# AN EVALUATION OF EDUCATIONAL MANAGERS' SATISFACTION WITH PROMOTION-LINKED TRAINING PROGRAMS IN PUNJAB

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## Abstract

*The research aimed to evaluate the level of educational managers' satisfaction as part of a broader evaluation of the Promotion-Linked Training program's effectiveness using Kirkpatrick's four-level model. However, though this paper specifically focuses on the to evaluate level of educational managers' satisfaction with the Promotion-Linked Training program (Reaction: level-I), a critical initiative designed to equip them with essential skills, abilities, and leadership traits for new administrative roles. A descriptive research design was employed, and data were collected from 264 educational managers through a self-developed, reliable questionnaire based on a 5-point Likert scale. Descriptive statistics was used to reach findings which indicated that high satisfaction with training objectives, module relevance, and instructor quality, while moderate satisfaction was observed concerning engagement, facilities, and training delivery. The study suggests that improvements are necessary in course structure, practical engagement, and training resources to further enhance the program's perceived effectiveness.*

**Keywords:** *Promotion Linked Training, educational managers, satisfaction, training evaluation, QAED*

Education is more than just teaching exercises; it is a methodical process that helps a nation to build its human capital (Siddiqui, 2020). Gough & Scott (2008) argued that the quality of human capital potentially effects a nation's political, social, cultural, and economic aspects. Accordingly, education is the main force behind for transition of developing nation towards sustainable development. Similarly, Shah (2019) added that the advancement of education is a prerequisite for the development, as it directly influences to the growth and potential of its citizens.

Since schools are supposed to be a hub of learning and overall development, therefore, every country wants its educational system to produce individuals who are best practiced in classrooms (Bielaczyc & Collins, 2013). Salleh and Sulaiman (2015) argued that schools play a strategic role in the educational system because they are known as the human development industry, and they are used to enhance and develop students' knowledge, abilities, behaviors, and life skills. According to Balcı (2011), school organization should be an effective stream since, at this level, the learning environment should be ideal for students' overall development, which includes their cognitive, affective, psychomotor, social, and aesthetic growth.

An effective manager is essential to achieving these objectives because educational institution management plays a crucial role in fostering a positive learning environment,

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influencing students' personalities and overall development, and encouraging life skills. Smith (2022) emphasized that the knowledge, conduct, styles, and abilities of managers play a crucial part in fostering a positive culture in educational institutions. According to Clifford et al. (2012), a educational manager has the ability to provide a great deal of force to facilitate the teaching and learning process and offer enjoyable learning opportunities through the organization and coordination of both human and non-human resources. Since school managers guide academic and extracurricular activities toward success by motivating teachers, creating a supportive environment, and cultivating a positive culture, it is acknowledged that no organization, whether educational or commercial, can function effectively and efficiently for an extended period of time without an effective manager. Sorensen (2022) cited the OECD as saying that ongoing developments in societies and their provision of education are reflected in the roles of school managers. As a school head, the role of educational manager is to emphasize in guiding the school toward academic efficiency, making strategic decisions that affect school performance, and managing the abilities and energies of teachers, students, and their parents toward the accomplishment of shared goals in the context of the current study (Bano, 2020). Therefore, the school head plays a crucial role in facilitating the learning process as a "educational manager" or "educational leader" by motivating teachers, establishing a supportive learning environment (Robinson et al., 2008), supervising the implementation of the curriculum (Khan et al., 2009), accelerating learning outcomes, and encouraging student growth (Harrison & Harrison, 2018). Schools are thought to be a significant factor in determining performance (Zheng et al., 2017), and a wealth of research on school leadership has shown that the head of the school is the most powerful factor in determining performance (Dinham, 2004; Hargreaves & Fink, 2004). Therefore, it is widely acknowledged that the leadership role of the school head affects the quality of learning through improving the overall performance of the school (Rutledge, 2010; Karatas, 2016; Zheng et al., 2017; Jones et al., 2020), managing the instructional process, and creating a supportive and conducive learning environment (Robinson et al., 2008).

The aforementioned commentary makes it clear that educational managers are crucial since no one else has the capacity and power to motivate teachers to enhance the caliber of instruction. According to Ubben, Hughes, and Norris (2001), the late Ronald Edmonds once said, "I had never seen a good school with a bad principal, but there may be some bad schools with good heads." Therefore, when schools do well and produce positive outcomes, the head is given credit because it is believed that his leadership sets the tone for the school in a way that creates a favorable learning environment, which in turn leads to better performance (Sergiovanni, 2007). A school head's essential responsibilities include instructional leadership, monitoring and evaluating teachers, establishing a positive learning environment, fostering community relationships, and office management, according to Stronge & Xu (2021). In order to improve school performance and student achievement, he ensures that there is a culture of shared goals, staff collaboration, and learning opportunities for teachers (Brown, 2016). He also collects and analyzes data for appropriate decision making (Niu et al., 2021) and confirms the best use of resources (Malik & Akram, 2020).

