Education, according to Rudman (2002) is the "learning experiences which improves a person's general knowledge and overall competencies. The orientation of education, therefore, is focused on the person not their job" (Rudman, 2002. p. 473).

Woodall and Winstanley (1998) define education as the development of staff to learn, grow, and effectively develop their skills in a formal process. Woodall and Winstanley further argue that this kind of development may include programs such as MBA's, undergraduate business degrees and highly specialist post-graduate qualifications.

Training is the improvement of the person's performance for a particular job, and focuses on the development of the individual's ability to reach their full potential (Rudman, 2002). Woodall and Winstanley (1998) define this as 'in-house' management development programs. Furthermore, they also argue that it is these programs, rather than the educational orientated programs that build staff skills and capabilities that help an organization meet their goals.

Development according to Rudman (2002) and Woodall and Winstanley (1998) are a blend of both education and training. Education develops the core skills and abilities required by staff to be effective within their profession. Training develops the link between the core skills and organizational goals. Meaningful professional development, therefore, is a blend of education and training. Education-based professional development engages the person's effectiveness within their profession. It develops the core skills that enable the person to strive for excellence and mastery in their field of professionalism (Harrison, 2003). Training develops links between skills

required for the profession and skills required for the organization, as argued by Woodall and Winstanley (1998).Professional development should therefore be a requirement for both organizational staff and the organization. Without it, staff may not make the connection between their profession and the organization. Furthermore, staff may not be able to strive for Mastery and excellence, which sustains their profession and their ability to work effectively in the organization. Similarly, organizations may not develop staff members that contribute effectively to organizational goals (Argyris, 1977; Argyris and Schön, 1996; Osei, 1996; Partington and Stainton, 2003; Fielden, 1998; and Conway, 2000). Partington and Stainton (2003) further argue that all staff in higher education contribute to the development of academia, and therefore all staff contribute to the development of academic goals in higher education organizations. Training is not enough, according to Harrison (2003). He explains that professional development is not just about staff members' active participation within a learning environment to support their immediate job requirements. It also requires an active engagement within an individual's profession, research, and career. Harrison's theories suggest that administrators have a responsibility to engage in professional development that focuses on not only their immediate need, but also on the wider context of their profession. A wider context may include the development of skills for the progression in their career (Harrison, 2003; and Johnsrud et al., 2000). To achieve this, Woodall and Winstanley (1998) suggest that a positive attitude and self-motivation is required before any development activity becomes effective.

2.5 Models of Need Assessment

2.5.1 Three-Phase Model of Needs Assessment: This model of Need Assessment was devised by Witkin& James in 1995. It portrays a systematic approach that progresses through a defined series of phases as follows.

A three phase Model of needs assessment

A Explore "what is"	B Gather and Analyze Data	C Make Decisions
A • Prepare a Management Plan • Identify Concerns • Determine Measurable Indicators • Consider Data Sources • Decide Preliminary Priorities	**B** • Determine Target Groups • _ Gather Data to Define Needs • Prioritize Needs • Identify & Analyze Causes • Summarize Findings	**C** • Set Priority Needs • Identify Possible Solutions • Select Solution Strategies • Propose Action Plan • Prepare Report

2.5.2 Johnson's Training Requirements Model

According to Johnson, D, (1996),This model is recognized as model concentrated on "training requirements planning" and does not address the identification of presentation difficulties, which are likely applicants for training resolutions. But within this incomplete background as well as without a clear focus of presentation, he does deal numerous rules for decisive the role of training within an institute. The model suggests that the process begins the identification of management's perception of training and the role of training within the organization. Then in an approach that parallels other business processes, Johnson recommends the use of a "market survey" for the identification of desired training programs. Based on the results of the "market survey" training requirements (including what knowledge, skills, and

aptitudes to be taught) are defined and analyzed. The "training requirements planning" continues through the evaluation of training with short-term and long-term feedback.

2.5.3 Rossett's Training Needs Assessment Model

Perhaps one of the most widely used training requirements analysis models currently in use by business and industry, Rossett's reactive model seeks to lessen the gap between "optimal" and 'actual" individual and small group performance. The procedure for this activity involves responding to initiating performance discrepancies by first identifying the source of problems (causal analysis), then gathering opinions and ideas from primarily soft data sources using the largely qualitative methods of collection. Rossett holds that findings are to be used for decision making, but does not demonstrate how individual and small group results ensure desired organizational and societal payoff. Training Needs Assessment provides many useful tools which may be employed during needs analysis and can be quite helpful to practitioners new to data collection.

2.6 Need for Professional Training

In this motivated and progressive world, the knowledge is not stagnant. At each and every moment, as the condition modifications, it stresses for innovative knowledge as well as the skills from the persons to sustain and flourish in the society. Similarly the educational leaders of the current time may not continue fruitful as well as up to the mark, if they have not equipped with the demanding values and knowledgeable skills. The technique by which we were trained by our teachers are not functioning at present and the manner teachers teach nowadays may not be effective in future, so there is a requirement that the teachers should keep them abreast with new expertise(Saleem, 2014).

17

Faculty members of University are considered to be accountable to yield competent and trained graduates according to the necessity of job in market, (Raza, Majid & Zia, 2010), and they can well accomplish their tasks if they are encountered to real develop mental starts taken for improving their innate abilities, (Raza & Naqvi, 2011). Improvement of pedagogic abilities of the University professors and Lecturers is an unceasing practice and involves other teachers, their departments and the universities, (Ali, 2008). Taking the faculties for example, psychology, anthropology, and sociology, (Borko, 2004) as well as going, beyond the improvement of pedagogical abilities, (Cranton, 1994:728), pedagogical improvement defends teachers of not demanding situation as well as decline, (Cambline& Steger, 2000) to develop their human, technical as well as conceptual abilities (Sisodia, 2000) for survival of teachers and academic institutions, (Blackburn & Lawrence 1995; Bell & Gilbert, 2004) (Raza, 2011).

2.7 Professional Standards for teachers and trainers in Education

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

2.7.1 Professional Standards and Features

Professional standards and features to improve one's personal judgment of what works and does not work in one's training as well as teaching:

1. Focus on what works best in one's pedagogic skill as well as learning to meet the wide range requirements of the learners.

2. To assess as well as testify your professional skills, standards and dogmas.

3. To encourage, inspire as well as increase desires of students through one's zeal and learning.

4. To be innovative and ground-breaking in choosing and acclimating approaches to assist students to acquire knowledge.

5. Standards and endorse societal as well as traditional variety, parity of chance and presence.

6. Construct optimistic as well as cooperative associations with associates and student's Proficient learning and accepting. Grow profound and critically well-versed knowledge as well as indulgent in concept and training.

2.7.2 Professional Knowledge and Understanding

1. Uphold as well as up-to-date information of one's subject and professional area

2. To uphold and remain up-to-date your knowledge of instructive investigation to grow evidence-based training

3. To relate hypothetical understanding of actual practice in training, knowledge as well as assessment drawing on investigation as well as other suggestion

4. To assess your practice with others as well as measure its influence on knowledge

5. To accomplish as well as endorse optimistic student performance

6. To understand the training as well as expert role and your accountabilities of specialized skills grow your proficiency as well as abilities to confirm the best results for students

2.7.3 Professional Skills

1. Inspire and stimulate students to endorse accomplishment as well as improve their abilities to permit development

2. Develop the profits of technology as well as support students in its use

3. Discourse the mathematics as well as English requirements of students and effort innovatively to overwhelmed personal impediments to learning

4. Allow students to share duty for their own learning as well as assessment, setting objectives that elasticity as well as task

5. Smear suitable as well as reasonable techniques of assessment and deliver positive and appropriate responses to upkeep progression as well as achievement

6. Sustain as well as bring up-to-date you're training and teacbing capability and professional abilities complete teamwork with owners

7. Pay to the development of organization and improvement in excellence through teamwork

2.8 Relationship between Teacher's Competency and motivation at Higher Education Level in Pakistan

According to Aziz(2014), that teachers' inspiration as well as abilities are diverse at various stages. An affirmative association of both these variables is necessary at each and every stage. Tertiary education level is that stage from where yield comes. The judgment of excellence in education is taken place here. In case of Pakistan an affirmative correlation remains among both these variables of instructors. Correlation among abilities and inspiration of skilled teachers is higher than correlation of not skilled teachers. It reflects that teaching improves this correlation.

