

Evaluation of Effectiveness of Connecting Classrooms Project (CCP) for Teacher Development in Public and Private Schools of Khyber Pukhtunkhawa

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ABSTRACT

The teacher training plays a vital role in enhancing efficiency and effectiveness of education. It is a considered an effective tool for ensuring quality of education delivery. In order to foster teacher training, the British Council started a Connecting Classroom Project (CCP). The present study was undertaken to evaluate the effectiveness training which were imparted to teachers of selected schools under this project. The objectives of the study were: a) to investigate the effectiveness of CCP on principal's performance in the light of CCP objectives in public and private sector; b) to examine the effectiveness of teacher development program on teachers in the light of training objectives of CCP; c) to compare the performance of trained teachers with untrained teachers in public and private sector working under CCP project; d) and to recommend remedial measures for the improvement of implementation process.

To collect data for study, "the Evaluation of Effectiveness of Connecting Classrooms Project for Teacher Development in Public and Private Schools of Khyber Pukhtunkhawa" the researcher developed some data collection instruments i.e. a structured questionnaire, rating sheet, and interview questionnaire. Using these instruments, the data was collected from selected sample i.e. 16 principals and 80 teachers (40 trained, 40 untrained) from sixteen schools (eight public and eight private). The rubric rating sheet was formulated to ask questions from principles. The structured interview was aimed at assessing various skills among the teachers and head teachers. Questionnaire for the teachers was developed after a thorough study of literature. The collected data were statistically analysed by calculating the percentage and the mean scores of the responses. Statistical Package for Social Sciences (SPSS) was used as a data analysis tool. The findings reveal that CCP training has improved school principals' leadership skills, communication skills, management skills, and coaching skills. The trainings also has removed misconceptions of the principals and teachers about different civilizations, and built strong links between stakeholders. The trainings have increased information technology related skills as well. CCP has improved teaching skills of teachers. The teaching skills of trained teachers are better than untrained teachers. The findings show that in multiple comparisons of classroom management skills, there is significant difference between trained and untrained teachers.

KEYWORDS: teacher training, teacher development, connecting classroom project, effectiveness, quality of education delivery, classroom management skills

1. INTRODUCTION

Teacher training remains on the heart of quality education. It plays a vital role in enhancing the capacity of teachers towards delivering education effectively. Contents in training variably change according to the objectives and nature of the training. There may several objectives for training and even may only one objective for training. The significance of successful teaching in universal, knowledge-based societies cannot be loud. In a world that is rich in information and message technology, and characterized by compound social, financial, cultural and political relations, young people require high stage analytical skills and a skill to relevant knowledge to new and dissimilar situations. The degree to which students build up these capacities will depend in large part on the quality of teaching they experience at school Professional development refers to "activities to enhance professional career growth." Such activities may include individual development, continuing education and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring (Asher, 1979).

However, teaching is a complex and challenging work. Teachers need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimize learning. They need access to ongoing and high quality professional learning opportunities to develop and enhance the necessary skills and understandings. Like the members of other professions, teachers need to be

regular learners who see their own learning as being basic association of the occupation rather than something that is minor or elective (Asher, 1979).

The plan for public schools places teacher excellence at the very center of knowledge. The research asserts that, in order to be effective, teachers need a deep understanding of their subject area, information of how students learn exact subject and a variety of strategies and practices that support student knowledge. The research also affirms that appealing teachers in high excellence specialized learning is the most successful way to get better teacher efficiency, education is an active career. As new information about teaching and knowledge emerges, new types of skill are required by educators. Teachers must keep abreast with this knowledge base and use it to continually to refine their abstract and pedagogical skills. This is of most importance for teachers and education that how students learn. The rising proof base about student knowledge forms a forceful case for engaging teachers in highly effective professional learning and has reflective implications for who is trained, how it is trained, and how learning is evaluate Professional development refers to "activities to enhance professional career growth." Such activities may include individual development, continuing education and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring (Asher, 1979).