Within the administrative structure, a civil servant becomes eligible for promotion to the next grade after serving a specified period in the current grade. However, many have historically faced challenges in fulfilling their administrative responsibilities effectively due to a lack of knowledge and skills in institutional management (Khan, 2015; Jamil, 2018). Recognizing this gap, scholars have emphasized the importance of structured training and capacity-building programs to equip educational administrators with essential leadership and management competencies (UNESCO, 2017; World Bank, 2020). Punjab, the most populous province in Pakistan, hosts a comprehensive educational system about primary, elementary, secondary, and higher secondary levels, all administered by the School Education Department of the Government of Punjab.

It is widely acknowledged that enhancing the caliber of education leaders is essential to raising the standard of education. So, having "highly trained education managers" in all secondary and upper secondary schools as well as in administrative offices as deputy DEOs, DEOs, CEDOs, directors, etc., is unquestionably one of the PLT's main objectives. The School Education Department (SED) has been actively working in developing human resources with the goal of fostering versatile leadership, recognizing that progress in all dimensions of sustainable development depends on strategic investments in this area. Therefore, the SED decided to launch a human resources development program for educational managers in order to make the school education system a thriving sector. The Quaid-e-Azam Academy for Educational Development (QAED), a renowned training institution, has taken on the responsibility of developing educational managers' capacity through the Promotion-Linked Training (PLT) program. According to the SED, educational managers from BPS-16 onward must take the PLT in order to advance to the next grade. PLT's main goal is to give educational managers the skills, abilities, and tried-and-true leadership traits they need to succeed in their new roles and responsibilities. Establishing training programs for educational managers is a crucial step in preparing them to handle any challenges they may face in the areas of administration, finances, personnel, students, and technology; these programs aid in their skill development (Sharma & Pandher, 2019) and efficient task completion (Alsalamah, 2021; Anwar, 2022).

Undoubtedly, the addition of PLT to the training curricula represents yet another noteworthy achievement for Punjab's QAED. The SED expects this investment to result in improved school performance through its efforts to raise the caliber of educational managers' abilities and their comprehension of pertinent administrative areas. Therefore, assessing the efficacy of training is one of the riskiest aspects (Rodriguez & Walters, 2017; Aftab, Ahmad, Mirza, & Iqbal, 2017; Azmy & Setiarini, 2023). An organized approach to assessing the worth or value of training is called training evaluation (Phillips & Phillips, 2016). The purpose of the current study was to assess the efficacy of the Promotion Link Training (PLT) program for education managers. However, there was no prior research on the evaluation of training for education managers promoted from grade 17 onward. Some studies were based on training need-assessment, while others evaluated only one component of promotion training. Several studies

were carried out to assess the efficacy of the induction training program for heads chosen by the Public Service Commission.

**Training Evaluation Model**

The Kirkpatrick Model, developed in the 1950, is the most widely recognized framework for restructuring and evaluating training initiatives. It assesses the learning and skills of trainees through four levels: Reaction, Learning, Behaviour, and Results.
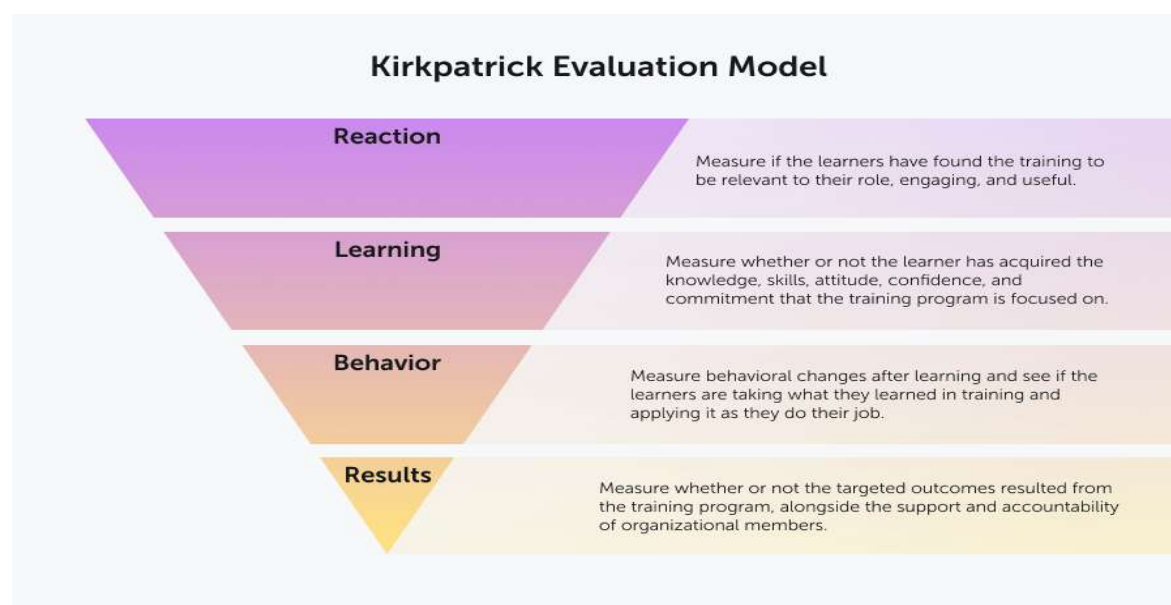