Further correlation is described for male teachers rather than female. As a total, an affirmative correlation shows that teachers with greater abilities are supposed to demonstrate more inspiration.

2.9 Educational Leadership

In previous ten years, numerous nations for example Australia, British, as well as New Zealand have taken numerous steps so as to outline values for teaching professional standards from main feature of their educational system. The aim of their outline is to improve as well as sustain high excellence in teaching as well as leadership in safeguarding that organizational as well as management anticipations are strong and reliable throughout every institute (Ministry of New Zealand, 1999). From ten years in Pakistan, Higher Education Pakistan (HEC),stressed on the excellence of higher education. HEC has taken initiatives for the promotion of research, curriculum as well as faculty in the universities. The Excellence can be observed in terms of brilliance, quality as well as worth for money, suitability to determination, or alteration (Harvey & Green, 1993).Excellence indicates exactness for zero errors as well as is maximum appropriate to the commerce. Quality indicates the concept of character (Ashcroft & Forman, 1995) as well as mentions to the outdated theoretical understanding, which purposes to determine great educational values (McKimm, 2003). Quality as value for money is about liability (Biggs, 2003).

Alan Bryman (2007), founds the subsequent features of leadership at both departmental as well as institutional levels:

1. Providing directions
2. Creating a structure to support the direction
3. Fostering a supportive and collaborative environment
4. Establishing trustworthiness as a leader

21

5. Having personal integrity

6. Having credibility to act as a role model

7. Facilitating participation in decision-making;

8. Consultation

9. Providing communication about developments

10. Representing the department/institution to advance

11. Its cause(s) and networking on its behalf

12. Respecting existing culture while seeking to instill

13. Values through a vision for the department/institution

14. Protecting staff autonomy

Ramsden (1998), stated the effective academic leadership in higher education and its functions and numerous features. These are:

1. leadership in teaching,

2. leadership in research,

-3. strategic vision and networking,

4. collaborative and motivational leadership,

5. fair and efficient management,

6. development and recognition of performance and

7. Interpersonal skills.

According to Ramsden,(1998), that teaching leadership mentions, such as, to carrying innovative concepts about teaching to the department. Research leadership can be demonstrated, such as, by inspiring respect as a researcher, or leading by example. Strategic vision and networking are demonstrated through furthering interests of the department across the university. Collaborative and motivational leadership is demonstrated among others by honesty and integrity and openness. Fair and efficient management is evidenced by delegation, highly organized working of the department and getting things done with little resistance. Developing and recognition of performance includes aspects such as praising and sustaining success of the staff of the department and giving good feedback to improve. Interpersonal skills refer to communicating well and having concern for others. The objective of the study was to describe how the practice of academic leadership of the leaders interviewed fits in with the theoretical framework of effective academic leadership developed by Ramsden (1998). It also compares the academic leadership styles of the three leaders with each other to understand similarities and differences if any.

2.9 Transformational leadership Theory

Transformational leadership is related to educational leadership. So it is more appropriate to mention about the model of leadership. It may be found at all levels of the organization: teams, departments, divisions, and organization as a whole. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers. They have a charismatic appeal. But charisma alone is insufficient for changing the way an organization operates. For bringing major changes, transformational leaders must exhibit the following four factors:

Figure 1: Model of Transformational Leadership
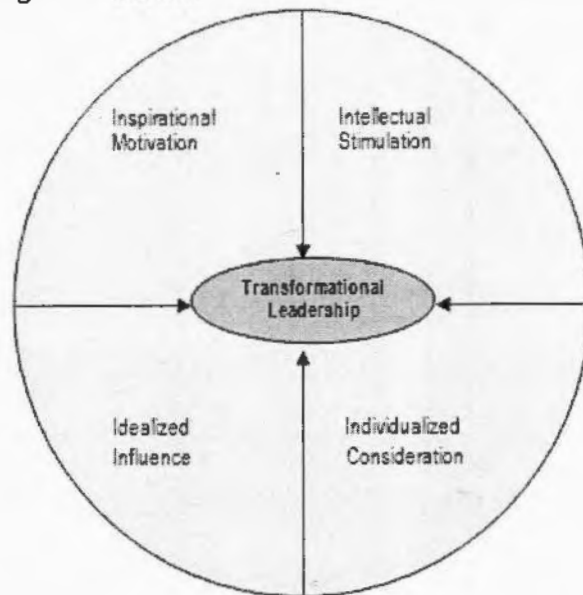
1. **Inspirational Motivation:**

   The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment.

2. **Intellectual Stimulation:**

   Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective.

24

3. **Idealized Influence:**

They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, ad demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization.

4. **Individualized Consideration:**

Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

2.10.1 Criticisms of Transformational Leadership Theory

1. Transformational leadership makes use of impression management and therefore lends itself to amoral self-promotion by leaders

2. The theory is very difficult to trained or taught because it is a combination of many leadership theories.

3. Followers might be manipulated by leaders and there are chances that they lose more than they gain.

2.10.2 Implications of Transformational Leadership Theory

The current environment characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of the organization. The followers of such leaders demonstrate high levels of job satisfaction and organizational commitment, and engage in organizational citizenship behaviors. With such a devoted workforce, it will definitely be useful to consider making efforts towards developing ways of transforming organization through leadership

2.11 University Administrators Professional Development

Richerdson (2008) describes that higher education administrators' professionalism is in an embryonic stage, according to Osei (1996). Beale (2001) describes similar positions as 'para-professionals'. Strachan and Duirs (1993) further argue that administrators within higher education organizations should be interpreted as a "pseudo-professionalization" (p. 463). Osei (1996) argues that administrators demonstrate the following elements of professionalism:

(1) Increase in formal status of administrative positions,

(2) Increase in the requirements for formal educational qualification to hold administrative positions,

(3) Emergence of a common cognitive basis, and

(4) The growth and formalization of networks between personnel in administrative positions" (Osei, 1996).

2.12 Distinguishment Between Professional Education, Professional Training & Professional Support

Bubb (2004) highlighted in her study that there is clear distinction between professional education, professional training and professional support.

1. Professional education consists of long courses, focusing theory and research based knowledge.

2. Professional training, may include short courses, workshops, conferences and practical information and skills.

3. Professional supports based on the activities that aim to develop on the job understanding and performance. (Saleem, 2014)

2.13 Key internationalization challenges facing leaders in Australia and Europe

Two key issues were common to both the Australian and European groups:

1. Participation of academic staff in the process of internationalization, and

2. Perceived lack of resources for internationalization.

In addition, two key issues were identified as being specific to each of the groups. For Australia these were:

i. The international engagement of Australian university researchers, and

ii. Perceived lip service to internationalization and ineffective coordination of internationalization efforts.

For Europe these were:

i.   Strengthening international teaching collaboration

ii.   Barriers of leadership, vision and strategy and the lack of awareness of the importance of internationalization (Murray, 2014)

2.14 Characteristics of Excellence in Higher Education

According to Middle State Commission on Higher Education(2009) Philadelphia, following are the characteristics of excellence in higher education:

Standard 1: Mission and Goals.

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal:

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources:

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the

institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 4: Leadership and Governance:

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

2.15 Role of Higher Education Commission in Professional Development of Educational Leaders

Learning Innovation Division (LID) is the national hub for the In-service Continuous Professional Development (CPD) and certification of Higher Education Teaching Faculty and University Administrators across Pakistan to meet and enhance their professional needs through open and customized professional certificate programs.

