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Journal of
**Humanities &
Social Sciences**

JHSS XIX, No. 1, 2011

The Impact of Overseas Fellowship Training on the Quality of Educational Management in Pakistan

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Abstract

This article is mainly concerned with the impact of Overseas Fellowship Training (OFT) imparted through the ADB assisted Teacher Training Project on the quality of educational management. The Teacher Training project was started in 1994 and closed in 2001. Overseas Fellowship training was imparted to educational managers/teacher educators abroad in 1998 to broaden their vision about educational management.

Population of the study consisted of 92 educational managers/teacher educators, who received Overseas Fellowship training. The study was carried out on a sample of 30 educational managers/teacher educators selected from the population of the study. This study will help to educate managers/teacher educators to understand the problems of management system.

The majority of the respondents agreed that the Overseas Fellowship training was effective as a whole. A positive change was also noticed in their behaviour. However, our analysis revealed that some areas of management were found to be deficient, i.e., monitoring the institutions' broad aims and objectives, written strategic plan, library/resource centres, open access to learning resources, building/classrooms and labs upkeep, well planned and organized learning environment, teaching and learning strategies, review and evaluation system in the institutions.

Keywords: Teacher training/education; educational management; ADB; overseas training

Introduction

Education is a process which provides mental, physical, ideological and moral training to the individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose (Iqbal, 1996).

Educational management is a field of study and practice concerned with the operations of educational organizations. There is no single generally accepted definition of the subject because its development has drawn heavily on several more firmly established disciplines including sociology, political science and economic (Bush, 1986). Educational management is the process of relating resources to objectives required in organization which explicitly exists to provide education (Namita, 2001).

Quality refers to the standard of excellence desired to contribute to high levels of student's achievement. It is seen as the level of the excellence of the facilities, training equipment, instructional materials, curriculum, teachers and management used in the education process to boost student learning. Quality measures the degree to which the resources and efforts used meet certain agreed standards, and it is, in some way, complementary to effectiveness (ADB, 1992). The standards usually refer to expected or actual student attainment in terms of grading of performance. Quality is used in an even broader manner and with much variability in meaning, and may refer to a number of things, including individual student performance, the student learning experience, the teaching provided etc. (Fry, *et al*, 2004).

National Education Policy (1998-2010) envisaged that the quality concerns of teacher education relate to policy formulation and planning, development and management of teacher education programmes, provision of adequate infrastructure to training institutions, pre-service and continuous in-service education of teacher educators, regular enrichment of curriculum content, methods, evaluation techniques, teaching aids and other teacher related resources (Government of Pakistan, 1998).

In 1990, the Asian Development Bank approved a Project Preparatory Technical Assistance to prepare a detailed proposal for a Teacher Training Project in Pakistan. It aimed at upgrading the quality of teacher training and performance, increasing the number of trained female teachers in the rural areas,

strengthening the relevance of training curriculum, methodology and materials, and promoting efficiency and effectiveness in policy making, management and resource generation of the teacher education sub sector. Under this Project, this was the first time in Pakistan in which teacher education was approached as a sub sector unto itself, and not as a minor component of a sub sector program (ADB, 1992). In 1992, the Government adopted the New Education Policy, which provided the policy framework to guide the development of the education sector during the 1990s (ADB, 1992a).

The Teacher Training Project was approved in December 1992. ADB approved a loan of US \$52.1 Million (Rs.1747.00 Million) for federal/ four provinces (Rs.1276.5 Million by ADB and Rs.470.00 Million by Government of Pakistan).The loan was declared effective in October 1993 by the ADB. Implementation for the Project was started in September 1994 for five years. The project was extended by the ADB for one year up to December 1999 and subsequently up to 31st December 2000 (Government of Pakistan, 2001a).

This project aimed at expanding teacher training capacity, increasing access to training opportunities for female teachers, improving the quality through major revision of teacher training curricula, supply of instructional materials and library books, training of trainers, in-service training and domestic and overseas fellowships, improvement of management and coordination of Teacher training through the establishment of a Technical Panel for Teacher Education (TPTE), training of Principals and staff of the Ministry of Education (MoE), Provincial Education Departments (PEDs), and the Bureau of Curriculum and Education Extension centres (BCEECs) (Govt. of Pakistan, 2001).

The Overseas Fellowship Training was imparted in Malaysia, Thai land, Philippine, Australia and Singapore in the following seven areas:

- a) Curriculum development
- b) Material development
- c) Educational technology
- d) Non -formal education
- e) Introduction/use/development of A.V aids
- f) Institutional/project management
- g) Use of A.V aids and educational technology

(The Government of Pakistan, 1992)

Approximately, 138,500 managers and staff of project-related institutions, master trainers, teachers and administrators have completed needs-based training, in the country and abroad (ADB, 2002).