Kirkpatrick's (1950) training evaluation model is a widely recognized and frequently applied framework for assessing training programs. It has been extensively cited in both academic and professional literature (Tamkin, Yarnall, & Kerrin, 2002; Bates, 2004; Saad & Mat, 2013; Manzoor, 2019; Azmy & Setiarini, 2023). Accordingly, the present study employed to evaluate the effectiveness of the Promotion-Linked Training (PLT) program for educational managers in terms of Kirkpatrick's four levels including reaction, learning, behavior, and outcomes/results .However, the current paper only presents the findings related to the first level of the Kirkpatrick model "reaction" .The "reaction level" deals with the extent to which trainees are satisfied with the training(Kirkpatrick & Kirkpatrick, 2006).Therefore, the primary objective of this paper is to assess educational managers' level of satisfaction with the promotion-linked training program.

**Research Questions**

1. To what extent were educational managers satisfied with the relevance of the training content and modules to their job responsibilities?
2. To what extent did educational managers perceive the quality of the training materials and activities as satisfactory?
3. To what extent did educational managers perceive the quality of training instructors/resource persons as satisfactory?
4. To what extent did educational managers perceive the quality of training delivery as satisfactory?
5. To what extent did educational managers satisfy with training engagement?
6. To what extent did educational managers satisfy with training learning environment?

**Methodology**

A descriptive research design was used to assess the satisfaction level of educational managers participated in promotion-linked training program between October 2021 and December 2022. This design is suitable for studies targeting to describe participants' perceptions, attitudes, and experiences in a systematic way (Creswell, 2014).
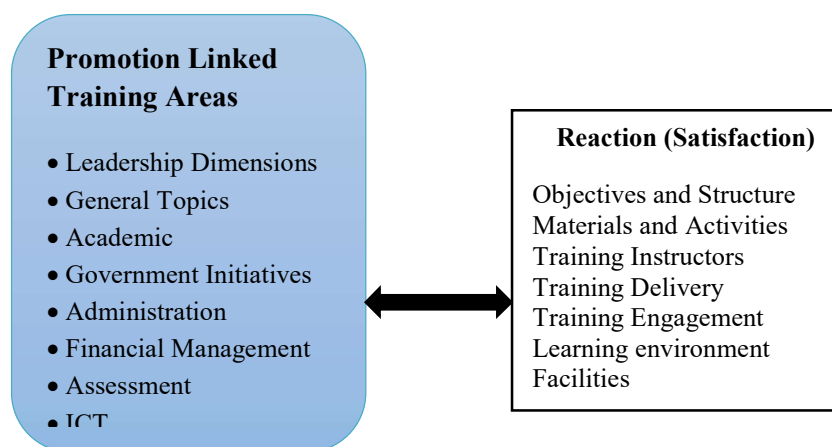
**Participants**

The Government of Punjab, on recommendations of the Provincial Selection Board, promoted 1,107 senior officers/subject specialists (Male=675, Female=432) from BS-18 to BS-19, as per notifications (e.g., NO.SO.C.IV(S&GAD)2-13/2022).Among them, 517 were designated as Senior Officers (Senior Headmasters/Headmistresses/Principals), while 590 were Senior Subject Specialists (teachers).Out of these 517 educational managers, only 359 Senior Officers (Male=137, Female=222) had participated in the mandatory Promotion-Linked Training (PLT) at QAED, Wahdat Road, Lahore, and were considered the target population for this study. QAED organized PLT for these officers in batches, and the training is ongoing. For this study, only those designated as educational managers (i.e., Senior Headmasters/Headmistresses/Principals), who participated in PLT between October 2021 and December 2022, were included. Therefore, the data was collected for nine QAED batches (31–39). From the 359 participants, 71 were Senior Subject Specialists and thus excluded, resulting in a final sample of 264 Senior Officers.

A census sampling technique was employed, as the population was manageable in size and full participation was feasible (Nanjundeswaraswamy & Divakar, 2021). All 264 participants were surveyed using a structured questionnaire.

**Research Instrument**

In descriptive studies, questionnaire is frequently used as data collection instrument (Cohen, Manion, & Morrison, 2018). To find satisfaction of educational managers about PLT, a 5-point Likert scale questionnaire was constructed based on the "Reaction" level of Kirkpatrick's evaluation model. In context of promotion linked training, the educational managers reaction (level of satisfaction) was evaluated against kay training areas:  in terms of its objectives and structure, materials and activities, training resource persons, delivery, engagement, learning environment, and facilities. The connection of these is well illustrated in the conceptual framework given below

**Conceptual Framework**



So, after extensively review of related literature and content areas of PLT (Annexure-IV), to measure the extent to which participants were satisfied with training (Reaction: level-I), a questionnaire named PLTQEM (Promotion Linked Training Questionnaire for Educational Managers) based on five-point Likert scale ranging from "5=Strongly Agree" to "1= Strongly Disagree" was constructed. The questionnaire was comprised of seventy (72) items and 8 indicators.Through a pilot testing, the instrument's dependability was confirmed. Ten respondents who were not involved in this study participated in a pilot study of the instrument. The summary of reliability in given below

| Levels | Cronbach Alpha Coefficient | Pearson's Correlation (r) | Sig. |
| --- | --- | --- | --- |
| Level-1(Reaction) | 0.881 | 0.813** | .000 |

It shows that for level-1, the value of reliability coefficient was found to be 0.881 which is above 0.81. It means the Cronbach's alpha for the questionnaire showed high reliability for all

the constructs and therefore, the valueis considered as excellent according to (Streiner, 2003; Mohajan, 2017; and Hajjar, 2018).