With the ongoing interest in education for long lasting program development, there is need to produce high excellence training materials for teacher development. Presently, government of Pakistan in collaboration with the United Kingdom educational and cultural organization, British Council has started a "Connecting Classrooms Project" to improve the present process of teaching and learning by suggesting changes that can be effective to the whole school system, particularly in Khyber Pukhtoonkhwa province. British Council is the United Kingdom's international organization for cultural relations and educational opportunities. Connecting Classrooms Project is a school partnership project which aims to build effective partnerships between schools and teachers in both countries e.g. UK and Pakistan. Connecting classrooms project has a cluster approach where eight or nine schools are working in one cluster collaboratively.

Study Objectives

The following objectives were envisaged to be achieved under this study:

- To investigate the effectiveness of CCP on principal's performance in the light of CCP objectives in public and private sector.
- To examine the effectiveness of teacher development program on teachers in the light of training objectives of CCP.
- To compare the performance of trained teachers with untrained teachers in public and private sector working under CCP project.
- To recommend remedial measures for the improvement of implementation process.

Research Questions

Although primary purpose of the study was to assess the effectiveness of connecting classroom project; however the following research questions were set to answer under this study:

- What is the effectiveness of CCP in enhancing performance of principals and teachers?
- What is role of CCP trainings in professional development of teachers?
- How the performance of trained teachers is better than untrained teachers?
- What is role of CCP trainings in enhancing leadership skills of school principals?
- Is the professional training necessary for effective school management?

2. LITERATURE REVIEW

The literature was reviewed on following components of education and training:

Education

Education is a universal practice engaged in by societies at all stages of development. Education is merely the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is really important about being and becoming educated. Similarly character education can be defined as, "any conscious or overt effort to influence the development of desirable individual qualities or traits" (Hoge, 2002). Education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed. Education is the inherent right and basic need of man. Without getting proper education man is unable to develop his mental and physical capabilities. That is why education is considered as a process through

which one can bring behavioral changes and formation of manners. Butler (1957) defines education as 'an activity or endeavour in which the more mature of human society deal with the less mature, in order to achieve a greater maturity in them and contribute thereby to the improvement of human life'.

Teacher Role in Educational Process

Teaching is an art not a science. It is very dangerous to apply the aims and methods of science to human beings and individuals. Teaching is more to be like painting a picture or making music than inducing a chemical reaction. However, teaching is a specialized field which follows specialized methods and principles. Kaniz (1977) "teaching process includes content, task analysis, teaching objectives, nature of learning, types of learning experiences, interest of pupils, their attitudes, abilities, needs, mental level and entering behavior, teaching including transmission of information and creating appropriate situations and conditions of proposing activities designed to facilitate learning teaching is a dynamic and well planned process" Teachers play many roles, some of their roles have little to do with one another and many are even in conflict. Reflecting on the range of a teacher's responsibilities, teachers are expected to be psychologists, sociologists, social workers, babysitters coaches, club advisors and police, they are also expected to be patient and understanding while accepting verbal and physical abuse.

Teacher's Professional Development

Professional development refers to skills and knowledge attained for both personal development and career advancement. The process of obtaining the skills, qualifications, and experience that allow one to make progress in one's career. The term "professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement – Education for sustainable development is identified to be very crucial and main to the success of long-lasting progress. The progress of the school depends on how well the school is able to handle experience, reflections, innovations and co-operations. It is the responsibility of school managers to facilitate such processes. The principals should organize school in such a manner that knowledge of the teachers remains enhancing rapidly. The principal is expected to understand the theory and exercise of the school as a learning situation. Iqbal (1996) states that teaching is an art like all other arts; it can be learned with varying degree of proficiency.

In general, Asher (1979) views research in education as crucially important in seeking valuable information towards educational improvement. Information gathered from research enables educators to examine current issues in education. Through research gaps in knowledge can be filled by broadening one's perspectives and helping to develop new ideas or practices. Through educational research policy makers, administrators and school boards can discuss current educational issues raised by the researchers' studies and analyse their different perspectives on selected results. In terms of the researcher's personal skills, research is 'a tool for constructing and developing the individual's skill of writing, organising, conceptualising and presenting data in a fact-finding exercise'.

