



Impact of In-service Teachers' Training on Developing Financial Management Competencies of Educational Managers at the Secondary School Level in Punjab



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Abstract: *The aim of this study was to deal with in-service promotion-linked training programs conducted by the (QAED) wing on the development of financial management competencies among educational managers at Punjab's secondary school level. The management is entrusted with multifaceted financial responsibilities. Qualitative data was collected through semi-structured interviews with purposively selected Twelve educational managers who have completed the training. Thematic analysis was employed to identify common patterns and themes within the qualitative data, illuminating the nuanced ways in which the training impacts educational managers' financial competencies. The findings will not only contribute to the knowledge base but also hold the potential to inform the design and delivery of training programs tailored to meet the specific financial demands of educational managers in Punjab's secondary schools. Ultimately, the study's insights are anticipated to contribute to more informed financial decision-making within educational institutions, positively influencing the quality of education and overall institutional growth.*

Key Words: Financial Management, School Councils, Planning Commission, Educational Managers, In-Service Teacher Training, Program, Promotion-Linked Training Program

JEL Classification:

Introduction

In the dynamic landscape of education, the multifaceted role of educational managers has evolved to encompass a spectrum of responsibilities that extend beyond the traditional confines of administration. A leader plays an important role and is confident enough to delegate responsibility to empower others (Abbas, Ramzan, & Hussain, 2022). As

stewards of educational institutions, these managers are tasked with not only overseeing day-to-day operations but also making informed decisions that directly impact the quality of education and the overall learning environment. Central to this expanded role is the effective management of financial resources, a skill set that has become increasingly critical in ensuring the optimal

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functioning and growth of educational institutions.

In recognition of this paradigm shift, in-service teachers' training programs have emerged as a strategic intervention to equip educational managers at the secondary school level in Punjab with the essential financial competencies needed to navigate the complexities of their roles. Teacher programs at QAED play an important role in the capacity building of school heads through promotion-linked training programs (Abbas, Jabeen, & Tariq (2021).

The landscape of education in Punjab, much like the rest of the world, has experienced a sea change over the years. (Abbas, Hassan, & Rehman, 2023). The evolving pedagogical methodologies, advancements in technology, and the evolving expectations from education have collectively redefined the role of educational managers. Training at QAED emphasizes collaboration and networking, enabling educational managers to exchange ideas thereby fostering a community of practice (Abbas, et al., 2022; Abbas, Tariq, & Jamil, 2021).

Beyond mere administrative tasks, they are now expected to engage in strategic decision-making, resource allocation, and financial planning to provide a conducive learning environment for students. This requires a nuanced understanding of financial management, encompassing aspects ranging from budgeting and financial reporting to taxation and procurement.

To address this evolving landscape, the Punjab Education Department, through the (QAED) wing, has designed in-service teachers' training programs aimed at enhancing the financial management competencies of educational managers (Abbas, Sarwar, & Farooqi, 2022). These programs delve into an array of pertinent topics including the utilization of funds from School Councils (SC) and the intricacies of Planning Commission proformas (PC-I, II, III, IV, V). They also encompass broader aspects of public finance, budgeting, Special Needs Education (SNE), taxation (Income Tax and Sales Tax), procurement regulations (PPRA),

audit procedures, and even intricacies like Travel Allowance (TA) and Daily Allowance (DA) rules.

The comprehensive coverage of these topics acknowledges the multifaceted financial responsibilities that educational managers shoulder. This study sets out to investigate the impact of in-service teachers' training programs conducted by QAED on the development of financial management competencies among educational managers at the secondary school level in Punjab. By focusing on the intricate array of topics covered in these training initiatives, the research aims to discern the extent to which participants acquire and integrate financial competencies into their decision-making processes. The insights drawn from this research can contribute to refining the design and content of future training programs. Through evidence-based analysis, educational policymakers, institutions, and training providers can tailor their offerings to meet the evolving demands of educational management, thereby bridging the gap between conventional academic backgrounds and the contemporary skill set required. The ability to efficiently manage financial resources is central to their efficacy in providing a conducive learning environment. In-service teachers' training programs conducted by QAED stand as a promising avenue to equip these managers with the requisite financial competencies.

