

## Original Article

# Effectiveness of Training of Primary School Head Teacher on Community of Practice (COP) to Promoting Girls Education at Primary level

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## Abstract

In order to support girls' education at the primary level, this study examines the effects of training primary school head teachers in Pakistan's Loralai District using a Community of Practice (COP) framework. The study's main goal is to lower dropout rates by improving head teachers' leadership abilities, especially when it comes to working with community committees and Parent-Teacher Councils (PTCs) to remove obstacles to girls' education. The research intends to enable Head Teachers to successfully involve parents and local stakeholders in addressing dropout issues by promoting collaboration. Additionally, the study aims to dismantle cultural barriers, such as Pashtun customs that prevent girls from receiving an education. Improved school leadership, increased community support, and a more welcoming learning environment for girls are the goals of the COP approach. A total of 73 headmasters/headmistresses 47 men and 26 women—were surveyed for the study. The findings indicate that respondents would strongly recommend Communities of Practice (COP) to other organizations (mean = 4.78) and strongly agree that COP aids in leadership development (mean = 4.63). Knowledge exchange, networking, and enhanced problem-solving are among the COP's alleged advantages. Nevertheless, difficulties like time commitment and resource limitations were also noted.

**Keywords:** Training, COP, Promoting, Girls Education, PTC, Head Teacher

## INTRODUCTION

Pakistani girls' education still faces structural obstacles stemming from sociocultural norms, poverty, and inadequate school administration, especially in rural and tribal areas like Balochistan's Loralai District (UNESCO, 2022). Ineffective school leadership, cultural resistance, and low parental involvement are frequently associated with high primary school dropout rates (Andrabi et al., 2018). In order to lower the dropout rates among girls, this study explores the possibility of enhancing the leadership of primary school head teachers using a Community of Practice (COP) framework. With an emphasis on involving local stakeholders like Parent-Teacher Councils (PTCs) and community committees, the COP model promotes cooperative learning and knowledge exchange among educators (Wenger, 1998). The intervention's goal is to increase head teachers' capacity for leadership.

The effectiveness of preparing primary school head teachers to create Communities of Practice (CoP) to advance girls' education is investigated in this study. It looks at how this kind of training enables leaders to promote gender-sensitive practices, collaborative learning, and supportive environments that support girls' enrollment, retention, and success in primary school. Education dropout among girls is still a major problem worldwide, especially in areas with low incomes. Premature school dropout among girls is largely caused by factors like poverty, early marriage, gender-based violence, and lack of access to sanitary facilities (UNESCO, 2022). Household duties and cultural norms also impede their academic development. These interrelated issues prevent millions of girls from receiving an education, according to UNICEF (2021). Future opportunities are restricted by dropping out, which feeds the cycles of inequality and poverty. Targeted interventions are needed to address



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this problem, such as gender-sensitive policies, community awareness campaigns, and support networks that keep girls in school and guarantee their academic success going forward.

## LITERATURE REVIEW

Numerous studies have examined efforts to enhance girls' education in Pakistan, concentrating on institutional, sociocultural, and financial obstacles. Lloyd et al. (2007) state that the prevalence of patriarchal norms and restricted female mobility, especially in conservative areas like Balochistan, are two of the main obstacles to girls' education in rural Pakistan. Inadequate community involvement in education and poor school leadership exacerbates these cultural limitations. In areas where sociocultural barriers prevent girls from attending school, community involvement is essential to improving their education at the primary level. This review of the literature summarizes important research and projects that show how community involvement affects girls' academic performance. Girls Community Schools (GCS) have played a significant role in educating out-of-school girls in Balochistan, Pakistan. These schools, which were founded in places without official educational facilities, are actively supported by the local community. Local communities support teachers, who are frequently women from the same area, and provide classroom space. More than 123,000 girls are now enrolled in 1,937 institutions thanks to the Elementary Education Foundation's initiative. The community's support has been essential to maintaining these schools and advancing girls' education, even in the face of obstacles like postponed teacher salaries. Through its "Team Balika" program, the Indian NGO Educate Girls uses a community volunteer model. Through this program, young women from the community are trained to advocate for education. To find and enroll out-of-school girls, these volunteers work with school management committees, hold community meetings, and perform door-to-door surveys. By encouraging community ownership and involvement in the educational process, the program has shown success in raising enrollment rates and enhancing learning outcomes.

The effectiveness of Balochistani public awareness campaigns in advancing girls' education was evaluated in a study. To change social norms and promote parental involvement, the campaign used community mobilization techniques like meetings and seminars. The

findings showed that 73% of participants were successful in altering attitudes regarding girls' education, and 33% of them were actively involved in campaigns to support girls' education and upgrade school infrastructure. This emphasizes how important community-led initiatives are to changing public perceptions and improving girls' access to education.

School outcomes are greatly influenced by leadership, particularly in underserved communities. Bush & Glover's (2014) research emphasizes the value of transformational leadership in creating inclusive learning environments in schools. However, head teachers in Pakistan frequently lack the education and assistance required to lead successfully, especially when it comes to interacting with communities and resolving gender inequality (Rehman & Waheed, 2021). With a remarkably high F-value and a sizable effect size (partial eta squared =.882), the analysis's findings demonstrate the variable "Seize" 'important influence on participants' answers. According to this research, perceptions of leadership effectiveness and development are significantly impacted by the level of opportunity or exposure, which may be connected to involvement in training sessions or Communities of Practice (CoP). However, there was no discernible effect from variables like gender or general agreement stance, suggesting that these demographic or attitudinal factors may not be crucial in determining the effectiveness or reception of such interventions.