Quality of education is highly dependent on quality of teachers and education managers. In the absence of a formal pre-service mechanism for the professional training of HE academics and Management it was highly imperative to fill up the gap through in-service academic orientation and certification. Therefore HEC took this highly strategic initiative of establishing the LI Division in 2003 with the purview to conduct and facilitate professionally customized generic and subject specified Master Trainers (MT) academic programs as well as Continuous Professional Development (CPD) Orientation Seminars and Workshops through its three units comprising of one core LI Division and two projects National Academy of Higher Education (NAHE) and English Language Teaching Reforms (ELTR) for building a qualitative pool of academics and

Management for enhancing quality in education system in the area of pedagogy, research, testing, communication, academic planning and management , learners psychology and teaching practicum/micro teaching. Similarly for administrators specific and generic professional management programs are conducted which provide holistic governance tools and mechanisms to the university management for becoming a good source of support to the academia complying with global standards and quality norms.

| NAHE | ← | Learning Innovation Division | → | ELTR |

2.16 Problems of Universities Governance in Pakistan

University governance is inconsistent, imperfect, problematic and disputable. It varies situation to situation, person to person and on the bases of organizational structure. It can vary as of:

1. Strategic and institutional needs of a research organization,

2. Relevant to the identity, validity of prerequisites and consequences and of that culture and those steering devices which pertain to institutional autonomy and individual freedom in their contexts with public responsibility of the institution to be governed,

3. Based on expert competence, on inclusion and participation, on the rule of law, on the freedom of ethically responsible individuals, and on mutual respect, and to add the notion of "good" governance to the definition of governance of higher education as such - serves these objectives best and at least to an optimum of compromise between conflicting aims and devices. (Akhtar, 2013).

30

2.17 Training Facilities for educational leaders in KP

In KP (erstwhile NWFP), a Management Unit for System and Training (MUST) was established in 1980 for providing in-service training to college teachers, principals and administrators of education department. Peshawar University also established an In-Service Teacher Training Unit (ISTTU) on its premises for the newly recruited teachers in 1985. Later on, it was renamed as "Staff Training Institute" (STI) and was provided a separate building, equipped with essential facilities for the training purpose.

The Staff Training Institute (STI) was established at the University of Peshawar to improve teaching quality by upgrading the teachers' skills pertaining to education, research and learners' psychology and deliver modern training to the staff to encourage indigenous research culture in the Province and related regions. The primary objective was to provide an academically rigorous forum for research and technical assistance to the newly inducted as well as senior teaching staff and to equip human resource professionally. In due course of time, scope of the Staff Training Institute was broadened to include capacity building of all the internal as well as external stakeholders of the University of Peshawar which include the Teaching, Administrative Staff and the Students as well. To reflect this broadening of scope and inclusion of new training and development activities, the STI has been re-branded as The Centre for Human Resource and Career Development or simply the CHRCD. In future, the external stakeholders of the University of Peshawar are also expected to be brought on-board of the Centre for developing productive and mutually beneficial liaisons.

31

CHAPTER 3

RESEARCH METHODOLOGY

It was quantitative study. The nature of this investigation was descriptive and survey type. The overall methodology was discussed in this chapter with detailed to meet the objectives of the investigation. This chapter contain different segment under the heading, namely, research design, population of the study, sample of the study, methodology, population, sampling, research instrument, validity and reliability of instrument, data collection and data analysis. The detailed of these sections were following:

3.2 Population of the Study

The main purpose of this investigation was to identify the need assessment of professional training for educational leaders (Chairpersons/Directors/Deans) of public sector universities of KP. Therefore the population of the research was include the following:

Table No: 1.1 the number of public sector universities and chairpersons/Directors/Deans

Name of Province	Total No. of Public Sector universities	Total No. of Deans+ Director (FSS)	Total No. of chairmen(FSS)	Total No. of faculty members(FSS) Approx.
KP	19	35	126	630

3.3 Sample of the Study

Sample for this researchwere selected through multistage sampling technique, because it ensures as well as assurances that each and every individual of population have equivalent chance for selection. So, 70 percent of the total numbers of Chairmen/Deans were the sample of the study.

Table No: 1.2 selected number of public sector universities and chairperson/Director/Deans

Name of Province	selected no. of Public Sector universities	selected no. of Deans (FSS)	selected no. of chairmen (FSS)	selected no. of faculty members (FSS)
KP	14	25	88	440

3.4 RESEARCH INSTRUMENTS

Self-made questionnaire was used. Questionnaires were used as a research instruments. Questionnaires were taken from Deans/Director and Chairpersons of FSS. Questionnaires survey was carried out among faculty members of the FSS, Public Sector Universities of KP. Validity and reliability of the research instruments was checked through content validity ratio and Cranach's Alpba.

The following instruments were used for study:

iii.   Questionnaire (For Cbairmen, Deans, FSS)

iv.   Questionnaire (For faculty members, FSS)

3.5 Content Validity Ratio

In 1975, Lawshe said that each subject matter expert raters in the panel of judges respond the following question for each object. Information measured through different items e.g. essential, not essential and not necessary. Lawshe further said that, if more than half the members of the panelists shows that the essential element, this object has at least some content validity. The Content validity ratio decides that the validity of study tools. A greater degree of content validity exist as numerous members agreed that an item is essential. Using these conventions, Lawshe developed a formula labeled the content validity ratio:

$$CVR = (ne - N/2)/ (N/2)$$

CVR= content validity ratio,

ne = number of SME panelists indicating "essential",

N = total number of SME panelists.

According to this formula the main standards, and its series from +1 to -1,affirmative values show at least semi the subject matter expert raters esteemed the object as necessary. The mean of content validity ratio across objects might be used as the meter of complete test CVR. Therefore this formula reflects the standards, which range from +1 to -1; affirmative values show that at least half the subject matter expert valued the element as necessary. The mean content validity ratio through matters may be used as an indicator of complete test content validity. After literature review as well as with consultancy of specialists, questions were nominated concerning nature, causes and effects as well as management approaches of stimulating sperformance.

3.6 Reliability of Questionnaire Items

The reliability of questionnaires, was measured through Cronbach's Alpha was applied to calculate internal consistency of each and every statement.

3.7 Data Collection

It was a survey type research, and data was collected by the personal visit of the scholar from the selected chairman, Deans/Directors of the selected universities. Confidentiality was ensured to them and the purpose of the study were explained to the chairman, Deans (FSS) of the selected universities. Interviews were conducted from chairmen, Deans. Scholar used five point Likert scales in questionnaire (strongly agree, agree, undecided, disagree and strongly disagree).

3.8: Data Analysis

It was a quantitative and descriptive research. Scholar used SPSS (version, 20) for the analysis of quantitative data analysis. Scholar used percentage and means for the description data in analysis. The Data were collected through questionnaires and were tabulated, analyzed and interpreted in the light of the objectives of the investigation. The statistical tools were used e.g.meanas well as percentage were used for receiving the outcomes. Questionnaires were filled from the Faculties of the selected universities of KP.

CHAPTER 4

DATA ANALYSIS

This chapter deals with the analysis as well as interpretation of data to examine the aims of the present investigation to identify the need assessment of professional training for educational leaders (Chairpersons/Directors/Deans) of public sector universities of KP. To determine the content validity ratio, 20 expert was selected from the government sector universities/HEC. After review of literature as well as with consultancy of professionals in the separate field, content validity ratio was firm to grow questionnaire with the use of following formula:

CVR = (ne - N/2)/ (N/2)

CVR= content validity ratio,

ne = number of SME panelists indicating "essential",

N = total number of SME panelists.

The Reliability of the questionnaire was find out by the help of Cronbach's Alpha.

4.1 (a) Content Validity Ratio

Table 4.01: Content validity ratio of nature of questionnaire items for faculty members.

	Questionnaire Items	$CVR = (ne - N/2)/(N/2)$ CVR= content validity ratio, ne = number of SME panelists indicating "essential", N = total number of SME panelists.
1.	Your Chairman/Director consult with faculty members in decision making.	0.9

36

2.	Your Chairman/Director is linked with professional training organizations	1.0
3.	Your Chairman/Director has clear vision to organize academic activities.	0.8
4.	Your Chairman/Director takes interest in promoting research	0.9
5.	Your Chairman/Director provides opportunities for professional development of faculty members.	1.0
6.	Your Chairman/Director delegates powers to sub- ordinates.	0.9
7.	Your Chairman/Director have hudgeting skills.	0.9
8.	Your Chairman/Director plays active role in getting support of the funding agencies for research Promotion.	0.8
9.	Your Chairman/Director perform his duties in an efficient and expeditious manner.	0.9
10.	The services and programs for improving interpersonal skills were properly provided and coordinated at the department/faculty/Institute.	1.0
11.	Your Chairman/Director collaborate/plan/articulate with department colleagues.	1.0
12.	You are satisfied with the academic achievements of department/faculty/Institute.	0.9
13.	The monitoring and evaluation process of department/faculty/ Institute is efficient and trustworthy.	1.0
14.	Your Chairman/Director is engaged in your department's efforts to understand and implement standard-based instruction.	1.0
15.	Your Chairman/Director is aware of barriers to success for students at this department.	1.0
16.	Your Chairman/Director/Dean has become more effective after getting professional training(s) if any.	1.0