By assessing the effects of these interventions, stakeholders can collaboratively work towards enhancing the quality of education by empowering those entrusted with its financial stewardship. (I, II, III, IV, V), Public Finance, Budget & Budgeting/SNE, Taxation in Public Finance (Income Tax & Sales Tax), Procurement/PPRA, Audit, TA/DA Rules. The central construct under investigation is the impact of in-service teachers' training programs, conducted by the (QAED) wing, on the development of comprehensive financial management competencies among educational managers at the secondary school level in Punjab. In this context, the QAED's in-service teachers'

training programs play a pivotal role in equipping educational managers with the requisite financial acumen. This construct aims to assess the effectiveness of these training programs in enhancing the managers' understanding and practical application of these financial concepts within the unique educational context of Punjab. Ultimately, this construct contributes to improving the overall quality of education by ensuring that education.

Literature Review

The literature surrounding the impact of in-service teachers' training programs on the development of financial management competencies among educational managers at the secondary school level in Punjab is both limited and crucial. Educational management, once primarily administrative, now requires a multifaceted skill set that includes financial acumen. The concept of utilizing in-service training to enhance these competencies is gaining attention due to the shifting landscape of educational governance and funding mechanisms. Research on in-service training programs highlights their potential to bridge the gap between theoretical knowledge and practical skills. As educational managers take on responsibilities ranging from School Councils (SC) fund utilization to navigating the intricacies of Planning Commission proformas (PC-I, II, III, IV, V), the need for specialized training becomes evident.

In the international context, there are different studies related to financial management. A study was conducted related to Challenges Facing Head Teachers In Financial Management In Public Secondary Schools: A Case Of Kisumu East District Kenya (Magak, 2013). It was explored that public school teachers had a tendency towards fatalistic and materialistic. It was also revealed that they were not literate in managing their finances without giving much importance to the expenses. Similarly, a study was conducted on the topic "Financial Management" Teaching Practice Research Based on EBL Teaching Model" (Xu & Wang, 2015). According to the paper, there are four

main teaching modules financing, investment, working capital and financial statement analysis. Another study was conducted about the Lifestyle and financial management of public school teachers (Zarate, 2015). In the same way, a study was conducted in Kenya regarding the Financial management practices of the head teachers in public secondary schools in the Central division, Embu district, Kenya (Njeru, 2004). Another study was conducted with the title An investigation of the causes of poor financial management by head teachers of public secondary schools in Nairobi province (Kinuthia, 2004)

Studies on teacher development have shown that targeted training can positively influence decision-making processes, ensuring efficient resource allocation and strategic planning (Ahmed, Muhammad, & Anis, 2020; Naseer, Muhammad, & Masood, 2020). Financial management encompasses various facets, including public finance, budgeting, Special Needs Education (SNE), and taxation (Income Tax and Sales Tax).

An in-depth understanding of these topics is crucial for making informed financial decisions. Research on financial literacy in education management underscores that proficiency in financial matters enhances accountability and transparency within institutions. Additionally, training on procurement regulations (PPRA), audit procedures, and Travel Allowance (TA) and Daily Allowance (DA) rules plays a pivotal role. The literature emphasizes that a grasp of procurement and audit procedures fosters responsible financial practices, reducing the risk of mismanagement and fostering institutional growth. While literature specific to Punjab's secondary education sector is limited, broader studies on the impact of teacher training programs offer insights (Naseer, Muhammad, & Masood, 2020). Research indicates that training focusing on real-world scenarios and practical applications is more effective. However, the literature also acknowledges challenges in measuring the long-term impact of training on competencies and decision-making processes.