**Data analysis and Interpretations**

The researcher personally and through google form gathered the data. The Statistical Package for Social Sciences was used to analyze the data. Descriptive statistics in terms of Mean and SD represent the educational managers' responses to answer research questions

**Determining the level of Satisfaction**
Number of levels =5-1/5= 0.80
Therefore, the class length = 0.80 + 1 = 1.80
Accordingly, the following table is showing the scoring range for very low, low, somewhat, high, and very high, level of satisfaction

| Likert Scale Scoring | Scale Options | Scale Interval Cut off values | Satisfaction Level |
|---|---|---|---|
| Strongly Disagree | 1 | 1.00 – 1.80 | Very Low |
| Disagree | 2 | 1.81 – 2.60 | Low |
| Neutral | 3 | 2.61 – 3.40 | Somewhat |
| Agree | 4 | 3.41 – 4.20 | High |
| Strongly Disagree | 5 | 4.21 – 5.00 | Very High |

*Research Quesion-1: To what extent were educational managers satisfied with the relevance of the training content and modules to their job responsibilities?*

**Table1:** Satisfaction about Relevance of Training Modules to Job of Educational Managers

| SN | Training Areas | Mean | SD | Relevancy |
|---|---|---|---|---|
| 1 | Leadership Dimensions | 4.03 | 1.173 | High |
| 2 | General Topics | 4.01 | 1.021 | High |
| 3 | Academic | 2.58 | 1.337 | Low |
| 4 | Government Initiatives | 2.35 | 1.149 | Low |
| 5 | Administration | 4.34 | 0.910 | Very High |
| 6 | Financial Management | 4.38 | 0.963 | Very High |
| 7 | Assessment | 3.78 | 1.171 | High |

| 8 | ICT | | | | | | | 3.28 | 1.349 | Somewhat |
|---|-----|---|---|---|---|---|---|------|-------|----------|
| Weighted Average.   [SA= 101(37.9%) +A= 89(33.7%)] = 190(71.6%) | | | | | | | | 3.59 | 1.134 | High |

*SA= Strongly Agree and A=Agree*

Table 1 depict the frequency and percentage of satisfaction level about relevance of training modules to the job of educational managers. In this regard, the relevance was measured by weighted average. Therefore, on the basis of weighted average, regarding all of the training areas, since mean value (3.59) lie in the range 3.41–4.20. It means educational managers satisfied with the training areas relevant to their job. In response to the research question, "*To what extent were educational managers satisfied with the relevance of the training content and modules to their job responsibilities?* The weighted average rating of educational managers' responses was found to be 3.60 (SD=1.137), which corresponds to "Agree' on 5-point Likert scale. Therefore, the results show that the majority 190 (71.6%) of educational managers' point of view that the training content/modules used during PLT as having high level of satisfaction towards the relevance of training content to their job, as reflected in weighted average score of 3.59.

**Research Question-2:** *To what extent did educational managers perceive the quality of the training materials and activities as satisfactory?*

**Table2:** Satisfaction with the Training Materials and Activities

| | Statements | | Scale | | | | | Mean | SD | Satisfaction Level |
|---|-----------|---|----|----|----|----|-----|------|----|--------------------|
| | | | SA | A | N | DA | SDA | | | |
| 1 | The relevant training activities were planned according to training objectives | f | 41 | 146 | 32 | 17 | 28 | 3.61 | 1.148 | High |
| | | % | 15.5 | 55.3 | 12.1 | 6.4 | 10.6 | | | |
| 2 | Training content was interesting | f | 43 | 41 | 103 | 32 | 45 | 3.04 | 1.255 | Somewhat |
| | | % | 16.3 | 15.5 | 39.0 | 12.1 | 17.0 | | | |
| 3 | The learning material was contributed to | f | 60 | 156 | 29 | 11 | 8 | 3.94 | .881 | High |
| | | % | 22.7 | 59.1 | 11.0 | 4.2 | 3.0 | | | |

| # | Statement | | | | | | | | Mean | SD | Interpretation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | enhancement of knowledge and skills | | | | | | | | | | |
| 4 | The variety of training activities were used to comprehend the nature of the job for educational managers | f | 33 | 140 | 13 | 57 | 21 | | 3.37 | 1.214 | Somewhat |
| | | % | 12.5 | 52.8 | 5.1 | 15.3 | 7.9 | | | | |
| 5 | The hands-on activities significantly helpful in professional learning and applicable in the job place | f | 39 | 60 | 73 | 34 | 58 | | 2.96 | 1.217 | Somewhat |
| | | % | 14.8 | 22.7 | 27.7 | 12.9 | 22.0 | | | | |
| Weighted Mean & Std. Dev. = 152(57.4%) | | [SA= 43(16.3%) + A= 109(41.0%)] | | | | | | | 3.38 | 1.143 | Somewhat |