4.1b) Content Validity Ratio

Table 4.01: Content validity ratio of Questionnaire items for educational leaders

	Questionnaire Items	$CVR = (ne - N/2)/(N/2)$ *CVR= content validity ratio,* *ne = number of SME panelists indicating "essential", N = total number of SME panelists.*
1.	You have Proper system for identifying future professional training needs in your department/University.	1.0
2.	You think that Professional training needs of educational leaders be assessed at the interval of 6-12 months.	0.1
3.	You think that the process of needs assessment for professional training should be documented.	0.9
4.	You favour that managerial barriers prevent the educational leaders from achieving professional training needs.	1.0
4.	You received professional training(s) previously.	0.9
5.	The professional trainings you received earlier, proved effective and met the training needs.	1.0
6.	You link with professional training organizations.	0.9
7.	You prioritize and support research activities in your department	1.0
8.	You play active role in getting funds from donor agencies for research Promotion in your department?	0.9
9.	You facilitate the services and programs for improving interpersonal skills of your faculty memhers?	0.8
10.	You use social media (twitter, linked in, face book, Blog etc.) for communication with other professionals	0.9
11.	You would like to receive training in any of the interpersonal skill.	0.9
12.	Professional trainings enhance your ability to deliver instructions, assess students' achievements.	0.8
13.	You collaborate/plan/articulate with department colleagues	0.6
14.	You are satisfied with the academic achievements of your department.	0.7

15.	You regularly monitor, evaluate the activities of your department	0.6
16.	You are aware of barriers to success for students at this department.	0.8
17.	You are interested to implement standard-based instruction in the department.	0.7
16.	Whether you got any professional training(s).	1.0

PART-01: Faculty members Responses

4.1: The Statistical Analysis of the Responses of Faculty members.

Table 4.1 Your educational leader perform his duties in an efficient and expeditious, manner.

S. #		frequency	Percentage	Mean Score
1	SA	61	30.2	
2	A	93	46.0	
3	N	09	4.5	2.17
4	DA	29	14.3	
5	SDA	10	5.0	
	Total	202	100	

Table 4.1 presented that, 30.2% of the respondents were strongly agree, 46.5% of the respondents Agreed, 4.6% of the respondents were neutral, 14.3% of the respondents were disagree and 5.0% of the respondents were Strongly Agree. So, it is concluded that majority of respondents have positive response towards the Chairman/Director perform his duties in an efficient and expeditious, manner and its mean score is 2.17.

Table 4.2 Your educational leader is linked with professional training organizations

S. #		frequency	Percentage	Mean Score
1	SA	44	21.8	
2	A	93	46.0	
3	N	37	18.3	2.30
4	DA	16	7.9 ·	
5	SDA	12	5.9	
	Total	202	100	

Table 4.2 reflected that, 21.8% of the respondents were strongly agree, 46.0% of the respondents Agreed, 18.3% of the respondents were neutral, 7.9% of the respondents were disagree and 5.9% of the respondents were strongly agreed. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director is linked with professional training organizations, and its mean score is 2.30.

Table 4.3 Your educational leader provides opportunities for professional development of faculty member

S. #		frequency	Percentage	Mean Score
1	SA	48	23.8	
2	A	82	40.6	
3	N	31	15.3	2.38
4	DA	29	14.4	
5	SDA	12	5.9	
	Total	202	100	

Table 4.3 revealed that, 23.8% of the respondents were strongly agree, 40.6% of the respondents Agreed, 15.3% of the respondents were neutral, 14.4% of the respondents were disagree and 5.9% of the respondents were strongly agreed. Therefore, it is concluded that majority of participants have positive response towards the Chairman/Director provides opportunities for professional development of faculty member, and its mean score is 2.38.

Table 4.4 Your educational leader is engaged in your department's efforts to understand and implement standard-based instruction

S. #		frequency	Percentage	Mean Score
1	SA	53	26.2	
2	A	75	37.1	
3	N	26	12.9	
4	DA	39	19.3	
5	SDA	09	4.5	
	Total	202	100	2.38

Table 4.4 shown that, 26.2% of the respondents were strongly agree, 37.1% of the respondents Agreed, 12.9% of the respondents were neutral, 19.3% of the respondents were disagree and 4.5% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director is engaged in your department's efforts to understand and implement standard-based instruction, and its mean score is 2.38.

Table 4.5 Your educational leader has clear vision to organize academic activities

S. #		frequency	Percentage	Mean Score
1	SA	46	22.8	
2	A	96	47.5	
3	N	19	9.4	
4	DA	34	16.8	
5	SDA	07	3.5	
	Total	202	100	2.30

Table 4.5 presented that, 22.8% of the respondents were strongly agree, 47.5% of the respondents Agreed, 9.4% of the respondents were neutral, 16.8% of the respondents were disagree and 3.5% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director has clear vision to organize academic activities, and its mean score is 2.30.

Table 4.6 Your educational leader takes interest in promoting research

S. #		frequency	Percentage	Mean Score
1	SA	45	22.3	
2	A	88	43.6	
3	N	35	17.3	
4	DA	24	11.9	
5	SDA	10	5.0	
	Total	202	100	2.33

Table 4.6 presented that, 22.3% of the respondents were strongly agree, 43.6% of the respondents Agreed, 17.3% of the respondents were neutral, 11.9% of the respondents were disagree and 5.0% of the respondents were strongly agree. Therefore, it is concluded that a large

number of respondents have positive response towards the Chairman/Director takes interest in promoting research, and its mean score is 2.33.

Table 4.7 Your educational leader plays active role in getting support of the funding agencies for research promotion

S. #		frequency	Percentage	Mean Score
1	SA	27	13.4	
2	A	70	34.7	
3	N	51	25.2	
4	DA	38	18.8	
5	SDA	16	7.9	
	Total	202	100	2.73

Table 4.7 presented that, 13.4% of the participants were strongly agree, 34.7% of the participants Agreed, 25.2% of the participants were neutral, 18.8% of the participants were disagree and 7.9% of the participants were strongly agree. Therefore, it is concluded that majority of participants have positive response towards the Chairman/Director plays active role in getting support of the funding agencies for research promotion, and its mean score is 2.73.

Table 4.8 Your educational leader consult with faculty members in decision making

S. #		frequency	Percentage	Mean Score
1	SA	45	22.3	
2	A	109	54.0	
3	N	23	11.4	
4	DA	13	6.4	
5	SDA	12	5.9	
	Total	202	100	2.19

Table 4.8 presented that, 22.3% of the respondents were strongly agree, 54.0% of the respondents Agreed, 11.4% of the respondents were neutral, 6.4% of the respondents were disagree and 5.9% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director consult with faculty members in decision making, and its mean score is 2.19.

Table 4.9 Your educational leader delegates powers to sub-ordinates

S. #		frequency	Percentage	Mean Score
1	SA	34	16.8	
2	A	107	53.0	
3	N	31	15.3	
4	DA	18	8.9	
5	SDA	12	5.9	
	Total	202	100	2.34

Table 4.9 revealed that, 16.8% of the respondents were strongly agree, 53.0% of the respondents Agreed, 15.3% of the participants were neutral, 8.9% of the respondents were disagree and 5.9% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director delegate's powers to sub-ordinates, and its mean score is 2.34.

Table 4.10 Your educational leader bave budgeting skills

S. #		frequency	Percentage	Mean Score
1	SA	28	13.9	
2	A	91	45.0	
3	N	49	24.3	
4	DA	25	12.4	
5	SDA	09	4.5	
	Total	202	100	2.48

Table 4.10 revealed that, 13.9% of the respondents were strongly agree, 45.0% of the respondents Agreed, 24.3% of the respondents were neutral, 12.4% of the participants were disagree and 4.9% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director have budgeting skills, and its mean score is 2.48.

