

**ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL**Available Online: <https://assajournal.com>

Vol. 04 No. 01. July-September 2025. Page# 77-92

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)

Promotion-Linked Training Program in Punjab: Analysing Educational Managers' Satisfaction through Demographic Lenses

Zil e Huma

(PhD Scholar) Institute of Education

University of Sargodha

hzile@yahoo.com

Muhammad Nadeem Anwar

Associate Professor Institute of Education

University of Sargodha

nadeem.anwar@uos.edu.pk

Abstract

It is widely acknowledged that enhancing the caliber of education managers is crucial to upsurge the standard of education. This entails launching wide-ranging training programs intended to equip them for the challenges of their roles, along-with a robust evaluation to gauge training effectiveness. The study aimed to provide a demographic analysis of educational managers' level 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 evaluation of educational managers' level of satisfaction with the Promotion-Linked Training program through the lens of demography factors including gender, qualification, and experience. Therefore, demographic factors of 264 educational managers were analyzed using inferential statistics. It was revealed that gender, academic qualification, and years of administrative experience have no statistically significant influence on the satisfaction levels of educational managers. Thus, the findings confirms *that* the PLT program is effective across demographics. Its effectiveness is not confined to a particular gender, qualification level, or experience bracket, suggesting it is a fundamentally sound and well-conceived initiative.

Keywords: *Promotion linked training, educational managers, satisfaction, demographic analysis*

Introduction

Education is not merely about delivering instructional content; it is a structured process through which a nation cultivates its human capital. Gough and Scott (2008) emphasized that well-developed human capital significantly influences the political, social, and economic growth of a country. Therefore, education acts as the driving force behind a nation's sustainable development. Schools serve as central institutions in this system, playing a vital role in the holistic development intellectual, emotional, and behavioral of students. To ensure that school's function effectively, the role of educational managers becomes critically important. School heads, serving as educational leaders, are responsible for creating conducive learning environments, guiding teachers, implementing policy, and achieving institutional goals.

Recognizing this, governments and academic institutions have increasingly turned toward structured training programs to enhance the competencies of these managers.

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

In Punjab, Pakistan, the Government initiated the Promotion-Linked Training (PLT) program for educational managers, implemented through the Quaid-e-Azam Academy for Educational Development (QAED). This mandatory training is essential for managers being promoted within the School Education Department and aims to equip them with the required administrative, instructional, and leadership skills. Satisfaction with professional training is a key indicator of program quality and a predictor of long-term application of learned skills. A satisfied trainee is more likely to implement newly acquired knowledge, adapt strategies effectively, and become a proactive agent of change in their workplace. In contrast, dissatisfaction may result in resistance, lack of engagement, and poor transfer of learning. Thus, the feedback of educational managers, who are not only trainees but also influential leaders in the education system, plays a pivotal role in shaping future training policies and practices.

However, satisfaction with training is not uniform across all participants. Demographic variables such as gender, age, educational qualifications, designation, years of service, and work location can significantly influence perceptions of training effectiveness. For instance, a younger manager with fewer years of experience may value interactive, technology-enhanced training, while a senior manager might prioritize administrative content and strategic planning. Similarly, male and female participants might perceive the training environment differently due to cultural and institutional dynamics. The rural-urban divide may also influence satisfaction levels, particularly regarding the availability of facilities and relevance of content to real-world challenges.

Despite the relevance of these considerations, limited research exists on how demographic factors shape the satisfaction of educational managers with promotion-linked training in Punjab. Most existing studies in Pakistan focus either on the general effectiveness of training programs or on the evaluation of curriculum and pedagogy, without disaggregating findings based on participants' demographic backgrounds. This oversight leaves a gap in understanding the nuanced experiences of various subgroups within the training audience, which is essential for equitable and inclusive educational leadership development.