Objectives of the Study

Following were the objectives of the study:

1. To find out the impact of Overseas Fellowship training programme imparted through the ADB Teacher Training Project on the quality of educational management in Pakistan
2. To learn whether educational management techniques have really improved as a result of the training
3. To give recommendations for further training programmes through Overseas Fellowship training

Significance of the Study

The study has immense importance for the educational planners and policy-makers because there is a dire need to revitalize teacher education on sound research findings. The study will provide guidelines for the improvement of various aspects of educational management. Moreover, the findings of this study may be helpful for the educational managers to understand the problems in management system. The research findings and recommendations of the study will provide strategic guidelines to the Government and donor agencies for devising and implementing new teacher training projects more effectively.

Research Methodology

It was a descriptive/survey type research study.

Population

Population of the study consisted of all the (92) educational managers/teacher educators trained through Overseas Fellowship training from all the Pakistan.

Sample

A Systematic Random Sampling technique was used for the selection of respondents. Thirty educational managers/teacher educators (one third of the population) were selected from population of the study.

Research Instrument

A questionnaire was designed for educational managers/teacher educators on five point and three point Likert scales. The instrument was validated by pilot testing on five educational managers/teacher educators. On the basis of feedback received through pilot testing, the instrument was modified and administered to the sample of the study.

Data Collection and Analysis

Data were collected through personal visits to the sample of the study. The collected data were tabulated, analysed and interpreted keeping in view the objectives of the study. For the statistical analysis, Chi- Square formula was used.

Results

Table 1:

Objectives of Overseas Fellowship training and job requirements

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
Objectives were achieved	7	20	0	3	0	46.33*
Objectives were according to the needs of the country	6	17	2	5	0	29.00*
OFT was according to trainees' job requirement	11	14	3	2	0	25.00*

* Significant $df = 4$ $P = 0.05$ Table value at 0.05 = 9.49

Table 1 depicts that:

- i. The calculated value of χ^2 was found to be 46.33, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement “the objectives of Overseas Fellowship training were achieved” is accepted.
- ii. The calculated value of χ^2 was found to be 29.00, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement “objectives of Overseas Fellowship training were according to the need of the country” is accepted.
- iii. The calculated value of χ^2 was found to be 25.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement “the Overseas Fellowship training was according to the job requirement of the trainees” is accepted.

Table 2:

Competence of the master trainers and modules/ instructional material

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
Master trainers were Competent.	13	15	2	0	0	36.33*
Modules/material were understandable and adequate	13	11	1	5	6	22.67*

* Significant df = 4 P = 0.05 Table value at 0.05 = 9.49

Table 2 shows that:

- i. The calculated value of χ^2 was found to be 36.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence the statement “the master trainers of Overseas Fellowship training were competent” is accepted.
- ii. The calculated value of χ^2 was found to be 22.67, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement “The modules provided during training were understandable and adequate” is accepted.

Table 3:

Improvement in educational management

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
OFT helped educational managers to develop conducive environment in their organizations	6	19	2	3	0	28.33*
OFT helped educational managers to solve administrative problems in their organizations	3	13	7	7	0	16.00*
OFT helped improve efficiency	4	21	5	0	0	50.33*
OFT helped streamline official work	5	12	6	7	0	12.33*

*Significant $df = 4$ $P = 0.05$ Table value at $0.05 = 9.49$

Table 3 indicates that:

- i. The calculated value of χ^2 was found to be 28.33, which is greater than the table value 9.49 at $df = 4$. The difference is significant. Hence, the statement “the Overseas Fellowship training helped educational managers in the development of conducive environment in their organization” is accepted.
- ii. The calculated value of χ^2 was found to be 16.00, which is greater than the table value 9.49 at $df = 4$. The difference is significant. Hence, the statement “the Overseas Fellowship training helped educational managers to solve the administrative problems in their organization” is accepted.
- iii. The calculated value of χ^2 was found to be 50.33, which is greater than the table value 9.49 at $df = 4$. The difference is significant. Hence, the statement “the efficiency of work improved after receiving Overseas Fellowship training” is accepted.

- iv. The calculated value of χ^2 was found to be 12.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement “the official work is streamlined after receiving Overseas Fellowship training” is accepted.

Table 4:

Change in behaviour/attitude and development of skills

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
OFT changed the behaviour/attitude of educational managers about institutional/ organisational management	7	18	4	1	0	35.00*
OFT improved their skill of developing budget of their organizations/ institutions	4	10	12	1	3	15.00*

*Significant df = 4 P = 0.05 Table value at 0.05 = 9.49

Table 4 depicts that:

- i. The calculated value of χ^2 was found to be 35.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement “Overseas Fellowship training modified the behaviour/attitude of educational managers about management of the institution/ organization” is accepted.
- ii. The calculated value of χ^2 was found to be 15.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement “Overseas Fellowship training improved skill for the development of budget of the organization/ institution” is accepted.