In response to the research question, "*to what extent did educational managers perceive the quality of the training materials and activities as satisfactory?*" the table 2 shows the weighted average rating of educational managers' responses to the "Quality of Training Materials and Activities" was found to be 3.38 (SD = 1.143) corresponds to "Neutral" on 5-points scale and since 3.38 lies within range of 2.61 – 3.40.Therefore, the results shows that the majority 152(57.4%) of educational managers were somewhat satisfied with the quality of training material and activities used during PLT.

***Research Question 3:*** *To what extent did educational managers perceive the quality of training instructors/resource persons as satisfactory?*

**Table3:** Satisfaction with the Quality of Training Instructors/Resource Persons

| | Statements | | SA | A | N | DA | SDA | Mean | SD | Satisfaction Level |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Scale | | | | | |
| 1 | The training instructors were fully competent in the relevant area | f | 92 | 127 | 18 | 16 | 11 | 4.03 | 1.018 | High |
| | | % | 34.8 | 48.1 | 6.8 | 6.1 | 4.2 | | | |
| 2 | The training instructors had used effective training methods | f | 30 | 124 | 50 | 24 | 36 | 3.33 | 1.206 | Somewhat |
| | | % | 11.4 | 47.0 | 18.9 | 9.1 | 13.6 | | | |
| 3 | The training instructors impressively elaborated the training areas | f | 62 | 132 | 46 | 15 | 9 | 3.84 | .960 | High |
| | | % | 23.5 | 50.0 | 17.4 | 5.7 | 3.4 | | | |
| 4 | The training instructors presented the training materials in an understandable way | f | 33 | 140 | 13 | 57 | 21 | 3.37 | 1.214 | Somewhat |
| | | % | 12.5 | 52.8 | 5.1 | 15.3 | 7.9 | | | |
| 5 | The training instructors were responsiveness to the questions of trainees | f | 39 | 91 | 53 | 57 | 24 | 3.24 | 1.209 | Somewhat |
| | | % | 14.8 | 34.5 | 20.1 | 21.6 | 9.1 | | | |
| 6 | Training instructors gave sufficient time to each learning area | f | 41 | 146 | 32 | 17 | 28 | 3.59 | 1.150 | High |
| | | % | 15.5 | 55.3 | 12.1 | 6.4 | 10.6 | | | |

| Weighted Mean & Std. Dev. | [SA=50(18.7%) + | | 1.12 | |
|---|---|---|---|---|
| A=127(49.9%)] = 176(66.7%) | | 3.56 | 6 | High |

The table 3 depicts the weighted average rating of reaction of educational managers about satisfaction with the quality of training instructors/resource persons" was found to be 3.56 (SD = 1.126) corresponds to "Agree" on 5-points scale and since 3.56 lies within range of 3.41 – 4.20. Therefore, results shows that the majority 176(66.7%) of educational managers were highly satisfied with the quality of training instructors/resource persons deployed during PLT.

***Research Question 4:*** *To what extent did educational managers perceive the quality of training delivery as satisfactory?*

**Table 4:** Satisfaction with the Quality of Training Delivery

| | Statements | | Scale | | | | | Mean | SD | Satisfaction Level |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | SA | A | N | DA | SDA | | | |
| 1 | The training instructors provided hands-on activities to trainees | f | 90 | 130 | 28 | 9 | 7 | 4.03 | 0.902 | High |
| | | % | 34.0 | 49.2 | 10.6 | 3.4 | 2.6 | | | |
| 2 | Training instructors connected content to real world & careers | f | 46 | 75 | 85 | 40 | 18 | 3.33 | 1.134 | Somewhat |
| | | % | 17.4 | 28.4 | 32.2 | 15.1 | 6.8 | | | |
| 3 | Training instructors used cooperative group work to make content easier for understanding | f | 43 | 41 | 103 | 32 | 45 | 3.01 | 1.271 | Somewhat |
| | | % | 16.3 | 15.5 | 39.0 | 12.1 | 17.0 | | | |
| 4 | Training | f | 40 | 43 | 10 | 106 | 65 | 2.57 | 1.40 | Low |

| | | | SA | A | N | DA | SDA | Mean | SD | Level |
|---|---|---|---|---|---|---|---|---|---|---|
| | instructors monitored participants' individual progress on a daily basis | % | 12.2 | 16.3 | 3.8 | 40.2 | 24.6 | | 6 | |
| 5 | Training instructors used project-based learning technique | f | 39 | 60 | 73 | 34 | 58 | 2.95 | 1.209 | Somewhat |
| | | % | 14.8 | 22.7 | 27.7 | 12.9 | 22.0 | | | |
| 6 | Training instructors used A.V. aids to make content interesting | f | 83 | 60 | 52 | 35 | 34 | 3.46 | 1.386 | High |
| | | % | 31.4 | 22.7 | 19.7 | 13.3 | 12.9 | | | |
| Weighted Mean & Std. Dev. | | [SA=57(21.0%) + A=68(25.8%)] = 125(46.8%) | | | | | | 3.22 | 1.218 | Somewhat |