Teacher Training in Pakistan

Teacher training in Pakistan is primarily a provincial responsibility. Generally, applicants to most teacher training institutes outnumber the spaces available. But the shortage is not just in spaces. It is also found that facilities for teacher training opportunities are too scarce, especially in certain places like Baluchistan, and particularly for female teachers. This is a tragedy considering that Pakistan's rate of female literacy is abysmal. Pakistan's federal government also plays a role in teacher training through its Curriculum wing which is also responsible for teacher education institutions. Primary school teachers seeking employment in government schools are trained in three ways: through Government Colleges of Elementary Education (GCETs), the distance education program of the Allama Iqbal Open University and teacher training courses administered in high schools. The graduates of these institutions are taught a similar curriculum, and receive the Primary Teaching Certificate (PTC) at the end of a course that lasts for one year (Siddiqui, 1997).

About 12,000 teachers are trained in the 76 GCETs every year, and close to 8,000 are trained through the distance learning program. In some provinces, crash courses have also been arranged to reduce the backlog of teachers who are not trained for their jobs. In terms of the country's private schools, a number of the major ones have their own teacher training programs. To be accepted into the PTC course, an applicant must have a minimum of ten years of schooling. However, the government of the province of Punjab raised this bar recently and fixed the minimum to 12 years of schooling for admission to the PTC course. The PTC course is for only one year while in reality it is shorter. In addition to this problem the curriculum for pre-service training is overloaded. In general, the courses do not significantly improve a teacher's knowledge of a particular subject matter or teaching skills (Siddiqui, 1997).

Connecting Classrooms Project

Connecting classrooms project aims at building valuable partnerships between schools and educationists in the UK and Khyber Pukhtoonkhwa Province. This partnership plan has a cluster approach. It has schools in Pakistan partnering with schools in UK to make a cluster of eight schools working in one cluster collaboratively. In KPK there are eight clusters working under CCP. These are Peshawar 1, Peshawar Urban, Peshawar Rural, Charsada, Swabi, Mardan, Haripur and Abbottabad. The objectives of CCP Project are to give professional development to teachers, improve their communication skills, active citizenship and globalization. Schools will work together to plan and apply curriculum-based projects based on three themes: intercultural dialogue, active citizenship and skills for employment. These themes together will address the disconnection which young people feel from job and life. This programme aims to help young people between the ages of 4-18 in the UK and Pakistan develops informed and positive perceptions of each other cultures. Working with schools overseas is a great way to motivate pupils and can be professionally as well as personally rewarding for both staff and the wider school community. While these and other initiatives are greeted, it is clear that the quantity and quality of teacher training program in Pakistan must improve the next generation of Pakistanis to be better educated and better citizens than previous ones.

3. METHODOLOGY

The following procedure was adopted to conduct the study. The study was aimed to evaluate the effectiveness of connecting classrooms project (CCP) for teacher development in public and private schools of Khyber Pukhtoonkhwa. The study was exploratory in nature with mixed method design.

Population

Though, forty schools have been involved in CCP from Khyber Pukhtoonkhwa province. There are forty principals and two 220 teachers of all 40 public and private schools under CCP project of Khyber Pukhtoonkhwa. Thus 40 principals and teachers 220 of eight private and 32 public schools constituted the population of this study.

Sample

Eight schools from private sector and eight schools from government sector were selected using random sampling for the study. From each selected school the head of the institution was taken as respondent and five trained teachers and five untrained teachers from each sample school were selected from all schools. Thus sample size was 16 principals, 80 teachers (40 trained, 40 un-trained) from sixteen schools (eight public and eight private).

Research Instruments

Three research tools namely questionnaire for teachers, a checklist by a rubric to evaluate the performance skills of teachers, and a structured interview from the head teachers had been developed for data collection. The rubric rating sheet was formulated to assess six areas like communications skills, planning and preparation lessons, classroom management skills, community outreach skills, information management skills and team work skills. The structured interview was aimed at assessing various skills among the teachers and head teachers. Questionnaire for the teachers was developed after a thorough study of literature related to British Council and the objectives of the project connecting classrooms project. This questionnaire was framed on five point likert scale. This questionnaire was developed to probe English communication skills, computer assistance, team building, activity based methodology, creating and communicating a vision, community engagement and professional development, school and classroom management and improvement, internationalization of curriculum.