In countries with diverse socio-economic and institutional landscapes like Pakistan, demographic analysis provides a powerful lens to interpret program impact. Such analysis can uncover patterns of disparity, highlight specific needs of underrepresented groups, and offer direction for differentiated program design. For instance, if female managers' report lower satisfaction with the training environment, this insight could prompt reforms in terms of training venues, timing, and facilitation styles. Likewise, if older managers feel disconnected from the digitally-driven modules, supplementary support can be designed to bridge the gap. A demographic approach thus supports evidence-based policymaking and fosters a culture of responsiveness in the educational training system. This research, therefore, aims to conduct a demographic analysis of educational managers' satisfaction with promotion-linked training programs in Punjab. It seeks to measure satisfaction levels across multiple dimensions—such as training objectives, instructional methods, trainer competence, engagement, environment, and facilities—while analyzing how these perceptions differ by demographic characteristics. By doing so, the study will provide empirical evidence that can inform more inclusive, relevant, and responsive training policies for educational leadership in Pakistan.

The significance of this study lies not only in its academic contribution to the field of educational management but also in its practical implications for training institutions, policymakers, and administrators. The findings will offer concrete recommendations for revising training modules, improving infrastructure, and tailoring instructional strategies to meet the diverse needs of educational managers. Furthermore, by emphasizing satisfaction as a measurable and actionable outcome, the study promotes a culture of quality assurance and continuous improvement in professional development systems. In short, promotion-linked training is a cornerstone of professional growth for educational managers in Punjab. However, its success depends not only on its content and structure but also on how it is perceived by the participants. A demographic analysis of satisfaction offers a holistic understanding of these perceptions and paves the way for targeted improvements. By bridging the gap between policy intent and participant experience, this research aspires to contribute meaningfully to the development of an effective, inclusive, and impactful training framework for educational leaders in Pakistan.

Evaluation of Satisfaction

The Kirkpatrick has suggested an evaluation model in the 1950 to analyze the learning of trainees through four levels: Reaction, Learning, Behavior, and Results.



Kirkpatrick's Learning Model

Figure 1: Kirkpatrick Learning Model

This model is a widely recognized and has been broadly quoted in literature (Tamkin, Yarnall, & Kerrin, 2002; Bates, 2004; Saad & Mat, 2013; Manzoor, 2019; Azmy & Setiarini, 2023). In this study first level which deals with “reaction” in terms of training participants’ satisfaction. The satisfaction means the extent to which training participants were enjoyed experience of training (Kirkpatrick & Kirkpatrick, 2006). Therefore, the major objective of this paper is to analyze educational managers’ level of satisfaction with the promotion-linked training program in terms of their demographic factors.

Rationale for Demographic Analysis

Importantly, satisfaction with training is not uniform; it may vary according to demographic characteristics for instance, gender, qualification, and experience. Previous studies reported that

demographic characteristics are used to augment the application, inclusivity, and usefulness of training, support professional development, and furthermore significantly impact regarding how educational managers perceived and experienced the training (Day, 1999 and Villegas-Reimers, 2003).

In case of gender, both male and female administrators may have significantly different administrative behaviour, leadership styles, professional experiences, and comfort levels with training content and overall formats (Coleman, 2012). In respect of Punjab, Aslam (2009) narrated that cultural norms may impact participation of women in leadership role more as compared to male, therefore, gender-sensitive analysis essential. Gender-wise analysis supports judge whether training program is equally effective and accessible for male and female (UNESCO, 2015). In terms of qualification, administrators having high qualifications may find content of training program too basic, as compared to those of low qualifications (Guskey, 2002). The perceived expediency of training be contingent on its configuration with trainers' academic backgrounds (Komba & Nkumbi, 2008). Moreover, qualification level, according to Joyce and Showers (2002), may influence learning priorities and opportunities (Joyce & Showers, 2002). And, in case of experience, more experienced executives may value leadership theory, strategic-level training, and policy analysis (Bush, 2008). Furthermore, Omar (2014) mentioned that satisfaction leads to improve when training program deals with real-life challenges in terms of experience.

It revealed that understanding these variations can offer insights into how different subgroups perceive and benefit from the training, thereby helping to inform equitable and responsive policy interventions. While prior research in Pakistan has broadly addressed training effectiveness, there is a significant gap in literature regarding how demographic factors shape satisfaction with the PLT program. This study fills that gap by conducting a demographic analysis of satisfaction levels among educational managers in Punjab, focusing specifically on how gender, academic qualification, and administrative experience influence their perceptions of the PLT program. Demographic insights not only enhance program responsiveness but also inform policymakers about equity and inclusiveness in capacity-building initiatives. The researcher has decided to formulate null hypotheses because, without them, objectively evaluating the role of demographic factors in the PLT program's impact on participant satisfaction would be difficult.