In conclusion, the literature review underscores the evolving role of educational managers in Punjab's secondary education sector, necessitating financial management competencies. In-service teachers' training programs conducted by QAED that encompass topics ranging from SC fund utilization to audit procedures have the potential to enhance these competencies. While limited, existing research on teacher development and financial literacy in educational management supports the idea that such training can positively influence decision-making processes and foster institutional growth. However, further empirical research is needed to assess the specific impact of these training initiatives on the financial decision-making competencies of educational managers in Punjab. The main concept under examination is the impact of in-service teachers' training programs conducted by the (QAED) wing on the development of financial management competencies among educational managers at the secondary school level in Punjab. This concept encompasses a comprehensive array of financial aspects and skills necessary for effective educational management in the evolving educational landscape. The concept revolves around the recognition that the role of educational managers has evolved beyond traditional administrative tasks. In the context of Punjab's secondary education, these managers are entrusted with a spectrum of financial responsibilities, ranging from managing funds allocated through School Councils (SC) to understanding and utilizing the complex proformas provided by the Planning Commission (PC-I, II, III, IV, V). Moreover, the concept encompasses competencies in understanding public finance, budgeting, Special Needs Education (SNE), and taxation (Income Tax and Sales Tax).

Further dimensions of this concept involve equipping educational managers with knowledge and skills related to procurement regulations (PPRA) to ensure transparent and accountable resource allocation. The aspect of audit procedures is also integral to the concept, promoting effective financial governance and management. Additionally, a

nuanced comprehension of Travel Allowance (TA) and Daily Allowance (DA) rules is included to ensure responsible spending within institutions. The overarching goal of the concept is to evaluate the effectiveness of in-service teachers' training programs in enhancing the financial management competencies of educational managers. This encompasses not only the acquisition of knowledge in these various financial areas but also the practical integration of these competencies into decision-making processes within the educational context.

Statement of Problem

The study addresses the lack of comprehensive research on the impact of in-service teachers' training programs, conducted by QAED, in enhancing the diverse financial management competencies required by educational managers at the secondary school level in Punjab. The multifaceted scope of financial responsibilities, including School Councils, Planning Commission proformas, public finance, budgeting, taxation, procurement, audit, and travel allowance rules, necessitates an investigation into the effectiveness of these programs in equipping educational managers with the necessary skills to navigate the evolving financial landscape of educational institutions.

Significance of the Study

The current study addresses a critical gap in the existing literature by specifically examining the impact of in-service teachers' training programs on the diverse financial competencies required by educational managers in Punjab's secondary schools. The investigation into competencies spanning School Councils, Planning Commission proformas, public finance, budgeting, taxation, procurement, audit, and travel allowance rules offers a holistic understanding of the educational managers' financial roles. Moreover, the findings of this study can inform educational policymakers, administrators, and training providers about the effectiveness of the current training programs. If successful, these programs could serve as models for

similar initiatives in other regions, enhancing the financial decision-making abilities of educational managers nationally. Furthermore, the study's insights can contribute to refining the content and delivery of future in-service training programs. By understanding which aspects of financial competencies are effectively imparted and integrated, training providers can tailor their offerings to better match the evolving demands of educational management. Ultimately, by equipping educational managers with enhanced financial skills, this study indirectly contributes to the improvement of educational institutions. More informed financial decisions can lead to optimized resource allocation, transparent financial governance, and improved learning environments, ultimately benefiting both educators and students alike.

Research Objective

1. To assess the impact of the in-service teachers' training programs conducted by QAED on the development of financial management competencies among educational managers.
2. To investigate how the acquired financial competencies are integrated into the decision-making processes of educational managers.

Research Question

1. To what extent does the in-service teachers' training conducted by QAED enhance the financial management competencies of educational managers?
2. How effectively do educational managers integrate the acquired financial competencies into their decision-making processes?
3. What are the perceived challenges and facilitators experienced by educational managers in applying the learned financial competencies from the in-service teachers' training programs to their roles within secondary schools in Punjab,

Methodological Procedure

Population

The population of this study comprises educational managers at the secondary school level in Punjab who have participated in the in-service teachers' training programs conducted by the (QAED) wing. These managers are responsible for various financial aspects, including School Councils, Planning Commission proformas, public finance, budgeting, taxation, procurement, audit, and adherence to Travel Allowance (TA) and Daily Allowance (DA) rules. The study seeks to explore the impact of the training programs on the development and integration of comprehensive financial management competencies within their roles, contributing to informed decision-making and effective financial governance.