The table 4 shows the overall weighted average of reaction of educational managers in terms of their satisfaction with the quality of training delivery was found to be 3.22 (SD = 1.218) which shows as somewhat satisfactory because the mean score of 3.22 corresponds to "Neutral" on 5-points scale since it lies within range of 2.61 – 3.40. Thus, the results exposed that majority 125(46.8%) of educational managers were somewhat satisfied with the quality of training delivery.

***Research Question 5:*** *To what extent did educational managers satisfy with training engagement?*

**Table 5:** Satisfaction with Training Engagement

| | Scale | | | | | Mean | SD | Satisfaction Level |
|---|---|---|---|---|---|---|---|---|
| **Statements** | **SA** | **A** | **N** | **DA** | **SDA** | | | |

| | | | | | | | | Mean | SD | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | In training sessions, there was a high degree of participation/involvement of trainees | f | 93 | 68 | 55 | 21 | 27 | 3.67 | 1.304 | High |
| | | % | 35.2 | 25.8 | 20.8 | 8.0 | 10.2 | | | |
| 2 | Multiple examples/cases/live situations about educational management were presented and discussed | f | 103 | 68 | 48 | 24 | 21 | 3.78 | 1.269 | High |
| | | % | 39.0 | 25.8 | 18.2 | 9.1 | 8.0 | | | |
| 3 | Participants were given an ample opportunity to practice the skills | f | 51 | 84 | 33 | 43 | 53 | 3.14 | 1.430 | Somewhat |
| | | % | 19.3 | 31.8 | 12.5 | 16.3 | 20.1 | | | |
| 4 | The training provided opportunities to learn from real-world situations through field visits. | f | 31 | 53 | 15 | 79 | 86 | 2.48 | 1.419 | Low |
| | | % | 11.7 | 20.1 | 5.7 | 29.9 | 32.6 | | | |
| 5 | Majority of the training sessions were boring | f | 57 | 83 | 32 | 44 | 48 | 3.21 | 1.425 | Somewhat |
| | | % | 21.6 | 31.4 | 12.1 | 16.7 | 18.2 | | | |
| | Weighted Mean & Std. Dev. A=71(26.9%)] = 138(52.3%) | | [SA=67(25.3%) + | | | | | 3.25 | 1.369 | Somewhat |

The weighted average rating about reaction of educational managers towards the satisfaction with the training engagement" was found to be 3.25 (SD = 1.369) which shows somewhat satisfaction because the mean score of 3.25 corresponds to "Neutral" on 5-points scale

since it lies within range of 2.61 – 3.40. Thus, the results revealed that majority 138(52.3%) of educational managers were found as somewhat satisfy with the training engagement.

***Research Question 6:*** *To what extent did educational managers satisfy with training learning environment?*

**Table 6***: Satisfaction with Learning Environment*

| Statements | | Scale | | | | | Mean | SD | Satisfaction Level |
|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | N | DA | SDA | | | |
| 1 Learning environment was conducive to stress-free | f | 104 | 72 | 45 | 23 | 20 | 3.82 | 1.252 | High |
| | % | 39.4 | 27.3 | 17.0 | 8.7 | 7.6 | | | |
| 2 The training instructors explained the content at the participants' request | f | 119 | 59 | 46 | 24 | 16 | 4.13 | 1.237 | High |
| | % | 45.1 | 22.3 | 17.4 | 9.1 | 6.1 | | | |
| 3 The training instructors helped participants if they were not understanding the concepts | f | 62 | 132 | 46 | 15 | 9 | 3.84 | .960 | High |
| | % | 23.5 | 50.0 | 17.4 | 5.7 | 3.4 | | | |
| 4 The training instructors used humor to make the learning environment pleasant | f | 24 | 56 | 19 | 70 | 95 | 2.52 | 1.392 | Low |
| | % | 9.1 | 21.2 | 7.2 | 26.5 | 36.0 | | | |

| | | SA | A | N | DA | SDA | Mean | SD | Level |
|---|---|---|---|---|---|---|---|---|---|
| 5 | The training instructors has established an environment of mutual respect | f | 59 | 125 | 45 | 23 | 12 | 3.74 | 1.043 | High |
| | | % | 22.3 | 47.3 | 17.0 | 8.7 | 4.5 | | | |
| Weighted Mean & Std. Dev. [SA=74(27.8%) + A=89(33.6%)] = 162(61.5%) | | | | | | | | 3.61 | 1.176 | High |

In table 6 frequencies and mean value of five statements were used to measure the "learning environment during training" during PL training. However, in regards to research question "to what extent did educational managers perceive that during training the learning environment as satisfactory, the weighted average was found to be 3.61 (SD=1.176) corresponds to "Agree" on 5-point scale, since 3.61 lies within the range of 3.41 – 4.20. Therefore, the results shows that a majority 162(61.5%) of educational managers were perceived the learning environment as a highly satisfactory.