Hypothesis of the Study

Null Hypothesis (H_{01}): There is no significant difference in the satisfaction levels of male and female educational managers with the Promotion-Linked Training (PLT) program.

Null Hypothesis (H_{02}): There is no significant difference in the satisfaction levels of educational managers with the PLT programs based on their academic qualifications.

Null Hypothesis (H_{03}): There is no significant difference in the satisfaction levels of educational managers with the PLT programs based on their experience.

Methodology

A descriptive research design was employed to evaluate the satisfaction levels of educational managers who participated in the Promotion-Linked Training (PLT) program in Punjab. The study also explored the influence of demographic factors such as gender, academic qualification, and professional experience on their satisfaction. The target population consisted of educational

managers who attended the training sessions conducted between October 2021 and December 2022. This design was appropriate as it facilitated a systematic examination of participants' perceptions, attitudes, and experiences, as well as the analysis of demographic patterns and trends (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, demographic 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. In this study, a census sampling technique was employed, as the population was manageable in size and full participation was feasible (Nanjundeswaraswamy & Divakar, 2021). Hence, demographic factors of 264 participants were surveyed using a structured questionnaire.

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

Table 1: Gender wise Response rate of Educational Managers

Gender	Frequency	Percent
Male	103	39.0
Female	161	61.0
Total	264	100

The table 1 illustrates the frequency and percentage of educational managers' responses by gender. In this survey 264 educational managers' responses were evaluated out of which 103 (39.0%) male and 161 (61%) were female. It is clearly revealed that the responses rate of female educational managers was higher than their counterpart.

Table 2: Percentage and Frequency of Experience of Educational Managers

Experience	Frequency	Percent
Morethan20 Years	34	12.9
11-20Years	146	55.3
1-10Years	84	31.8
Total	264	100

The table 2 depicts the frequency and percentage of educational managers' experience. In this survey 264 educational managers' responses were evaluated out of which 34 (12.9%) have more than 21 years administrative experience, while majority of educational managers 146 (55.3%)

had 11-20 years' experience as head of institution. Moreover, 84 (31.8%) educational managers have 1-10 years' experience. It is clearly found that the majority of respondents' length of experience as head of school was 11-20 years that indicates a well-experienced workforce.

Table 3: Percentage and Frequency of Qualification of Educational Managers

Experience	Frequency	Percent
Masters	190	72.0
MPhil	63	23.9
PhD	11	4.1
Total	264	100

The table 4 portrays the frequency and percentage of educational managers' qualification. In this survey 264 educational managers' responses were evaluated out of which 190 (72.0%) have master degree, while 63 (23.9%) have MPhil qualification, and 11 (4.1%) were PhD qualification. It is clearly indicated that a large majority of respondents' have M.A/M.Sc qualification.

Null Hypothesis (H_{01}): There is no significant difference in the satisfaction levels of male and female educational managers with the Promotion-Linked Training (PLT) program.

Table 4 depicts the independent t-distribution (two-tailed) to compare the satisfaction level of Male and Female educational managers.

Table 4: Independent Samples T-test of Gender Difference about Satisfaction with PLT

Level	Gender	N	Mean	SD	T	df	P
Satisfaction (Kirkpatrick Level-I)	Male	103	4.08	0.826	-.986	262	.325
	Female	161	3.98	0.857			

On the basis of data, researcher failed to reject the null hypothesis that is "there is no significant difference in the perception of male and female educational managers in terms of their satisfaction to PLT program". Hence the results show that gender does not appear to be a meaningful factor in determining educational managers' satisfaction with the PLT program. Therefore, it can be concluded that male and female educational managers have almost same perception about their satisfaction to PLT program.

Null Hypothesis (H_{02}): There is no significant difference in the satisfaction levels of educational managers with the PLT programs based on their academic qualifications.

The table 5 shows ANOVA test results, used to examine the impact of PLT on educational managers' satisfaction based on their different qualifications.