Sampling

The study's sample will consist of educational managers at the secondary school level in Punjab who have completed the in-service teachers' training by QAED. The participants will be selected based on their involvement in financial decision-making processes, encompassing School Councils, Planning Commission proformas, public finance, budgeting, taxation, procurement, audit, and adherence to Travel Allowance (TA) and Daily Allowance (DA) rules. Through qualitative interviews, the study aims to delve into their experiences, perceptions, and practical integration of the acquired financial competencies within their educational management roles.

Sampling Technique

The study employed a purposive sampling technique to select educational managers from secondary schools in Punjab who have undergone in-service teachers' training by QAED. Participants were chosen based on their involvement in financial decision-making processes. Through this targeted approach, the study aimed to gather in-depth insights into the impact of the training on the development of financial management

competencies among educational managers within Punjab's secondary education context.

Semi-Structured Interviews:

This methodology involves conducting semi-structured interviews with a purposive sample (Naveed, Muhammad, & Siddiqui, 2022) of educational managers who have completed the in-service teachers' training. The interviews explored their experiences, perceptions, and insights regarding the training's impact on their financial management competencies. Questions focused on how the training had influenced their understanding of financial concepts such as School Councils, Planning Commission proformas, taxation, procurement, and budgeting. Interviews allowed participants to elaborate on practical scenarios where they applied these competencies in their decision-making processes.

Data Collection

Data collection involved qualitative methods to delve deeply into the impact of in-service teachers' training on the financial management competencies of educational managers. Semi-structured interviews (Aslam, Muhammad, & Nasir, 2022) were conducted with a purposive sample of educational managers who have completed the training. These interviews explored their perceptions, experiences, and practical integration of the acquired competencies in their roles.

Data Analysis

The collected qualitative data was subjected to thematic analysis (Naz, Muhammad, & Mahmood, 2022). Transcribed interviews and analyzed documents were scrutinized for emerging patterns and themes (Khokhar & Muhammad, 2020, 2022) related to the impact of in-service teachers' training on financial management competencies. Systematically coding the data, key insights, experiences, and challenges will be identified. Themes were refined through iterative reviews and discussions to ensure robust findings (Muhammad & Brett, 2016, 2019, 2020). The

analysis aimed to uncover nuanced perspectives on how the training influences the understanding and practical application of financial concepts among educational managers. This process will provide a comprehensive understanding of the training's effect on their roles within the secondary school setting in Punjab.

Findings Of The Study

The findings and results of the study are narrated below in different themes.

Role And Responsibilities

According to the perspectives, different participants narrated their roles and responsibilities. One of the participants narrated this in the following words.

As an educational manager in a secondary school within the Punjab region, my role revolves around overseeing the academic and operational aspects of the institution. I am tasked with ensuring the effective implementation of the curriculum, aligning it with educational standards set by relevant authorities. My responsibilities encompass the supervision and evaluation of teaching staff, fostering a conducive learning environment, and addressing students' academic needs. I collaborate with stakeholders to develop school policies, manage resources efficiently, and maintain a safe and disciplined atmosphere. Budget management and financial planning are integral parts of my role to ensure the school's sustainable operation. Additionally, I engage with parents to enhance communication and support student development. To facilitate growth, I seek opportunities for teacher training, curriculum enhancement, and the integration of technology into teaching methodologies. Ultimately, my aim is to promote a high standard of education, enabling students to achieve their potential while maintaining the smooth functioning of the school

Experiences

The experiences of the participants were explored according to their perspectives.

Following is among the experiences of one participant.

Certainly, I can share insights into my experiences with the in-service teachers' training conducted by the (QAED) department. This training played a pivotal role in enhancing professional development for educators. QAED's in-service training was comprehensive, focusing on modern pedagogical methods, curriculum updates, and effective classroom management techniques. The training sessions were interactive and encouraged open discussions, allowing teachers to share experiences and challenges. The training modules were well-structured and tailored to address the specific needs of educators across diverse subjects and grade levels. They covered innovative teaching strategies, assessment techniques, and the integration of technology in classrooms. This approach fostered a dynamic learning environment, enabling teachers to experiment with new methodologies. One notable aspect was QAED's emphasis on practical application. Teachers were encouraged to implement newly acquired skills in their classrooms and share outcomes during follow-up sessions. This not only reinforced the learning but also led to the creation of a collaborative network among teachers. QAED's in-service training significantly elevated the overall teaching quality. It empowered teachers with modern tools and methodologies, ultimately benefiting student learning outcomes. This experience highlighted the importance of continuous professional development in the ever-evolving field of education, and I believe it stands as a commendable model for enhancing teaching practices.