***Research Question 7:*** *To What extent did educational managers perceive the training facilities as satisfactory?*

**Table7:** Satisfaction with Training Facilities

| Areas | | Scale | | | | | Mean | SD | Satisfaction Level |
|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | N | DA | SDA | | | |
| | % | 6.1 | 9.5 | 28.8 | 30.7 | 25.0 | | | |
| 1 A well-furnished hostel accommodation | f | 29 | 147 | 51 | 24 | 13 | 3.33 | 0.636 | Somewhat |
| | % | 10.9 | 55.68 | 19.32 | 9.0 | 4.9 | | | |
| 2 A well-furnished training | F | 33 | 141 | 52 | 22 | 16 | 4.16 | 0.699 | High |
| | % | 12.5 | 53.40 | 19.70 | 8.3 | 6.06 | | | |

classroom

| | | | | | | | | Mean | SD | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Clean and enough number of toilet facilities | f | 51 | 84 | 33 | 43 | 53 | 3.16 | 1.433 | Somewhat |
| | | % | 19.3 | 31.8 | 12.5 | 16.3 | 20.1 | | | |
| 4 | Clean drinking water facility | f | 31 | 101 | 42 | 46 | 44 | 3.21 | 1.297 | Somewhat |
| | | % | 11.7 | 38.3 | 15.9 | 17.4 | 16.7 | | | |
| 5 | Well-managed recreational facilities (sports, study tours, and soft evening) | f | 97 | 122 | 14 | 17 | 14 | 4.01 | 1.078 | High |
| | | % | 36.7 | 46.2 | 5.3 | 6.4 | 5.3 | | | |
| 6 | A good quality of the meal was available | f | 57 | 83 | 32 | 44 | 48 | 3.31 | 1.430 | Somewhat |
| | | % | 21.6 | 31.4 | 12.1 | 16.7 | 18.2 | | | |
| 7 | Well-organized Learning facilities (library, computer, internet, Multimedia and A.V. Aids) | f | 13 | 29 | 59 | 95 | 68 | 2.33 | 1.121 | Low |
| | | % | 5.3 | 38.2 | 19.3 | 24.62 | 12.5 | | | |
| Weighted Mean & Std. Dev. =132 (53.5%) | | | [SA=41(16.0%) + A=92(38.0%)] | | | | | 3.24 | 1.104 | Somewhat |

Table 7 shows the frequencies and mean value of eight statements used to assess the satisfaction level in terms of facilities made available by QAED academy during PLT of educational managers. In connection of research question "to what extent did educational managers perceive the training facilities to be satisfactory"? the weighted average was found to be 3.24 (SD=1.104) corresponds to "Neutral" on 5-point scale, since 3.24 lies within the range of 2.61 – 3.40. Therefore, the results shows that the majority 132(53.6%) of educational managers perceived the training facilities to be somewhat satisfactory?

***Research Question 8:*** *How satisfied were educational managers with the Promotion-Linked Training (PLT) program based on their reaction Kirkpatrick Level-I?*

**Table 8:** Measurement of Reaction Regarding PLT Program (Kirkpatrick Level-I)

| SN | Indicator | Mean | SD | Satisfaction Level |
|----|-----------|------|-----|--------------------|
| 1 | Objectives and Structure of Promotion linked training Course | 3.46 | 1.091 | High |
| 2 | Relevance of Training Modules | 3.59 | 1.134 | High |
| 3 | Training Materials and Activities | 3.38 | 1.143 | Somewhat |
| 4 | Quality of Training Instructors/Resource Persons | 3.56 | 1.126 | High |
| 5 | Quality of Training Delivery | 3.22 | 1.218 | Somewhat |
| 6 | Level of Engagement | 3.25 | 1.369 | Somewhat |
| 7 | Learning Environment | 3.61 | 1.176 | High |
| 8 | Facilities | 3.24 | 1.104 | Somewhat |
| | **Weighted Average** | **3.41** | **1.170** | **High (Effective)** |



Educational Managers' Level of Satisfaction (Level-I)

Figure: Reaction (Kirkpatrick Level-I)

Table 8 representing the indicators used to evaluate the effectiveness of reaction (Kirkpatrick Level-I) of PLT. Eight indicators were used, out of which, the mean score of four indicators have mean values corresponds to "Agree", since the mean values lie in the range of 3.41–4.20. Out of all, the highest mean score for "Learning Environment", "Relevance of Training Modules", "Quality of Training Instructors/Resource Persons", and "Objectives and Structure of Promotion Link Training Course" was found to be 3.61, 3.59, 3.56, and 3.46 out of 5.00 respectively. Collectively all of the indicators given in table 4.19 have achieved a high-level satisfaction with weighted average score 3.41 (SD=1.170) out of 5.00, which revealed that the majority 156.1 (59.4%) of educational managers were highly satisfied with PLT program in terms of their reaction. (Reaction: Level-I)

**Findings and Conclusions**

➢ Significant majority of educational mangers (M, 3.59) were highly satisfied with the objectives and structure of the PLT program. However, low satisfaction of educational mangers was inferred regarding structure and organization of the course and the manageability of the assignments and workload.