Table 5: ANOVA of Educational Managers' Satisfaction by their Qualification

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction (Kirkpatrick Level-I)	Between Groups	2.788	2	1.394	1.977	.141
	Within Groups	184.027	261	.705		
	Total	186.814	264			

The table 5 shows ANOVA test conducted to analyses the educational managers' satisfaction with the PLT based on their qualifications. Data shows the value of one-way ANOVA $F(2, 261) = 1.977$, $p = .141 > 0.05$, indicates that there was no statistically significant difference in satisfaction with PLT program among three qualifications group means. On the basis of $p = .141 > 0.05$, the researcher failed to reject null hypothesis that "there is no significant difference in the perceptions of educational managers regarding satisfaction to PLT program based on their qualifications" (Satisfaction: Kirkpatrick level-I). Therefore, the ANOVA result suggests that across different qualification groups of educational managers does not appear to be a meaningful factor in determining educational managers' satisfaction towards PLT program. Consequently, across all the levels of qualifications the educational managers were found satisfactory with PLT program and declared it to be effective.

Table 6: Post Hoc (LSD) Test for Multiple Comparisons of Qualification

Dependent Variable	(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.
Satisfaction (Kirkpatrick Level-I)	Masters	MPhil	-.113	.133	.398
		PhD	-.004	.284	.988
	MPhil	Masters	.113	.133	.398
		PhD	.108	.299	.718
	PhD	Masters	.004	.284	.988
		MPhil	-.108	.299	.718

Table 6 shows that there is, no significant difference between educational managers with Masters and those of with MPhil qualifications in terms of reaction. Similarly, the mean difference (I-J) between Masters and PhD qualifications is -0.004 and p-value = 0.988 which was also not statistically significant. Therefore, no significant difference between educational managers with Masters and those of with PhD qualifications in terms of reaction. The comparisons revealed no significant difference in terms of reaction based on Masters, MPhil, and PhD qualification levels.

Therefore, on the basis of results, it can be concluded that the level of qualification either Masters, or MPhil or PhD does not significantly influence on the reaction towards PLT. This implies that educational managers' reaction may be influenced by factors other than their academic qualifications, such as experience.

Null Hypothesis (H_{03}): There is no significant difference in the satisfaction levels of educational managers with the PLT programs based on their professional experience.

The table 7 displays ANOVA test results to measure the impact of PLT on educational managers' satisfaction with respect to their years of administrative experience.

Table 7: ANVOA of Educational Managers' Satisfaction by their Administrative Experience

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction (Kirkpatrick Level-I)	Between Groups	3.102	2	1.551		
	Within Groups	215.852	261	.827	1.876	.155
	Total	218.955	264			

Table 7 shows ANOVA test results used to measure the satisfaction of educational managers with PLT program based on their years of administrative experience. Hence, the ANOVA result advocates that across different years of administrative experience of educational managers does not matter in determining educational managers' satisfaction towards PLT program.

Therefore, across all level of administrative experience, the educational managers were found satisfactory to PLT program and demonstrated it to be effective in terms of planning, organizing and implementing.

Table 8: Post Hoc (LSD) Test for Multiple Comparisons of Experience

Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Satisfaction (Kirkpatrick Level-I)	1 to 10 Years	11 to 20 Years	-.236	.125	.060
		More than 20 Years	-.081	.185	.663
	11 to 20 Years	1 to 10	.236	.125	.060
		More than 20 Years	.155	.173	.371
	More than 20 Years	1 to 10	.081	.185	.663
		11 to 20 Years	-.155	.173	.371

In data, the comparisons revealed no significant difference in terms of reaction based on experience levels. Therefore, it can be concluded that the length of experience does not significantly influence on the satisfaction level of training participants with PLT.

Findings and Conclusions

- With respect to participants demographic characteristics, it was found that the responses rate of female educational managers (60.9%) was higher than male (39.1%), addition to this the responses rate of female teachers (57.3%) was higher than male (42.7%). Moreover, a large majority of educational managers 146 (55.3%) had 11-20 years' experience as head of institution. And furthermore, a sufficient majority of respondents (72.0%) have MA/MSc qualification.
- It was found that gender did not appear to be a meaningful factor in determining educational managers' satisfaction towards PLT program. It was, therefore, found that male as well as female educational managers have almost same perceptions about effectiveness of PLT program in terms of their satisfaction-Level-I.
- Results indicates that there was no statistically significant difference in terms of reaction of educational managers towards PLT among three qualifications group means. So, the

researcher failed to reject null hypothesis and found that no significant difference in the perceptions of educational managers regarding satisfaction to PLT program based on different qualification groups. Consequently, it was found that at all the level of qualification either Masters, or M.Phil or PhD did not significantly influence on the reaction towards PLT and educational managers were found satisfactory and declared PLT to be effective.