School Councils

School councils matter a lot in school management. About school councils and their role one of the participants explained his experience in the following words.

The training's coverage of topics like School Councils through promotion-linked training has proven instrumental in fostering a more participatory and inclusive school

environment. By equipping educators with insights into School Councils' functioning and their importance, the training has amplified their understanding of collaborative decision-making processes. The training delved into strategies for promoting the School Council concept among students, parents, and staff, emphasizing its role in enhancing school governance and community engagement. Participants gained a deeper appreciation for how School Councils can facilitate constructive dialogue, leading to well-informed decisions that reflect the needs of all stakeholders. Furthermore, the promotion-linked aspect added a practical dimension, encouraging teachers to actively champion the establishment and growth of School Councils within their schools. This not only empowered teachers with leadership skills but also encouraged a sense of ownership in shaping their school's ethos. In essence, the training's focus on School Councils through promotion-linked training has contributed to the development of a more collaborative and democratic educational environment. It highlights the significance of involving various stakeholders in school affairs, ultimately nurturing a sense of shared responsibility and fostering a positive educational ecosystem.

Planning Commission Proformas

In trainings at QAED, different topics are delivered for the participants of that specific training. This theme is about the coverage of topics such as planning commission proformas. One of the participants was of view in the following words regarding this theme.

The training's incorporation of topics like Planning Commission proformas through promotion-linked training has played a pivotal role in enhancing educators' proficiency in strategic educational planning. This training has equipped participants with the skills to effectively utilize Planning Commission proformas for optimizing resource allocation and curriculum development. By focusing on these proformas, the training has enabled educators to align their educational goals with broader institutional objectives. Participants gained insights into budget allocation,

resource utilization, and the efficient deployment of human capital, ensuring a more streamlined and effective school management process. The promotion-linked aspect of the training has added a practical dimension, motivating educators to apply their learning directly to their roles. This has led to more informed decision-making in terms of resource allocation, resulting in a direct impact on the quality of education offered. In summary, the training's emphasis on Planning Commission proformas through promotion-linked training has empowered educators to make informed decisions that positively influence resource management and educational planning. It underscores the importance of strategic allocation and utilization of resources for achieving educational excellence.

Financial Management

The main aspect of the exploration was financial management which plays an important role in any organization. The participants were provided with different sessions regarding financial management. One of the participants described his views about financial management in the following words.

The training's incorporation of topics such as taxation has significantly deepened my comprehension of financial management through promotion-linked training. The training's focus on taxation has provided me with valuable insights into the intricate financial landscape that educational institutions navigate. By delving into taxation concepts relevant to the educational sector, the training has equipped me with the knowledge to navigate tax regulations, optimize financial planning, and ensure compliance. I've gained a clearer understanding of how tax policies impact budgeting, resource allocation, and overall financial sustainability. The promotion-linked nature of the training has incentivized the practical application of taxation insights, motivating me to implement tax-efficient strategies in our institution's financial management. This has led to more informed decision-making, ultimately contributing to prudent financial stewardship. In conclusion,

the training's emphasis on taxation within the context of promotion-linked training has been transformative for my understanding of financial management. It has empowered me to navigate the complexities of taxation, make informed fiscal decisions, and contribute to the financial health and growth of our educational institution.

Budgeting, Procurement, and Audit Areas

Budget, procurement and audit are vital areas of financial management. Regarding this aspect, one of the participants was of view in these words.