Table 4.11 The services and programs for improving interpersonal skills were properly provided and coordinated at the department

S. #		frequency	Percentage	Mean Score
1	SA	22	10.9	
2	A	90	44.6	
3	N	33	16.3	
4	DA	46	22.8	
5	SDA	11	5.4	
	Total	202	100	2.67

Table 4.11 shown that, 10.9% of the respondents were strongly agree, 44.6% of the respondents Agreed, 16.3% of the respondents were neutral, 22.8% of the respondents were disagree and 5.4% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the services and programs for improving interpersonal skills were properly provided and coordinated at the department, and its mean score is 2.67.

Table 4.12 the monitoring and evaluation process of department is efficient and trustworthy

S. #		frequency	Percentage	Mean Score
1	SA	26	12.9	
2	A	113	55.9	
3	N	32	15.8	
4	DA	21	10.4	
5	SDA	10	5.0	
	Total	202	100	2.38

Table 4.12 presented that, 12.9% of the respondents were strongly agree, 55.9% of the respondents Agreed, 15.8% of the respondents were neutral, 10.4% of the respondents were disagree and 5.0% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the monitoring and evaluation process of department is efficient and trustworthy, and its mean score is 2.38.

Table 4.13 Your educational leader collaborate/plan with department colleagues

S. #		frequency	Percentage	Mean Score
1	SA	34	16.8	
2	A	112	55.4	
3	N	25	12.4	
4	DA	21	10.4	
5	SDA	10	5.0	
	Total	202	100	2.31

Table 4.13 reflected that, 16.8% of the respondents were strongly agree, 55.4% of the respondents Agreed, 12.4% of the respondents were neutral, 10.4% of the respondents were disagree and 5.0% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards the Chairman/Director collaborate/plan with department colleagues, and its mean score is 2.31.

Table 4.14 you are satisfied with the academic achievements of department

S. #		frequency	Percentage	Mean Score
1	SA	31	15.3	
2	A	115	56.9	
3	N	22	10.9	
4	DA	26	12.9	
5	SDA	08	4.0	
	Total	202	100	2.33

Table 4.14 presented that, 15.3% of the respondents were strongly agree, 56.9% of the respondents Agreed, 10.9% of the respondents were neutral, 12.9% of the respondents were disagree and 4.0% of the respondents were strongly agree. Therefore, it is concluded that majority

of respondents have positive response towards that you are satisfied with the academic achievements of department, and its mean score is 2.33.

Table 4.15 Your educational leader is aware of barriers to success for students at this department

S. #		frequency	Percentage	Mean Score
1	SA	32	15.8	
2	A	91	45.0	
3	N	36	17.8	
4	DA	34	16.8	
5	SDA	09	4.5	
	Total	202	100	2.49

Table 4.15 presented that, 15.8% of the respondents were strongly agree, 45.0% of the respondents Agreed, 17.8% of the respondents were neutral, 16.8% of the respondents were disagree and 4.5% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards that Chairman/Director is aware of barriers to success for students at this department, and its mean score is 2.49.

Table 4.16 Your educational leader has become more effective after getting 1professional training(s) any

S. #		frequency	Percentage	Mean Score
1	SA	34	16.8	
2	A	82	40.6	
3	N	61	32.2	
4	DA	16	7.9	
5	SDA	09	4.5	
	Total	202	100	2.42

Table 4.16 reflected tbat, 16.8% of the respondents were strongly agree, 40.6% of the respondents Agreed, 32.2% of the respondents were neutral, 7.9% of the respondents were disagree and 4.5% of the respondents were strongly agree. Therefore, it is concluded that majority of respondents have positive response towards that Chairman/Director/Dean has become more effective after getting professional training(s) any, and its mean score is 2.42.

4.2 The Statistical Analysis of the Responses of Educational Leaders (Dean, Director, Chairman)

Table 4.2.1 Future Professional Training needs

Percentage of teachers responding to each and every item in question, "How you got proper system for identifying future professional training needs in your department"? And the responses were tabulated below.

S. #		frequency	Percentage
1	Yes	30	44.8
2	NO	37	55.2
	Total	67	100

The data tabulated in table 4.2.1 shows that, 44.8% of the participant responses in "Yes" while 55.2% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "No" responses to the statement "Future professional Training needs".

Table 4.2.2 Professional training need for educational leaders

Percentage of teachers responding to each and every item in question, "Do you that professional training needs for educational leaders be assessed at the interval of 6-12 months"? Responses were presented below.

S. #		frequency	Percentage
1	Yes	48	71.6
2	NO	19	28.4
	Total	67	100

The data presented in table 4.2.2 shows that, 71.6% of the participant responses in "Yes" while 28.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "professional training needs for educational leaders".

Table 4.2.3 Need assessment for professional training

Percentage of teachers responding to each and every item in question, "Do you think it is necessary that the process of need assessment for professional training should be documented"? Responses were presented below.

S. #		frequency	Percentage
1	Yes	54	80.6
2	NO	13	19.4
	Total	67	100

Data presented in table 4.2.3 shows that, 80.6% of the participant responses in "Yes" while 19.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "assessment for professional training".

Table 4.2.4 Managerial barriers may prevent the educational leaders from achieving professional training

Percentage of teachers responding to each and every item in question, "Do you agree Managerial barriers may prevent the educational leaders from achieving professional training needs"? Responses were presented below.

S. #		frequency	Percentage
1	Yes	49	73.1
2	NO	18	26.9
Total		67	100

Data presented in table 4.2.4 shows that, 73.1% of the participant responses in "Yes" while 26.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Managerial barriers may prevent the educational leaders from achieving professional training".

Table 4.2.5 received any professional trainings previously

The percentage of teachers responded to each item under the question, "Have you received any professional training previously"? Responses were formulated below.

S. #		frequency	Percentage
1	Yes	47	71.1
2	NO	20	29.9
	Total	67	100

The data organized in table 4.2.5 shows that, 71.1% of the participant responses in "Yes" while 29.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Received any professional trainings previously".

4.2.6 Professional trainings you received earlier, proved effective and meet the training needs

Percentage of teachers responding to each and every item in question, "Whether Professional trainings you received earlier, proved effective and meet the training needs"? Responses were presented below:

S. #		frequency	Percentage
1	Yes	42	62.7
2	NO	25	37.3
	Total	67	100

The data formulated in table 4.2.6 shows that, 62.7% of the participant responses in "Yes" while 37.3% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Professional trainings you received earlier, proved effective and meet the training needs".

Table 4.2.7 Link with professional training organization

Percentage of teachers responding to each and every item in question, "Have you got link with professional training organization"? Responses were presented below:

S. #		frequency	Percentage
1	Yes	39	58.2
2	NO	28	41.8
	Total	67	100

The data formulated in table 4.2.7 shows that, 58.2% of the participant responses in "Yes" while 41.8% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Link with professional training organization".

Table 4.2.8 Prioritize and support research activities in department

Percentage of teachers responding to each and every item in question, "Do you Prioritize and support research activities in your department"? Responses were tabulated below:

	S. #	frequency	Percentage
1	Yes	49	73.1
2	NO	18	26.9
	Total	67	100

The data organized in table 4.2.8 shows that, 73.1% of the participant responses in "Yes" while 26.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Prioritize and support research activities in department".

Table 4.2.9 you play active role in getting funds from donor agencies for research promotion

Percentage of teachers responding to each and every item in question, "Do you play active role in getting funds from donor agencies for research promotion in department"? Responses were organized below:

S. #		frequency	Percentage
1	Yes	44	55.7
2	NO	23	34.3
	Total	67	100

The data presented in table 4.2.9 shows that, 55.7% of the participant responses in "Yes" while 24.3% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "you play active role in getting funds from donor agencies for research promotion".

Table 4.2.10 Facilitate the services and programs for improving interpersonal skills of your faculty

Percentage of teachers responding to each and every item in question, "Do you facilitate the services and programs for improving interpersonal skills of your faculty members"? Responses were presented below:

S. #		frequency	Percentage
1	Yes	53	79.1
2	NO	14	20.9
	Total	67	100

The data presented in table 4.2.10 shows that, 79.1% of the participant responses in "Yes" while 20.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Facilitate the services and programs for improving interpersonal skills of your faculty".

Table 4.2.11 use social media for communication with other professionals

Percentage of teachers responding to each and every item in question, "Do youuse social media (twitter, linked in, face book, Blog etc.) for communication with other professionals"? Responses were tabulated below:

	S. #	frequency	Percentage
1	Yes	45	67.2
2	NO	22	32.8
	Total	67	100

The data presented in table 4.2.11 shows that, 67.2% of the participant responses in "Yes" while 32.8% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "use social media for communication with other professionals".