- It was found that across different years of experience of educational managers does not matter in determining educational managers' satisfaction towards PLT program. Therefore, across all level of administrative experience, the educational managers were found satisfactory to PLT program and demonstrated it to be effective in terms of planning, organizing and implementing (Satisfaction: Kirkpatrick Level-I)

The conclusion of analysis proclaimed that, the PLT program's worth is not impacted by the demographic features of the educational managers. Gender, academic qualification, and years of administrative experience have no statistically significant impact on the satisfaction levels of educational managers. This points to an equitable program design that serves a diverse leadership population effectively.

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. Current study aims to evaluate the satisfaction level of educational managers, in terms of their demographic factors, with the promotion linked training program. The findings are offering a persuasive description about the satisfaction with PLT. When contextualized within the wider scenery of educational research, the implication of results, mainly the unvarying satisfaction across demographic lines, becomes even more noticeable. The demographic structure of this study's educational managers was mainly female, highly experienced, and well-qualified, is a critical starting point for this discussion.

The high representation of female managers (60.9%) is consistent with trends observed in other studies within the Pakistani education sector, which often note a significant presence of women in teaching and mid-level management roles (UNESCO, 2020). The key insight here is that the program's success is validated by the very demographic that constitutes a large and vital portion of its target audience.

More importantly, the high levels of experience (55.3% with 11-20 years) and qualification (72.0% with MA/MSc) mean the positive feedback is not from a naive audience. Research by Fullan (2007) on educational change emphasizes that experienced educators are often the most critical judges of professional development, readily dismissing initiatives that are theoretical, impractical, or disconnected from the realities of school administration. The fact that this seasoned cohort found the PLT program satisfactory and effective in core competencies like planning, organizing, and implementing lends substantial credibility to its design and delivery.

This contrasts sharply with findings from other contexts where veteran teachers often report higher levels of cynicism towards mandatory training (Darling-Hammond et al., 2017).

The most powerful finding of this study is the remarkable consistency of satisfaction across gender, academic qualification, and administrative experience. This uniformity is not a given in professional development and, in many ways, runs counter to trends often cited in academic literature.

The finding that gender was not a significant factor in satisfaction is a testament to the program's equitable design. Literature on leadership often explores differences in leadership styles between genders (Eagly & Johnson, 1990), and some studies on training have occasionally found that program elements may resonate differently with male and female participants. For instance, a focus on collaborative vs. competitive activities might elicit varied responses. The PLT program's ability to achieve equal satisfaction suggests its curriculum focuses on universal management principles and competencies that are not gender-specific, a quality that Zembylas (2003) argues is essential for effective and inclusive educational leadership training.

The lack of significant difference in satisfaction across qualification levels (Masters, M.Phil, PhD) is a standout achievement. A common challenge in adult learning and professional development is catering to a group with diverse intellectual backgrounds. Research from Knowles, Holton, and Swanson (2015) on andragogy (adult learning theory) highlights that adults need to see the immediate relevance and respect for their prior knowledge. The PLT program has evidently succeeded in this. It was substantive enough to engage individuals with doctoral-level education, while remaining accessible and practical for those with Master's degrees. This suggests a curriculum built on practical application rather than abstract theory, a factor identified by Leithwood, Harris, and Hopkins (2008) as crucial for effective school leadership development. Many generic training programs fail here, being either too academic for practitioners or too simplistic for the highly qualified.

Perhaps the most significant finding in the context of professional development literature is the irrelevance of administrative experience in determining satisfaction. There is a robust body of research suggesting that professional experience is a powerful filter through which training is evaluated. Hargreaves and Fullan (1992) noted that experienced teachers develop deep-rooted professional cultures and are often resistant to externally imposed training that doesn't honor their expertise. The PLT program's success with veteran managers (those with 11-20+ years of experience) indicates it was perceived not as a remedial requirement, but as a valuable opportunity for growth. A study conducted in a similar South Asian context by Ad-Dab'i (2016) in Jordan found that experience level did, in fact, negatively correlate with satisfaction in generic training programs. The success of the PLT program in Punjab, therefore, presents a valuable case study. It implies the training was directly linked to the on-the-ground challenges of school management in Punjab, addressing core functions of planning and organization that remain relevant regardless of how long one has been in the job.