Data Collection

The researcher personally visited every school of the sample for the distribution and collection of the questionnaires. These sample questionnaires were distributed among principal and sample teachers of the schools. Clear instructions were provided to the respondents to fill in the questionnaire and respondents were assured that information provided by them will be kept confidential and data will be used only for research purposes. Documents of the yearly performance review of eight clusters were personally collected from cluster coordinator for evaluation.

Data Analysis

Date collected through questionnaires was presented on tally sheets, and then arranged into tables. Mean, median, standard deviation, t-test were used for data analysis. The analyzed data yielded findings of the study

and conclusions were drawn in the light of findings. On the basis of the research findings and conclusions, recommendations were made for further improvement of this research.

4. RESULTS AND DISCUSSION

The results show that two out of eight principals from private sector have no Skype ID but all have e-mail ID while in public sector three out of eight principals have no Skype ID but all have e-mail ID. The heads having no Skype ID were only depending on e-mail for communication while others were in practice to use both sources of communication on regular basis. All the principals from both sector acknowledged British council as a good friend and colleague because the staff in their schools was provided professional development training, they themselves got chance to visit UK and their institutions got financial assistance. They also recognized British Council for providing them and their students the opportunity to be member of global community. About the quality of trainings, mostly the heads of institutions admired the training in different words: e.g. someone said “These were high quality professional trainings and trainers have excellent subject knowledge more over they provided very peaceful environment”, the other replied “Excellent and high quality professional trainings, and I got confidence through these trainings”. These responses indicate that high quality trainings were arranged through this project.

All principals in both sectors found these training very effective in the sense that these developed their leadership skills, and they felt more successful and confident after attending trainings. For example, one principal responded “Through CCP Professional Trainings I have improved my leadership skills and now I am utilizing these skills which I received from CCP trainings. Now my leadership is effective” and “These training enable me to work in better environment and my coordination with my teachers and stake holders is much more and I give this credit to CCP trainings”. Thus the principals viewed the training as effective for their leadership. Almost all the principals in public and private schools found CCP effective for their schools. More than half of the principals were ignorant about the use of computer in their profession but now they are using it effectively as it is evident from verbatim “No before trainings of CCP there was a computer lab in my school but it was not in functional condition. Now it is functional” and “I just use to hear computer for only music now I work on MS Office and Excel too”. Hence through training under this project, the principals were able to use information technologies for their daily requirements.

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

Teachers	Strongly Disagree		disagree		Neutral		Agree		Strongly Agree		Mean frequency (f)	
	No.	%	No.	%	No.	%	No.	%	No.	%		
Trained Teachers	80	01	1.25	05	6.25	2.0	25	34	42.5	20	25	3.83
Un-trained Teachers	80	23	28.75	02	2.5	50	62.5	5	6.25	--	--	2.46

In the group of trained teachers 25% strongly agreed and 42.5% teachers agreed with the statement, “The trainings of British council professional development met my expectations”, on the other hand 6.25% untrained teachers agreed to the statement and values of mean frequency for trained teachers is 3.83 and untrained teachers 2.46 which indicated that trained teachers recommended the British Council trainings met their expectation.

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

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

In the group of trained teachers 18.75% strongly agreed and 40% teachers agreed with the statement, “Overall British Council trainings were of high quality trainings”, on the other hand 12.5% untrained teachers strongly agreed and 18.75 to the statement and values of mean frequency for trained teachers is 3.55 and untrained teachers 3.25 which indicated that trained teachers recommended the British Council trainings were of high quality trainings.

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

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

In the group of trained teachers 25% strongly agreed and 31.25% teachers “agreed” with the statement, “Connecting Classrooms Project (CCP) professional trainings improve the quality of leadership”, on the other hand, none of untrained teachers strongly agreed and 12.5% agreed to the statement and values of mean frequency of trained teachers is 3.43 and untrained teachers 2.25 which indicated that British Council trainings improved the quality of leadership.