Table 4.2.12 like to receive any training for interpersonal skill

Percentage of teachers responding to each and every item in question, "Would you like to receive training in any of the interpersonal skill"? Responses were organized below:

S. #		frequency	Percentage
1	Yes	50	74.6
2	NO	17	25.4
	Total	67	100

The data organized in table 4.2.12 shows that, 74.6% of the participant responses in "Yes" while 25.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "like to receive any training for interpersonal skill".

Table 4.2.13 Professional training enhance your ability

Percentage of teachers responding to each and every item in question, "Whether professional training enhance your ability to deliver instructions, assess student's achievement"? And the responses were tabulated below:

S. #		frequency	Percentage
1	Yes	52	76.6
2	NO	15	24.4
	Total	67	100

The data organized in table 4.2.13 shows that, 76.6% of the participant responses in "Yes" while 24.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Professional training enhance your ability".

Table 4.2.14 Collaborate/plan/articulate with department colleagues

Percentage of teachers responding to each and every item in question, "Whether you Collaborate/plan/articulate with department colleagues"? Responses were presented below:

S. #		frequency	Percentage
1	Yes	53	79.1
2	NO	14	20.9
	Total	67	100

Data arranged in table 4.2.14 shows that, 79.1% of the participant responses in "Yes" while 20.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "Collaborate/plan/articulate with department colleagues".

Table 4.2.15 satisfied with the academic achievement

Percentage of teachers responding to each and every item in question, "Are you satisfied with the academic achievements of your department"? Responses were organized below:

S. #		frequency	Percentage
1	Yes	47	70.1
2	NO	20	29.9
	Total	67	100

The data arranged in table 4.2.15 shows that, 70.1% of the participant responses in "Yes" while 29.9% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "satisfied with the academic achievement".

Table 4.2.16 regularly monitor, evaluate the activities

Percentage of teachers responding to each and every item in question, "Do you regularly monitor, evaluate the activities of your department"? Responses were tabulated below:

S. #		frequency	Percentage
1	Yes	48	71.6
2	NO	19	28.4
	Total	67	100

The data tabulated in table 4.2.16 shows that, 71.6% of the participant responses in "Yes" while 28.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "regularly monitor, evaluate the activities".

Table 4.2.17 aware of barriers to success for students

Percentage of teachers responding to each and every item in question, "Are you aware of barriers to success for students at this department"? Responses were arranged below:

S. #		frequency	Percentage
1	Yes	53	79.1
2	NO	14	20.9
	Total	67	100

Data formulated in table 4.2.17 shows that, 74.6% of the participant responses in "Yes" while 25.4% of the participant responses in "No". Therefore, the above responses show that most

of the participants were in "Yes" responses to the statement "aware of barriers to success for students".

Table 4.2.18 interested to implement standard-based instruction in the department

Percentage of teachers responding to each and every item in question, "Are you interested to implement standard-based instruction in the department"? Responses were presented below:

S. #		frequency	Percentage
1	Yes	50	74.6
2	NO	17	25.4
	Total	67	100

Data organized in table 4.2.18 shows that, 74.6% of the participant responses in "Yes" while 25.4% of the participant responses in "No". Therefore, the above responses show that most of the participants were in "Yes" responses to the statement "interested to implement standard-based instruction in the department".

CHAPTER 05

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

Professional training is one of the major measures which can trigger and expedite professional development. Need assessment of professional training is made to identify the gap that the population is how much effective and how much deficient in the desired capabilities. At all levels of education today, the need of professional development is considered the essential for successful educational system. Although leadership at all levels of education is of the pivotal importance, yet leadership at university level is of pivotal importance as it exert drawing force for economic and social uplift of the country. Institutes of higher learning, utilize disseminate, generate knowledge. The faculty has greater role in the tertiary education. The purpose of his research to further understanding of faculty based academics. Leadership with talented and visionary qualities can cast greater positive influences on the society and economy.

Need assessment is carried out for planning and evaluation of a system. The current study was carried out to identify areas in which deficiencies exit. Some leadership qualities, effectiveness, expertise and administrative skills were of the University educational leader studies were focus during the study and analyzed.

The needs for professional training have been assessed by two techniques

1. Questionnaire survey from educational leaders (Chairpersons/Directors/HoD)

2. Questionnaires survey in faculty members

61

The objectives of the study were: (a) to assess the nature of professional training needed for educational leaders, (b) To identify the gap in the professional training for educational leaders, (c) To explore the effects of professional training, if conducted previously, on the educational leaders, (d) To suggest the strategies for professional development of educational leaders.

Below were the Research Questions of the present investigation:-

1. What is the nature of professional training needed for educational leaders?

2. What are the gaps in the professional training for educational leaders?

3. What are the effects of professional training, if conducted previously, on the professional competency of educational leaders?

4. What strategies can be adopted for professional training and hence, professional development of educational leaders?

It was a descriptive study. Mixed method was used in this study. The triangulation mixed Design was used in the current investigation to fulfill the objectives of the present study. Main aims of the present research was to find out the need assessment of professional training for educational leaders (Chairpersons/Directors/Deans) of public sector universities of KPK. Questionnaire and interview were used as research instruments to achieve the objectives. Validity and reliability of question items of these instruments was checked through content validity ratio and Cranach's Alpha. In order to get data from the respondents through the above instruments, the researcher visited the sample universities of KP. The data were collected for the present research by the help of questionnaire and interview to meet the main concern of the investigation. The most suitable statistical tools like mean and percentage were used for getting the results. For statistical treatment SPSS (20 version) were used.

5.2 FINDINGS

5.2.1 Section 1: Faculty member's responses

Finding of the faculty members were:

1. Table 4.1.1 presented that,46.6% participants were agree and 14.3% of participants were disagree that the Chairman/Director perform his duties in an efficient and expeditious.

2. Table 4.1.2 presented that,46.0% participants were agree and 7.9% of participants were disagree that the Chairman/Director is linked with professional training organizations.

3. Table 4.1.3 presented that,40.6% participants were agree and 14.4% of participants were disagree that the Chairman/Director provides opportunities for professional development of faculty member.

4. Table 4.1.4 presented that,37.3% participants were agree and 19.1% of participants were disagree that the Chairman/Director is engaged in your department's efforts to understand and implement standard-based instruction.

5. Table 4.1.5 presented that,47.5% participants were agree and 16.8% of participants were disagree that the Chairman/Director has clear vision to organize academic activities.

6. Table 4.1.6 presented that,43.6% participants were agree and 11.9% of participants were disagree that the Chairman/Director takes interest in promoting research.

7. Table 4.1.7 presented that,34.7% participants were agree and 18.8% of participants were disagree that the Chairman/Director plays active role in getting support of the funding agencies for research promotion.

8. Table 4.1.8 presented that,54.0% participants were agree and 6.4% of participants were disagree that the Chairman/Director consult with faculty members in decision making.

9. Table 4.1.9 presented that,53.0% participants were agree and 8.9% of participants were disagree that the Chairman/Director delegate's powers to sub-ordinates.

10. Table 4.1.10 presented that,45.0% participants were agree and 12.4% of participants were disagree that the Chairman/Director have budgeting skills.

11. Table 4.1.11 presented that,44.6% participants were agree and 22.8% of participants were disagree towards the services and programs for improving interpersonal skills were properly provided and coordinated at the department.

12. Table 4.1.12 presented that,55.9% participants were agree and 10.4% of participants were disagree towards the monitoring and evaluation process of department is efficient and trustworthy.

13. Table 4.1.13 presented that,55.4% participants were agree and 10.4% of participants were disagree response towards the Chairman/Director collaborate/plan with department colleagues.

14. Table 4.1.14 presented that,55.9% participants were agree and 12.9% of participants were disagree towards that you are satisfied with the academic achievements of department.

15. Table 4.1.15 presented that,45.0% participants were agree and 16.8% of participants were disagree that Chairman/Director is aware of barriers to success for students at this department.

16. Table 4.1.16 presented that,40.6% participants were agree and 7.9% of participants were towards that Chairman/Director/Dean has become more effective after getting professional training(s) any.