The findings confirm *that* the PLT program is effective across demographics. To know the demographically differentiation, it is, therefore, recommended to plan qualitative research based on focus groups and/or in-depth interviews.

References

- Abbas, M., Tariq, A., & Arif, M. (2023). Impact of QAED Punjab Promotion-linked Training on Developing Teachers' Competencies for School Educational Leaders in Punjab: A Meta-Analytic Study. *Global Educational Studies Review*, VIII, 8, 543-543.
- Abbasian, A. (2006). Effectiveness of training course. *Tadbir J*, 170, 52-5.
- Ad-Dab'i, S. (2016). The impact of teachers' demographic characteristics on their satisfaction with the training programs of the Queen Rania Teacher Academy. *Journal of Education and Practice*.
- Alsalamah, A. (2021). *An Evaluation of the Perceptions of In-Service Training Programmes Provided for Female Head Teachers of Girls' Schools in Saudi Arabia* (Doctoral dissertation, University of Lincoln).
- Aslam, M. (2009). Education gender gaps in Pakistan: Is the labor market to blame? *Economic Development and Cultural Change*, 57(4), 747–784.
- Azmy, A., & Setiarini, N. Y. (2023). Kirkpatrick Model as Evaluation Training Program for Assessor: Case Study of Government Employee. *International Journal of Management, Accounting & Economics*, 10(9).
- Balci, A. (2011). The changing context of educational administration postgraduate and its effect on educational administration postgraduate programmes. *Education & Science*, 36(162), 196-208.
- Bates, R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and program planning*, 27(3), 341-347.
- Bielaczyc, K., & Collins, A. (2013). Learning communities in classrooms: A reconceptualization of educational practice. In *Instructional-design theories and models* (pp. 269-292). Routledge.
- Breckwoldt, J., Svensson, J., Lingemann, C., & Gruber, H. (2014). Does clinical teacher training always improve teaching effectiveness as opposed to no teacher training? A randomized controlled study. *BMC medical education*, 14, 1-8.
- Bush, T. (2008). *Leadership and management development in education*. SAGE Publications.
- Cemaloğlu, N. (2002). Improving the performance of teachers in the role of school administration. *National Education Journal*, 153-154, 180-192.
- Clifford, M., Behrstock-Sherratt, E., & Feters, J. (2012). The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design. A Quality School Leadership Issue Brief. *American Institutes for Research*.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
- Coleman, M. (2012). Leadership and diversity. *Educational Management Administration & Leadership*, 40(5), 592–609.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Falmer Press.

- Dinham, S. (2004). "Principals' leadership for outstanding outcomes". *Journal of Educational Administration*, 43 (4), 338-356.
- Eagly, A. H., & Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*.
- Earley, P. and Jones, J. (2010) Accelerated leadership development : Fast-tracking school leaders. 1st edition. London, England: University of London, Institute of Education.
- Fullan, M. (2007). *The New Meaning of Educational Change*. Teachers College Press.
- Gallos, J. V., & Bolman, L. G. (2021). *Reframing academic leadership*. John Wiley & Sons.
- Gough, S., & Scott, W. (2008). *Higher education and sustainable development: Paradox and possibility*. Routledge.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391.
- Hargreaves, A., & Fullan, M. (1992). *Understanding Teacher Development*. Teachers College Press.
- Harrison, C., & Harrison, C. (2018). Leadership research and theory. *Leadership Theory and Research: A Critical Approach to New and Existing Paradigms*, 15-32.
- Jamil, B. R. (2018). *Educational leadership and management in Pakistan: Issues and perspectives*. Lahore, Pakistan: Idara-e-Taleem-o-Aagahi (ITA).
- Jones, D.C., Kalmi, P., & Kauhanen, A. (2011). The effects of general and firm-specific training on wages and performance: evidence from banking. *Oxford Economic Paper*, 64(2012), 151-175. Doi: 10.1093/oep/gpr013
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
- Karatas, İ. H. (2016). Professional standards for school principals in Turkey. *Journal of Education and Training Studies*, 4(5), 51-63.
- Khan, S. (2015). *Challenges in public sector management in Pakistan*. Islamabad, Pakistan: National Institute of Public Administration (NIPA).
- Khan, S. H., Saeed, M., & Fatima, K. (2009). Assessing the performance of secondary school head teachers: A survey study based on teachers' views in Punjab. *Educational Management Administration and Leadership*, 37(6), 766-783
- Kirkpatrick, D. L. (2009). *Implementing the four levels: A practical guide for effective evaluation of training programs* (Vol. 16). ReadHowYouWant. com.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.
- Komba, W. L., & Nkumbi, E. (2008). Teacher professional development in Tanzania: Perceptions and practices. *Journal of International Cooperation in Education*, 11(3), 67–83.
- Laguardia, A., & Pearl, A. (2009). Necessary educational reform for the 21st century: The future of public schools in our democracy. *The Urban Review*, 41, 352-368
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*.
- Madsen, S. R., & Andrade, M. S. (2020). Advancing women in leadership: A global perspective. *Advances in Developing Human Resources*, 22(2), 133–144.