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

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

In the group of trained teachers 25% strongly agreed and 50% teachers agreed with the statement, “Connecting Classrooms Project (CCP) professional trainings improving my teaching in school”, on the other hand none of untrained teachers agreed to the statement and values of mean frequency of trained teachers is 4.00 and untrained teachers 2.00 which indicated that trained teachers admitted that the British Council trainings improve their teaching in school.

In the group of trained teachers 37.5% strongly agreed and 25% teachers agreed with the statement, “Connecting Classrooms Project builds strong links between different stakeholders”. On the other hand, 12.5% untrained teachers strongly agreed and 37.5 to the statement, and value of mean frequency for trained teachers 3.00 and untrained teachers 3.50. In the group of trained teachers 25% strongly agreed and 25% teachers agreed with the statement, “Connecting Classrooms Project training my coaching skills are improved”. On the other hand, none of untrained teachers agreed to the statement, and value of mean frequency for trained teachers 3.43 and untrained teachers 2.25.

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

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

In the group of trained teachers 37.5% strongly agreed and 37.5% teachers agreed with the statement, “Connecting Classrooms Project training improved the quality of teaching”. On the other hand, 12.5% untrained teachers strongly agreed and 31.25 to the statement, and value of mean frequency for trained teachers is 4.12 and untrained teachers 3.12 which indicated that trained teachers are of the view that British Council trainings improved the quality of teaching.

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

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

In the group of trained teachers 25% strongly agreed and 12.5% teachers agreed with the statement, “CCP trainings improved teacher performance in classrooms management”. On the other hand, 12.5% untrained teachers strong agreed and 12.5 to the statement, and value of mean frequency for trained teachers is 3.25 and untrained teachers 2.87.

In the group of trained teachers 37.5% strongly agreed and 37.5% teachers agreed with the statement, “CCP creates useful link with community”. On the other hand, 12.5% untrained teachers strongly agreed and 25% to the statement, and value of mean frequency for trained teachers 3.87 and untrained teachers 3.12. In the group of trained teachers 12.5% strongly agreed and 37.5% teachers agreed with the statement, “CCP helped the teachers to identify the areas of weakness.” On the other hand, 12.5% untrained teachers agreed to the statement, and value of mean frequency for trained teachers is 3.12 and untrained teachers 2.37.

Analysis of Variance

Table 7: ANOVA showing significance difference between performances mean score in the area of communication skills.

Variables	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1485.919	3	495.306	90.8155	.000
Within Groups	850.825	156	5.454		
Total	2336.744	159			

The above table shows that f value is 90.82 within $p < .000$. Hence there is at least one pair of comparison groups that has significant difference in the communication skills mean scores. Further elaboration of this difference is illustrated in following post hoc table.

Table 8: ANOVA showing significance difference between performances mean score in the area of teacher’s performance in planning and preparation lessons

Variables	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1457.525	3	485.842	89.245	.000
Within Groups	849.250	156	5.444		
Total	2306.775	159			

The above table shows that value of f is 89.245 and value of p is .000. Hence there is at least one pair of comparison groups that has significant difference in the planning and preparation lessons skills mean skill scores. Further elaboration of this difference is illustrated in following post hoc table.

Table 9: ANOVA showing significance difference between performances mean score in the area of teacher’s performance in classrooms management skills

Variables	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1312.400	3	437.467	63.810	.000
Within Groups	1069.500	156	6.856		
Total	2381.900	159			

The above table shows that value of f is 63.81 with in $p < 0.05$. Hence there is at least one pair of comparison groups that has significant difference in the classrooms management skills’ mean scores. Further elaboration of this difference is illustrated in following post hoc table.

Table 10: ANOVA showing significance difference between performances mean score in the area of teacher’s team work skills.

Variables	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1470.650	3	490.217	79.129	.000
Within Groups	966.450	156	6.195		
Total	2437.100	159			

The above table shows that in the comparison of communication skills for comparative groups (Group –I public trained, public untrained, private trained, private untrained). There was a significant difference between at least one pair of groups ($f = 103.544$, $P > .05$) further comparison between different pairs is given in the multiple comparison in the following table.