5.2.2 Section 2: Educational leader's responses

1. Result show that 44.4% of the participants responses in "Yes" and 52.2% of the participants responses in "No", to the statement "there is no system exited for identifying future professional Training needs". (Table 4.2.1)

2. Result show that 71.6% of the participants responses in "Yes" and 28.4% of the participants responses in "No", to the statement "professional training needs for educational leaders". (Table 4.2.2)

3. Result show that 80.6% of the participants responses in "Yes" and 19.4% of the participants responses in "No", to the statement "assessment for professional training".(Table 4.2.3)

4. Result show that 73.1% of the participants responses in "Yes" and 26.9% of the participants responses in "No", to the statement "Managerial barriers may prevent the educational leaders from achieving professional training".(Table 4.2.4)

5. Result show that 71.1% of the participants responses in "Yes" and 29.9% of the participants responses in "No", to the statement "Received any professional trainings previously".(Table 4.2.5)

6. Result show that 62.7% of the participants responses in "Yes" and 37.3% of the participants responses in "No", to the statement "Professional trainings you received earlier, proved effective and meet the training needs".(Table 4.2.6)

7. Result show that 58.2% of the participants responses in "Yes" and 41.8% of the participants responses in "No", to the statement "Link with professional training organization".(Table 4.2.7)

8. Result show that 73.1% of the participants responses in "Yes" and 26.9% of the participants responses in "No", to the statement "Prioritize and support research activities in department".(Table 4.2.8)

9. Result show that 55.7% of the participants responses in "Yes" and 34.3% of the participants responses in "No", to the statement "you play active role in getting funds from donor agencies for research promotion".(Table 4.2.9)

10. Result show that 79.1% of the participants responses in "Yes" and 20.9% of the participants responses in "No", to the statement "Facilitate the services and programs for improving interpersonal skills of your faculty".(Table 4.2.10)

11. Result show that 67.2% of the participants responses in "Yes" and 32.8% of the participants responses in "No", to the statement "use social media for communication with other professionals".(Table 4.2.11)

12. Result show that 74.6% of the participants responses in "Yes" and 25.4% of the participants responses in "No", to the statement "like to receive any training for interpersonal skill".(Table 4.2.12)

13. Result show that 76.6% of the participants responses in "Yes" and 24.4% of the participants responses in "No", to the statement "Professional training enhance your ability".(Table 4.2.13)

14. Result show that 76.6% of the participants responses in "Yes" and 24.4% of the participants responses in "No", to the statement "Professional training enhance your ability".(Table 4.2.14)

15. Result show that 71.1% of the participants responses in "Yes" and 29.9% of the participants responses in "No", to the statement "responses to the statement "Collaborate/plan/articulate with department colleagues".(Table 4.2.15)

16. Result show that 71.6% of the participants responses in "Yes" and 28.4% of the participants responses in "No", to the statement "regularly monitor, evaluate the activities".(Table 4.2.16)

17. Result show that 79.1% of the participants responses in "Yes" and 20.9% of the participants responses in "No", to the statement "aware of barriers to success for students".(Table 4.2.17)

18. Result show that 74.6% of the participants responses in "Yes" and 25.4% of the participants responses in "No", to the statement "interested to implement standard-based instruction in the department".(Table 4.2.18)

5.3 Discussion

Professional training is one of the major measures which can trigger and expedite professional development. Need assessment of professional training is made to identify the gap that the population is how much effective and how much deficient in the desired capabilities. At all levels of education today, the need of professional development is considered the essential for successful educational system. Although leadership at all levels of education is of the pivotal importance, yet leadership at university level is of pivotal importance as it exert drawing force for economic and social uplift of the country. Institutes of higher learning, utilize disseminate, generate knowledge. The faculty has greater role in the tertiary education. The purpose of his research to further understanding of faculty based academics.The outcome of the current research was in conformity same as the results put forth by Darcy J. and Hofmann A. Chales (2003), this

67

research was steered in England who worked on needs assessment and decision making in humanitarian sector. So, the function of need assessment appears to inform decision-making in relation to four main questions: whether to intervene; the nature and scale of the intervention; prioritization and allocation of resources; and programs design and planning. Formal needs assessments may also aim to force a decision by others, to influence the nature of others' decisions, or to verify or justify decisions already taken.

The outcome of the current research was in conformity same as the results put forth by Enas Gouda M. Enas et al (2013), conducted 'Needs Assessment of the Undergraduate Medical Students to Incorporate Courses on Medical Education into the Undergraduate Curriculum at the Faculty of Medicine, Suez Canal University'. The majority of the studied students were in favor of studying the suggested courses especially time management, clinical communication skills and medical ethics. Time management and medical ethics were the top priority topics for students. While group dynamics, students' assessment and community-oriented medical education were relatively the least priority topics for students.

In-service training is an important component of professional development. Training needs assessment is an ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization accomplish its objectives. Conducting needs assessment is fundamental to the success of a training program. Often, organizations need to develop and implement training without *first* conducting a needs analysis. These organizations run the risk of overdoing training, doing too little training or missing the point completely.

5.4 Conclusion

Conclusion were drawn on the basis of the finding of the current investigation:

1. It is concluded in the light of current study that most educational leaders believe that no system exist for identifying future professional training needs at department/university.

2. It is concluded that professional training needs of educational leaders should be assessed at interval of 6-12 months. 2)

3. Most of participants believe that the process of need assessment for professional training should be documented.

4. It is concluded in the light of findings that most of educational leaders believe that managerial harriers prevented them from achieving professional training needs.

5. It is concluded that most of educational leaders receive professional training.

6. Most of the educational leaders felt that they remain more effective and met the professional training needs after getting training previously.

7. Most of respondents felt that the educational leaders are attachment with professional training organizations (2, 7).

8. Most of the educational leaders felt that they have prioritize and support research activities in the departments. On the other hand, most of the faculty members believe that the educational leaders did not show interest in research activities of the departments (8, 6)

9. It concluded that educational leaders support researchers while getting funds from donor agencies (finding 9, 7)

10. It concluded that that educational leaders facilitate the services & programs for improving the interpersonal skills of faculty members (finding 10, 11)

11. It was concluded that educational leaders use social media for communication with other professionals

12. It is concluded that most of educational leaders got training in inter personal skills.

13. It is concluded that professional trainings enhance ability to deliver instructions and assess student's achievements.

14. It is concluded that most of educational leaders collaborate/plan/articulate with department colleagues (13, 14).

15. Both educational leaders and faculty members were satisfied with the achievements their department

16. It is concluded that most of educational leaders regularly monitor, evaluate the activities of the department

17. It was concluded that most of educational leaders are aware of the barrier to the success of their department(s)

18. It is concluded that most of the educational leaders are eager to implement standard based instructions in their departments (finding 18, 4)

19. It is concluded that most of educational leaders perform duties in an efficient and expeditious manner

20. It is concluded that the educational leaders do not provide opportunities for professional development of faculty members

21. It is concluded that the educational leaders have clear vision to arrange academic activities

22. It is concluded that educational leaders take interest in promoting research

23. It is concluded that most of the educational leaders consult with faculty members in decision making

24. It is concluded that most of educational leaders delegate power to their sub-ordinates

25. It is concluded that most of the educational leaders possess even minor skills like budgeting

26. It is concluded that most of the faculty members believe that their educational leaders become more effective after getting professional trainings.

5.4 RECOMMENDATIONS.

1. Needs assessment is ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization to accomplish its objectives. Proper system for identifying future professional training need to exit in every University/DAI and training organizations at provincial and federal levels.

2. Professional training needs of educational leaders should be assessed at interval 6-12 months.

3. The process of needs assessment for professional training should be documented.

4. Professional trainings for educational leaders should be developed in accordance with their capabilities and responsibilities.

5. Open Courses or scheduled courses should be held with predetermined dates and locations for educational leaders, faculty members and University administrators/employees of any of the University/DAIs.

6. On Campus Courses (University specific courses) which may be delivered on campuses may be conducted for educational leaders.

7. Distance or online training courses: may be arranged for educational leaders. Whether paper-based or online, will allow them to study at home, at work or any location of they are choosing, completing the course material at their own place.

8. Executive Training Courses: Executive training refers to programs delivered at leading Universities and Business Schools, targeting senior executives and leaders. The same conducted for leadership of high caliber at leading national institutions or in foreign countries.