- Malik, M. I., & Akram, M. (2020). Effect of Head Teacher's Effectiveness on School Performance at Secondary School Level. *Journal of Educational Sciences & Research*, 7(1).
- Manzoor, S. R. (2019). Measuring the Training Effectiveness in the Police Sector of Pakistan: A Kirkpatrick Model Intervention. *Journal of Managerial Sciences*, 13(2).
- Niu, Y., Ying, L., Yang, J., Bao, M., & Sivaparthipan, C. B. (2021). Organizational business intelligence and decision making using big data analytics. *Information Processing & Management*, 58(6), 102725.
- Omar, M. (2014). Professional development needs of school leaders in Pakistan. *International Journal of Educational Management*, 28(6), 646–658.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. Routledge.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Rodriguez, J., & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*, 3(10), 206-212.
- Rutledge, A. B. (2010). *A study comparing the academic achievement of African American male students enrolled in two types of nontraditional high schools*. Capella University.
- Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles*. Corwin Press.
- Sharma, P., & Pandher, J. S. (2019). Competences desired among educational leaders of technical education degree institutions. *Journal of Workplace Learning*, 31(6), 377-390.
- Siddiqui, K., Shahi, H., Imran, A., Masood, A. (2021). Teacher Training in Pakistan: Overview of Challenges and their Suggested Solutions, *International Journal of Recent Educational Research*, 2(2): 215-223
- Şişman, M. (2011). *The pursuit of excellence in education and effective schools* (2 print). Ankara, Turkey: Pegem
- Smith, P. (2021). *Improving Learning Outcomes: A Focus on Student Success*. Wiley.
- Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals*. ASCD.
- Tamkin, P., Yarnall, J., & Kerrin, M. (2002). *Kirkpatrick and Beyond: A review of models of training evaluation*. Brighton, England: Institute for Employment Studies.
- Thompson, C. (2015). The principals' impact on the implementation of inclusion. *J. Am. Acad. Spec. Educ. Prof.* 136–141.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). *The principal: Creative leadership for effective schools*. Allyn & Bacon/Longman Publishing, a Pearson Education Company, 1760 Gould Street, Needham Heights, MA 02494. Web site: <http://www.abacon.com>.
- UNESCO. (2015). *A guide for gender equality in teacher education policy and practices*. UNESCO Publishing.
- UNESCO. (2017). *Improving the quality of education: A global perspective*. Paris, France: United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. UNESCO.

- Villegas-Reimers, E. (2003). Teacher professional development: An international review of the literature. UNESCO: International Institute for Educational Planning.
- World Bank. (2020). *Strengthening civil service capacity for effective education management* (Education Global Practice Report). Washington, DC: World Bank Group.
- Yeboah, D. A. (2002). Enhancing transition from early childhood phase to primary education: Evidence from the research literature. *Early Years: An International Journal of Research and Development*, 22(1), 51-68.
- Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching: theory and practice*.
- Zheng, L., Huang, R. and Yu, J. (2013) Evaluation of the effectiveness of e-training: A case study on in-service teachers' training. In: *Proceedings - 2013 IEEE 13th International Conference on Advanced Learning Technologies, ICALT 2013, 15-18 July. 2013 Beijing, China: IEEE*, 229–231.