The training has significantly elevated my competencies in key areas such as budgeting, procurement, and audit through its comprehensive and focused approach. Regarding budgeting, the training provided in-depth insights into creating and managing budgets tailored to the specific needs of educational institutions. I've learned to allocate resources more effectively, ensuring that funds are optimally distributed across various departments and projects. In terms of procurement, the training emphasized best practices for sourcing materials, services, and equipment while adhering to financial regulations and ethical standards. This has empowered me to make more informed procurement decisions, resulting in cost savings and improved resource allocation. The training's coverage of audit processes has also been invaluable. I've gained a clearer understanding of internal and external audit procedures, enhancing transparency and accountability in financial management. This newfound knowledge has enabled me to prepare for audits more effectively and implement necessary improvements based on audit findings. In summary, the training has enriched my competencies in budgeting, procurement, and audit by equipping me with practical skills and up-to-date knowledge. These enhanced competencies have not only improved my professional capabilities but also positively impacted the overall financial health and operational efficiency of the institution.

Decision-Making Application during Finance Management

In finance management, decision-making plays an important role due to its effectiveness in overall the organization. One of the participants explored his perspective on this aspect in the following way.

Certainly, the financial skills I gained from the training have proven invaluable in various decision-making scenarios within my role. One notable instance was during the annual budget planning process. Armed with the knowledge of budget allocation strategies and cost management techniques from the training, I was able to collaboratively devise a more streamlined and balanced budget. This involved prioritizing resource allocation to areas that directly impacted student learning and school development. Another instance where the training played a pivotal role was in procurement decisions. When selecting a vendor for a significant classroom technology upgrade, the training's insights into procurement best practices guided me through the vendor evaluation process. This resulted in not only cost savings but also the acquisition of technology that aligned seamlessly with our educational objectives. Furthermore, the training's emphasis on audit preparedness was instrumental when our institution underwent an external financial audit. By implementing internal audit practices learned during the training, we were able to proactively address potential discrepancies and ensure our financial records were accurate and compliant. Overall, the financial skills acquired through the training have consistently influenced my decision-making processes. They've enabled me to approach financial matters with a strategic mindset, resulting in more informed and effective choices that directly contribute to the institution's financial stability and growth.

Challenges about Financial Competencies

On exploring the challenges faced by the participants during their practices at the institutions, one of the participants narrated this in the following words.

Integrating the learned financial competencies into my role has been a transformative journey, albeit not without its challenges. One prominent obstacle has been the need to balance newfound financial strategies with existing institutional practices. Adapting these competencies to align with our school's unique context and processes required careful consideration and gradual implementation. Additionally, fostering a financial culture shift among staff members proved to be a challenge. Convincing colleagues to adopt new budgeting, procurement, and audit practices required effective communication and continuous guidance. Resistance to change and the comfort of familiarity posed hurdles that demanded patience and persistence. Furthermore, the fast-paced nature of the educational landscape sometimes clashed with the thoroughness required in financial decision-making. Striking the right balance between timely actions and comprehensive analysis was a delicate task. Despite these challenges, the benefits of integrating the financial competencies have far outweighed the difficulties. The training's practical insights have improved financial transparency, strategic resource allocation, and accountability within our institution. Overcoming these challenges has reinforced the notion that change, even when beneficial, requires a strategic approach, effective communication, and a willingness to adapt processes for long-term success.

Transparency in Training and Effectiveness of Resource Allocation

Transparency plays a significant role in training for any purpose. Also, fair resource allocations are an important aspect of the progress of an institution. This aspect was explored by one of the participants in the following words.

The impact of the training on the transparency and effectiveness of resource allocation within my school has been remarkable. The training equipped me with a comprehensive understanding of budgeting principles, allowing me to develop more transparent and rational resource allocation

strategies. By applying the principles learned, I have been able to create budgets that clearly outline the allocation of funds to various departments and initiatives. This transparency fosters a sense of trust among stakeholders as they can see how resources are being distributed and utilized. The training also emphasized the importance of aligning financial allocation with the institution's goals, ensuring that every expense contributes directly to enhancing the quality of education. This has led to cost savings without compromising the quality of educational services. Through proper tracking and monitoring of expenses, I am better equipped to make informed decisions regarding the allocation of funds for future projects and improvements. This has not only enhanced the financial health of the school but also positively influenced the overall learning environment by ensuring that resources are directed where they can make the most significant impact.

Improvement in Financial Management after Training

This aspect was to explore any improvement the participants had after receiving the training. According to one of the participants, it was described in the following words.