Above discussed all results corroborate the research questions which were set before conduct of this study. The results show that CCP training improved school principals’ leadership skills, communication skills, management skills, and coaching skills. The trainings also removed misconceptions of the principals and

teachers about different civilizations, and built strong links between stakeholders. The principals now engage their teachers properly. They motivate teachers through various techniques towards their teachings. They now have good relationships with the teachers. The principals and teachers have good understanding among one another.

5. Conclusion

The study findings reveal that trainings have significantly contributed in enhancing skills and knowledge of teachers and principals. The results show that CCP training improved school principals' leadership skills, communication skills, management skills, and coaching skills. The trainings also removed misconceptions of the principals and teachers about different civilizations, and built strong links between stakeholders. The principals now engage their teachers properly. They motivate teachers through various techniques towards their teachings. They now have good relationships with the teachers. The principals and teachers have good understanding among one another.

The trainings have increased information technology related skills as well. Half of principals and teachers are able to use computer technology like MS office able to do emails and Skype after CCP trainings. Furthermore, the schools have also received information technology related equipment like computers, camera, overhead projector and internet facility etc. It shows that all principals have e-mail ID. All cluster principle and teachers recommended BC as a good friend and CCP trainings as high quality trainings. For majority of principals CCP training improved their leadership skills communication skills management skills, coaching skills, removed misconceptions about different civilizations, have strong links between stakeholders and CCP was effective for their schools. Mostly the principals and teachers used computer technology as they were able to work in MS office able to do emails and use Skype after CCP trainings. All principals and teachers of KP cluster agreed that CCP provide equal facilities. Majority principals agreed that after CCP training they involve community and they are able to identify people's strength and weakness, and they are now able to work in team affectivity. Teachers who got trainings recommended BC as a good friend and colleague to CCP training met their expectations and the trainings were high quality trainings while had contradictory views.

The present study also showed that majority of the teachers who got trainings said that CCP helped in removing misconceptions and put positive impact on their personal and on the planning preparation skills, while untrained teacher had different opinion half as the trained teachers admitted that CCP trainings helped strong links among stake holders, helped teachers to work in a team, effective evaluations of their teaching effective planning and preparing lessons while untrained teachers had contradictory views. In classrooms management teachers wants more trainings. The comparison of statistical value of trained and untrained teachers showed significant difference. Majority principals agreed that after CCP training they involve community and they are able to identify people's strength and weakness. Majority agreed that after CCP training they are now able to work in team affectivity.

6. Recommendations

On the basis of study findings, the following recommendations have been proposed to make this program more effective:

- The trainings which were given under CCP have wider impact on teachers and principals; as these trainings have improved their leadership, management and coaching skills. Considering its effectiveness, these trainings should be continued in a long run, and should be replicated to other cities and provinces/parts of country as well, with the same spirit.
- The training graduates although were feeling satisfaction of what they attended and learned. They however were found complaining against the short length of these trainings. The duration of such trainings therefore should be extended so that the trainees have adequate time to learn and practice new skills.
- This was highly meaningful for the teachers and principals to learn how to engage other stakeholders to the school activities. They however were found much more interested in learning skills which were related to classroom management. Therefore, ample consideration and time should be allocated for classroom management skills.

- The teachers, who have received these trainings, are more confident to perform their responsibilities in a professional manner. While those who could not attend these trainings, are far away from this confidence and many new skills. Carpet coverage of these trainings should be ensured for all teachers so that all of them may enhance and upgrade their knowledge and skills to manage their classrooms.
- No doubt these trainings were very effective for teachers and principals; but follow up of these trainings may contribute to enhance effectiveness of these trainings. Under this research, 11 principals out of 16 have made their Skype ID and they are using it. A rigorous follow up of these trainings should be kept to maximize their benefits.
- Out of sixteen principals, only twelve principals agreed that CCP professional trainings have improved their communication skills while four principals said that their communication skills were already good. This shows that these trainings could not prove beneficial for those four principals. It reveals two things; either these trainings were not designed as per their needs or appropriate (needful) principals were not selected for trainings. Therefore, a stringent consideration should be paid while selecting candidates and contents for trainings.
- For future, the students should concentrate on exploring the potential impacts of such trainings on extra role behaviors of the teachers.

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