5.4 Further Research

This type of research is not frequently conducted in major areas of education in Khyber Pakhtunkhwa as well as Pakistan. To learn what our group or community members see as the most important needs of the group or community is seldom headed. The results of the need assessment then guide future action. Generally, the needs that are rated most important are the ones that get addressed.

i.   Need Assessment survey should be incorporated in major of provincial and national educational programs like launching of new educational programs, development of curriculum, so that the planning and evaluation of these programs can be carried out in proper way.

ii. The efficiency of different training programs can be enhanced if their needs assessment is conducted properly and the same is made a part of planning.

iii. Trainings should be made more target oriented and economical if need assessment is conducted prior to their occurrence

iv. This study will inculcate new areas of professional development in general and in higher education in particular.

v.   This research will be useful for other researches in field of University leadership. New

horizons in the field of educational leadership at tertiary educational level can be explored

by taking its foundation.

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The Social Sciences faculties/departments of the following public sector Universities/DAIs of KP were selected/surveyed for the study

S. No.	Universities
1.	University of Swabi, Swabi
2.	University of Hazara, Mansehra
3.	Shaheed Benazir Bhutto University, Sheringal, Dir
4.	University of Swat, Swat
5.	University of Malakand, Chakdara, Dir, Malakand
6.	Abdul Wali Khan University, Mardan
7.	University of Haripur, Haripur
8.	University of Science & Technology, Bannu
9.	Kohat University of Science and Technology, Kohat
10.	Bacha Khan University, Charsadda
11.	Abdul Wali Khan University, Mardan
12.	University of Peshawar, Peshawar
13.	Khushal Khan Khattak University, Karak
14.	Khyber Pakhtunkhwa Agricultural University, Peshawar

For Content Validity Ratio

Name: **Institution:**

Designation: .   **Signature:**

Questionnaire for educational leaders

S. No	Interview Items	Yes	No
1.	Are Professional training needs of educational leaders should be assessed at the interval of 6-12 months?		
2.	The process of need assessment for professional training should be documented.		
3.	Managerial barriers prevent the educational leaders from achieving professional training needs.		
4.	Your educational leader is linked with professional training organizations.		
5.	You are inspired by the strategic vision of your education leader.		
6.	Your educational leader takes keen interest in promoting research.		
7.	Your educational leader plays active role in getting support of the funding agencies for research Promotion.		
8.	Your education leader perform his duties in an		

	efficient and expeditious manner.		
9.	The services and programs for improving interpersonal skills were properly provided and coordinated at the department/faculty/Institute.		
10.	Professional trainings enhance you're the ability to deliver instructions, assess students achievements.		
11.	Your educational leader collaborate/plan/articulate with grade level/department colleagues.		
12.	You are satisfied with the academic achievements of department/faculty/Institute.		
13.	The monitoring, evaluation and recognition process of department/faculty/Institute is efficient and trustworthy.		
14.	You education leader is aware of barriers to success for students at this department.		
15.	Your educational leader is engaged in your department's efforts to understand and implement standard-based instruction.		

For Content Validity Ratio

Name: Institution:

Designation: Signature:

Questionnaire from faculty members

S. No	Questionnaire Items	Essential	Necessary but not essential	Not essential
1.	Professional training needs of educational leaders should be assessed at the interval of 6-12 months.			
2.	The process of need assessment for professional training should be documented.			
3.	Managerial barriers prevent the educational leaders from achieving professional training needs.			
4.	Your educational leader is linked with professional training organizations.			
5.	You are inspired by the strategic vision of your education leader.			
6.	Your educational leader takes keen interest in promoting research.			
7.	Your educational leader plays active role in getting support of the funding			

	agencies for research Promotion.			
8.	Your education leader perform his duties in an efficient and expeditious manner.			
9.	The services and programs for improving interpersonal skills were properly provided and coordinated at the department/faculty/Institute.			
10.	Professional trainings enhance you're the ability to deliver instructions, assess students achievements.			
11.	Your educational leader collaborate/plan/articulate with grade level/department colleagues.			
12.	You are satisfied with the academic achievements of department/faculty/Institute.			
13.	The monitoring, evaluation and recognition process of department/faculty/Institute is efficient and trustworthy.			
14.	You education leader is aware of barriers to success for students at this department.			
15.	Your educational leader is engaged in your department's efforts to understand and implement standard-based instruction.			
16.	Any other.			

Final version

Questionnaire Survey for Educational Leader (Chairman, Director, Dean)

1. Have you got proper system for identifying future professional training needs in your department/University?

2. Do you think that Professional training needs of educational leaders be assessed at the interval of 6-12 months?

3. Do you think it necessary that the process of needs assessment for professional training should be documented?

4. Do you agree that managerial barriers may prevent the educational leaders from achieving professional training needs?

5. Have you received any professional training(s) previously?

6. Whether the professional trainings you received earlier, proved effective and met the training needs?

7. Have you got link with professional training organizations?

8. Do you prioritize and support research activities in your department?

9. Do you play active role in getting funds from donor agencies for research Promotion in your department?

10. Do you facilitate the services and programs for improving interpersonal skills of your faculty members?

11. Do you use social media (twitter, linked in, face book, Blog etc.) for communication with other professionals

12. Would you like to receive training in any of the interpersonal skill?

13. Whether professional trainings enhance your ability to deliver instructions, assess students' achievements?

14. Whether you collaborate/plan/articulate with department colleagues?

15. Are you satisfied with the academic achievements of your department?

16. Do you regularly monitor, evaluate the activities of your department?

17. Are you aware of barriers to success for students at this department?

18. Are you interested to implement standard-based instruction in the department

Need Assessment for Professional Training of Educational Leaders in Public Sector Universities of Khyber Pakhtunkhwa

Name: _____   Institution: _____

Designation: _____   Date _____

Researcher: Mushtaq Ali
Reg. No.150-FSS/MSEDU/S13
MS Education Student, IIU Islamabad

Questionnaire to be filled by faculty members

Instruction: (5-point Likert scale is given after each question, please mark the box you think the most appropriate)

19. Your Chairman/Director perform his duties in an efficient and expeditious manner.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. Your Chairman/Director is linked with professional training organizations

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. Your Chairman/Director provides opportunities for professional development of faculty members.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

22. Your Chairman/Director is engaged in your department's efforts to understand and implement standard-hased instruction.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

23. Your Chairman/Director has clear vision to organize academic activities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

24. Your Chairman/Director takes interest in promoting research

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

25. Your Chairman/Director plays active role in getting support of the funding agencies for research Promotion

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

26. Your Chairman/Director consult with faculty members in decision making

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

27. Your Chairman/Director delegates powers to suh- ordinates.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

28. Your Chairman/Director have hudgeting skills.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. The services and programs for improving interpersonal skills were properly provided and coordinated at the department/faculty/Institute.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

30. The monitoring and evaluation process of department/faculty/ Institute is efficient and trustworthy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

31. Your Chairman/Director collaborate/plan/articulate with department colleagues.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

32. You are satisfied with the academic achievements of department/faculty/Institute.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. Your Chairman/Director is aware of barriers to success for students at this department.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

34. Your Chairman/Director/Dean has become more effective after getting professional training(s) if any.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Thanks

List of Experts who have validated the Questionnaires

1. Prof. Dr. N. B Jummani (Professor & Dean FSS IIUI)

2. Dr. Abdul Zahoor Khan (Assistant, Department of History & Pakistan Studies, IIUI)

3. Dr. Saeed-ul-Hasan Chishti (Director, Institute of Professional Development (IPD), iiui

4. Prof. Dr. Zahid Anwar, Department of Political Science, University of Peshawar, Peshawar

5. Prof. Dr. Wasim Khan, Department of Education, Qurtaba University, Peshawar

6. Dr. Muhammad Tahir Ali Shah, Deputy Director, Academics Division, HEC

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10. Mr. Ali Nawaz, Senior Researcher, Ministry of Inter provincial Coordination, Islamabad

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12. Mr. Sanaullah Ansari, Lecturer, Management Sciences Department, ZABIST, Islamabad

13. Ms. Noshaba Awais, Deputy Director, Research & Development Division, HEC, Islamabad

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15. Mr. Kashif Suhail Malik, Master Trainer/Consultant, IPD, IIUI

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