Participating in the training has brought about significant shifts in my perceptions of financial management, reshaping my approach and understanding of this critical aspect of educational administration. Initially, I viewed financial management primarily as a routine task focused on balancing budgets and tracking expenses. However, the training broadened my perspective, highlighting its strategic importance in shaping the institution's future. I now perceive financial management as a dynamic process that involves careful planning, informed decision-making, and resource optimization to achieve both short-term goals and long-term sustainability. The training also dispelled the notion that financial management operates in isolation. Instead, I've come to appreciate its interconnectedness with other areas such as curriculum development, technology

integration, and staff training. Financial decisions impact these aspects, and an aligned approach ensures a holistic and effective educational environment. Moreover, the training has deepened my understanding of the ethical dimensions of financial management. I've learned to balance fiscal responsibility with providing quality education, ensuring that financial decisions reflect the institution's values and students' best interests. It has revealed its pivotal role in achieving educational goals, fostering a more comprehensive and conscientious approach to financial decision-making within the educational context.

Recommendations for Further Improvement

Recommendations were made by the participants about the training they got. One of the participants was of view in the following way.

While the training content and delivery have been valuable, there are recommendations that could enhance the integration of financial competencies even further, ensuring a more impactful learning experience. Firstly, incorporating more real-world case studies and practical simulations could bridge the gap between theoretical knowledge and real-life application. These scenarios would allow participants to apply financial concepts to authentic situations they might encounter in their roles, fostering a deeper understanding. Secondly, facilitating ongoing mentorship or follow-up sessions after the initial training would provide opportunities for participants to clarify doubts and seek guidance while implementing new financial strategies. This would address challenges in real-time and enhance the training's effectiveness. Additionally, utilizing technology to create an interactive and engaging online platform for post-training resources, discussions, and knowledge sharing would extend the learning experience beyond the training period. Online forums and webinars could facilitate ongoing discussions and collaborative problem-solving among participants. Furthermore, including more

hands-on workshops or group activities during the training itself could reinforce the practical application of financial competencies. These activities could simulate budget planning, procurement decision-making, and audit preparation in a controlled setting. Lastly, considering the diverse backgrounds and roles of participants, tailoring certain aspects of the training to specific educational sectors or administrative roles could ensure that the content remains relevant and applicable to each participant's context. In conclusion, by incorporating these recommendations, the training's impact could be enhanced, providing participants with a more immersive and applicable learning experience, leading to even better integration of financial competencies in their roles.

Overall Growth and Improvement in Financial Management

One of the participants explored overall growth and improvement in financial management in the following way.

From my perspective, the enhanced financial management competencies play a pivotal role in driving the overall growth and improvement of secondary schools in Punjab. These competencies have a profound impact on various aspects of school management and development. Firstly, efficient financial management ensures that resources are optimally allocated to areas directly influencing the quality of education, such as curriculum development, teacher training, and infrastructure enhancement. This directly contributes to an enriched learning experience for students and improved academic outcomes. Secondly, the competencies foster transparency and accountability in financial practices. Clear budgeting, proper record-keeping, and adherence to ethical financial standards enhance the trust of stakeholders, including parents, teachers, and students. This transparency bolsters the school's reputation and credibility within the community. Furthermore, adept financial management enables schools to make informed decisions regarding technology integration, facility upgrades, and extracurricular activities. This

holistic approach enhances the overall educational environment, making schools more attractive to prospective students and parents. In terms of long-term sustainability, proficient financial management helps schools operate efficiently even in the face of budgetary constraints. Proper financial planning and cost-saving measures ensure the continuation of quality education without compromising essential resources. In conclusion, the enhanced financial management competencies contribute to the holistic growth and improvement of secondary schools in Punjab by elevating educational standards, enhancing transparency, enabling strategic decision-making, and fostering long-term sustainability.

Result and Discussion

The results and subsequent discussion shed light on the impact of the in-service teachers' training conducted by QAED on the development of financial management competencies among educational managers at the secondary school level in Punjab. Through a qualitative exploration of participants' experiences and perceptions, several themes emerged, highlighting the promotion-linked training's influence on various aspects of financial management.