Table 5:

Monitoring by educational managers

Statements	Maximum	To some extent	Not at all	χ^2
Institution's broad aims and Objectives	10	15	5	5.00**
Institutions' written strategic plan	8	15	7	3.80**
The library/resource centre	10	14	6	3.20**
Open access to learning resource.	8	15	7	3.80**
Open access to computer facilities.	5	17	8	7.80*
Opportunities for students to organize the academic activities.	6	17	7	7.40*
Building, the classrooms and labs upkeep.	12	12	6	2.40**
Well planned and organized learning environment.	12	8	10	0.80**
The teaching and learning strategies.	8	12	10	0.80**
Review and evaluation system in the institutions.	7	15	8	3.80**

*Significant/**Insignificant df = 2 P = 0.05

Table value at 0.05 = 5.99

Table 5 indicates that:

- i. The calculated value of χ^2 was found to be 5.00, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the institution's broad aims and objectives" is rejected.
- ii. The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the

- statement “educational managers monitor the institutions’ written strategic plan” is rejected.
- iii. The calculated value of χ^2 was found to be 3.20, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the library/resource center” is rejected.
 - iv. The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the open access to learning resources” is rejected.
 - v. The calculated value of χ^2 was found to be 7.80, which is greater than the table value 5.99 at df 2. The difference is significant. Hence, the statement “educational managers monitor the open access to computer facilities” is accepted.
 - vi. The calculated value of χ^2 was found to be 7.40, which is greater than the table value 5.99 at df 2. The difference is significant. Hence, the statement “educational managers monitor the opportunities for students to organize the academic activities” is accepted.
 - vii. The calculated value of χ^2 was found to be 2.40, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the building, the classrooms and the labs upkeep” is rejected.
 - viii. The calculated value of χ^2 was found to be 0.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the well planned and organized learning environment” is rejected.
 - ix. The calculated value of χ^2 was found to be 0.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the teaching and learning strategies” is rejected.
 - x. The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement “educational managers monitor the review and evaluation system in the institutions” is rejected.

Discussion and Conclusion

In the light of the analysis of data and findings of the study the following conclusions were drawn:

1. The objectives of Overseas Fellowship training were achieved and it was found to be according to the need of the country and also job requirements of the educational managers/teachers.
2. The master trainers of Overseas Fellowship training were found to be competent. The selected institutions for Overseas Fellowship training also provided adequate and understandable modules and instructional material for training which helped the trainees to solve their administrative problems and also improved the efficiency of work.
3. The educational managers/teachers reported that a positive change was found in the behaviour of educational managers/teacher educators as a result of training and the behaviour/attitude of trainees was modified towards the management of the institutions/ organizations. The Overseas Fellowship training helped educational managers in the development of conducive environment in their organizations.
4. Overseas Fellowship training improved skills of the trainees for the development of budget of the organization/ institution.
5. Management techniques were improved through Overseas Fellowship training. Training materials and modules/manuals were provided for effective training. Overseas Fellowship training was found to be effective and supportive for educational managers/ teacher educators.
6. The analysis revealed that some areas of management were found to be deficient i.e. the institutions' broad aims and objectives, written strategic plan, library/resource centres, open access to learning resources, building/classrooms and the labs upkeep, well planned and organized learning environment, teaching and learning strategies, review and evaluation system in the institutions.

The research was conducted on "Impact of Overseas Fellowship Training on the Quality of Educational Management in Pakistan".

The results of the present study revealed that management techniques were improved through Overseas Fellowship training and it was found effective and supportive for educational managers/ teacher educators. Overseas experience is developing personal growth, interpersonal skills (Lee, 2009), need assessment

technique (Jacka, 2010) and professional development in the participants (Pence & Macgillivray, 2008). The data of the present study reflected a positive change in the behaviour of educational managers/teacher educators as a result of Overseas Fellowship training. Mathews (2002) indicated that Overseas Fellowship training laid a positive consequence on the educational managers/teacher educators. The present study also pointed out that some areas of management were found to be deficient i.e. institution's broad aims and objectives, strategic plans, libraries/ resource centres, open access to learning resources, building/ classrooms and the labs upkeep. Cannon (2001) reported the similar verdict that Overseas training was constructive but trainees found difficulties in the work relationship after receiving overseas training. Therefore, it is important for the Human Resource Development (HRD) managers/professionals to plan, design, and implement relevant training programs for the participants (Osman-Gani & Rockstuhl, 2009).

From the above discussion it was concluded that Overseas Fellowship training was found effective as a whole and quality of management was also improved through the training but there was dire need to improve the deficient areas of educational management.

Recommendations

Keeping in view the findings of the study and conclusions drawn, the following recommendations are being made which may be helpful for the improvement of the present status of educational managers/teacher educators and for further researches.

1. Economic aspects of the management of teacher training sector have been too often ignored in the past. So the modules should be provided to trainee teachers, to develop insight for the development of budget of the organization/institution. The modules should be according to the needs of the educational managers, have up-to-date information, address some of the pressing issues in teacher training, and cover the every aspect of the management.
2. Educational managers should be encouraged to monitor the institutions' broad aims/objectives and all the learning activities in the institutions/organizations which are essential for the improvement of management process.
3. Overseas Fellowship programs should be organized keeping in view the

need and demand of the country and the number of managers/teacher educators, so that it may be helpful in future. Arrangements should be made for the proper utilization of resources. For that purpose, library facilities and adequate modules should be provided in the training institutions.

4. Educational managers may be trained abroad and they should conduct training programs for other educational managers as lead trainers.

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