➢ Substantial majority of educational managers (M, 3.59) perceived that the training content areas/modules were highly relevant to their job roles. However, low relevancy was concluded regarding in Academic and Government Initiatives training content areas/modules.

➢ A considerable majority of educational managers (M, 3.38) were satisfied to some extent with the training material and activities of PLT program.

➢ A marked number of educational managers (M, 3.56) were highly satisfied with the quality of training instructors/resource persons deployed to PLT program.

➢ A least average majority of the educational managers (M, 3.22) were somewhat satisfied with the quality of training delivery. However, low satisfaction about the monitoring of individual progress on a daily basis was reported.

➢ An average majority of the educational managers (M, 3.25) were somewhat satisfied with the engagement during PLT program. However, low learning opportunities from real-world situations through field visits were exposed.

➢ An appropriate majority of the educational managers (M, 3.61) were reported that the environment during training as highly satisfactory. However, least use of humor by training instructor to make the learning environment pleasant was reported.

➢ An acceptable majority of the educational managers (M, 3.24) were satisfactory to some extent with the available facilities. Moreover, majority of educational managers were unsatisfied with a well establish cafeteria, learning facilities (such as library, computer, internet, Multimedia and A.V. Aids).

The study concludes that the Promotion-Linked Training (PLT) program in Punjab is perceived as effective by educational managers, exhibiting a positive Level-I reaction (satisfaction) within Kirkpatrick's evaluation model, with an overall weighted average satisfaction of 3.41. Despite generally high satisfaction with training objectives, module relevance, and instructor quality, specific areas requiring improvement were identified. These include the course's structure and organization, the manageability of assignments and workload, and practical learning opportunities like field visits. Furthermore, dissatisfaction was noted regarding essential facilities such as a well-established cafeteria, library, computer, internet, and multimedia/A.V. Aids. Nevertheless, the program's overall planning, organizing, and implementation were deemed good, suggesting a strong foundation with potential for upgrades to meet contemporary workplace demands and enhance the skills of educational managers, ultimately contributing to improved individual and organizational performance within the education department.

**Discussion and Recommendations**

Human resource is one of the important assets of any organization. Even though, any organization has best technologies resources and latest equipment, but targets and success cannot be achieved without trained personnel (Abbasian, 2006). Therefore, training should be one of the core obligations of organization and it should be considered an investment. Educational managers represent one of the crucial human resources at any educational institution. The academic triumph depends upon the role and performance of educational mangers (Ries et al. 2009). Training is key indicator that may improve administrative effectiveness, teaching quality, and boost up professionalism and impact on improving the self-confidence, and thus enhancing their administrative performance (Breckwoldt et al. 2014).

Current study aims to evaluate the effectiveness of PLT program for educational managers promoted from BS-18 to BS-19 in the school education department, government of Punjab, Pakistan. The evaluation of the Promotion-Linked Training (PLT) program in Punjab reveals a generally positive initial reception from educational managers, particularly concerning its core pedagogical elements. The high satisfaction with training objectives, relevance of modules, and instructor quality indicates that the program's fundamental design and instructional delivery are perceived as effective. This positive "Reaction" (Kirkpatrick Level-I) is crucial as it

underpins subsequent learning and behavioral changes, which are vital for enhancing human capital as emphasized by Siddiqui (2020) and Gough & Scott (2008). The importance of effective managers in fostering positive learning environments and influencing overall development is well-documented (Balcı, 2011; Smith, 2022), and the PLT aims to equip these managers with essential skills for their administrative responsibilities (Sharma & Pandher, 2019).

However, the findings also highlight significant areas where the PLT program falls short in fully meeting participant needs. The moderate to low satisfaction concerning engagement, facilities, and certain aspects of training delivery points to practical deficiencies. Specifically, the limited opportunities for real-world application through field visits and the perceived lack of effective individual progress monitoring are critical. These gaps directly impact the depth of practical skill acquisition and the transferability of learning to the workplace. Furthermore, the explicit dissatisfaction with essential learning resources, such as libraries, computers, internet access, and multimedia aids, significantly impedes a conducive and modern learning environment. This aligns with the broader understanding that training evaluation is a "riskiest aspect" (Rodriguez & Walters, 2017) if not thoroughly addressed, and that structured training programs are essential for equipping administrators with leadership and management competencies (UNESCO, 2017; World Bank, 2020).

While the program's overall organization is good, addressing these specific areas of dissatisfaction is paramount for the PLT to achieve its intended outcome of improving individual and organizational performance within the education department. On the basis of findings, it may be recommended that to integrate more real-world case studies and mandatory field visits, while simultaneously upgrading learning facilities like libraries, computer labs, and multimedia equipment, to address low satisfaction in engagement and resource availability. And, revise the course structure and assignment load to improve manageability and organization, as these areas showed low satisfaction among educational managers.

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