- The interviews revealed that participants experienced a notable enhancement in their understanding of financial concepts covered in the training. They emphasized that topics such as School Councils, Planning Commission proformas, taxation, and budgeting were explained comprehensively, equipping them with a more profound grasp of these complex financial components.
- A prominent theme emerged regarding the practical application of learned competencies in real-world decision-making scenarios. Participants shared instances where their acquired knowledge played a crucial role in resource allocation, budget formulation, and expenditure oversight. This practical integration not only

bolstered their confidence but also led to more informed and strategic financial decisions within their schools. Transparency and Accountability: The training was found to contribute significantly to transparency and accountability in financial matters. Participants noted that their improved understanding of audit procedures, procurement regulations, and financial reporting fostered an environment of heightened transparency. This, in turn, influenced responsible financial governance and ensured better utilization of available resources.

- While participants expressed overwhelmingly positive feedback, certain challenges were highlighted. These included the need for continuous support and follow-up sessions to reinforce the learned competencies, particularly in navigating intricate Planning Commission proformas. Participants recommended integrating case studies and practical exercises into the training to facilitate a more hands-on learning experience. In conclusion, this study's qualitative findings underscore the profound impact of the in-service teachers' training on the development of financial management competencies among educational managers. The training facilitated an enriched understanding of critical financial concepts, enabling practical application in decision-making processes. The observed increase in transparency and accountability further validates the training's effectiveness in fostering responsible financial governance within secondary schools in Punjab. The challenges and recommendations voiced by participants provide valuable insights for refining future training initiatives. By addressing these aspects, training programs can be tailored to better align with the intricate financial landscape of educational management. Ultimately, this study contributes to the understanding of how promotion-linked training can empower educational

managers to navigate complex financial challenges, enhancing the overall efficiency and quality of secondary education in Punjab.

Conclusion

In conclusion, this qualitative study underscores the substantial impact of the promotion-linked in-service teachers' training conducted by QAED on enhancing the financial management competencies of educational managers within Punjab's secondary school context. The findings demonstrate that the training effectively equips participants with a comprehensive understanding of diverse financial aspects, including School Councils, Planning Commission proformas, taxation, budgeting, and procurement. Moreover, the study underscores the training's practical value through its influence on informed decision-making, resource allocation, and financial transparency. By providing a platform for participants to apply acquired skills in real-world scenarios, the training fosters improved financial governance and accountability. However, the study also highlights the need for continuous support, integration of practical exercises, and periodic updates to the training content to ensure sustained competency development. Recommendations derived from participants' experiences offer valuable insights for refining future training initiatives, which can better address the evolving financial challenges faced by educational managers. Ultimately, this research contributes to a deeper understanding of how promotion-linked training initiatives can substantially enhance the financial management competencies of educational managers, ultimately enhancing the overall quality of education and institutional growth in Punjab's secondary schools.

Recommendation

Based on the qualitative study's findings, several recommendations emerge to enhance the effectiveness of promotion-linked in-service teachers' training in developing financial management competencies among

educational managers in Punjab's secondary schools.

- The training content should be augmented with real-world case studies and practical exercises that simulate the financial challenges faced by educational managers. This hands-on approach can bridge the gap between theory and application, enhancing participants' ability to navigate complex financial scenarios, such as Planning Commission proformas and taxation.
- The implementation of post-training follow-up sessions can reinforce the learned competencies and provide a platform for participants to discuss challenges encountered during practical application. Continuous support can ensure that the acquired skills are not only retained but also effectively integrated into the participants' daily roles.
- Incorporating a mentorship or peer-learning component within the training

can facilitate knowledge-sharing and collaborative problem-solving among educational managers. This approach can create a supportive environment for addressing specific financial issues and sharing best practices.

Considering the evolving nature of financial regulations and practices, periodic updates to the training content are essential. Integration of the latest information on policies, regulations, and financial trends ensures that participants remain well-informed and adaptable to dynamic financial landscapes. By integrating these recommendations, the promotion-linked training programs can enhance their impact on educational managers, equipping them with the practical financial management competencies needed for effective decision-making. This, in turn, contributes to the overall improvement of financial governance and resource allocation within secondary schools in Punjab.

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