These findings are consistent with previous research that highlights the value of contextual opportunity and active participation in educational leadership programs. For example, according to Wenger (1998), CoPs work best when participants are actively involved and perceive a connection to their everyday tasks. Similarly, Fullan's (2001) research lends credence to the idea that professional interaction and learning opportunities and structures have a significant impact on leadership development. Research conducted in low-resource environments, like that conducted by UNESCO in 2022, also emphasizes that leadership initiatives are only effective when there is sustained and encouraged participation. Therefore, by demonstrating that the impact of CoP depends on the level of engagement rather than background traits, the current findings support the literature. Research emphasizes the value of community involvement in school administration, especially

when it comes to women's participation in decision-making. Studies in Haryana, India, have revealed that although community involvement is promoted, cultural norms frequently keep it male-dominated. However, when women are actively involved, they make a significant contribution to addressing local educational challenges, like advocating for infrastructure improvements and ensuring regular attendance at school. This highlights how inclusive participation is essential to successfully advancing girls' education. The Kitengesa Community Library in Uganda has become an essential tool for promoting girls' education. In addition to offering book access, the library acts as a community center for educational events like workshops and literacy programs. Girls have benefited greatly from the library's programs, which provide a secure environment for education and skill-building. This model shows how girls' educational goals can be supported and formal education systems can be supplemented by community-based institutions. Community-based strategies, like those used by NGOs like BRAC, have been successful in raising girls' enrollment and enhancing learning outcomes, according to a systematic review of policies and interventions meant to remove gender-related barriers to girls' education in low- and middle-income countries. It has been demonstrated that these interventions, which frequently include community involvement in school governance and the hiring of female teachers, have a positive impact on girls' educational attainment.

**OBJECTIVES OF THE STUDY**

- Following was the objective of research:
- Analyze how Community of Practice (COP)-based training has affected the leadership

Gender Based	Headmasters/ Headmistresses	Member COP	N
Male	16	47	98
Female	09	26	
Entire	25	73	

**Evaluation of Instructional Materials**

Three main topics were covered in the training program given to headmasters and headmistresses in Loralai District using the Community of Practice (COP) framework: gender-sensitive school practices, community

- abilities of Pakistani primary school head teachers in the Loralai District.
- To assess the ways in which improved leadership empowers head teachers to work productively with community committees and Parent-Teacher Councils (PTCs).
  - To evaluate the impact of better school leadership on lowering primary school girls' dropout rates.

**METHODOLOGY**

In order to investigate how Community of Practice (COP)-based training affected the leadership styles of primary school head teachers in Pakistan's Loralai District, this study used a qualitative research methodology. To obtain a deeper understanding of the experiences, viewpoints, and behavioral shifts of head teachers and community members engaged in advancing girls' education, a qualitative approach was selected.

In order to conduct a thorough analysis of the intervention within its actual setting, a case study design was employed. Selected primary schools where head teachers received COP-based leadership training were the subject of the study.

**POPULATION**

The entire population consisted in research study was 25 GGPS and their Head Mistress as well 73 School Council member every school contain 3 COP and 1 Head include in every school.

**Sample size of research**

25 primary schools with a high proportion of female students and documented dropout issues were chosen through the use of purposeful sampling. 25 head teachers, 73 Parent-Teacher Council (PTC) members, and 10 community representatives were among the participants.

engagement, and leadership development. Interviews, focus groups, and a review of the training materials were used to analyze the training content.

**Leadership Development:**

The training placed a strong emphasis



on communication techniques, school administration, and participatory leadership. Head teachers expressed greater assurance in their ability to make decisions and engage community members and employees in school planning. Additionally, useful tools for tracking student progress and resolving dropout problems were introduced during the sessions. A change from conventional top-down management to a more inclusive leadership style was noted by the respondents.

Collaboration and Community Involvement: Lessons on fostering connections with Parent-Teacher Councils (PTCs) and  
Variable based Analysis of Evaluation of instructional Materials:

- Head master and Headmistress primary school participant perception about the decrease the drop out ration of girl education in Pakistan

Items	Evaluation of instructional Material about training at primary level	Province Balochistan n= 98 Mean and S. D	
1	The teaching resources were easily comprehensible and well-structured.	4.05	.75
2	The information was pertinent to my day-to-day duties as the head teacher of a primary school.	4.16	.72
3	The resources successfully covered leadership abilities within the framework of girls' education.	4.07	.76
4	Case studies and examples illustrated the difficulties I faced in my educational setting.	4.02	.76
5	The training materials encouraged community engagement and teamwork.	4.18	.79
6	The training materials contained gender-sensitive material in an appropriate manner.	4.02	.66
7	The resources offered useful tactics that I can use to lower the number of students who drop out.	2.30	1.08

Table # 01 show that the evaluation results of the teaching resources utilized in Balochistan's primary school head teacher training are shown in the table. It uses mean scores and standard deviations (SD) to summarize how participants responded to different parts of the materials. On the majority of items, the instructional materials were evaluated favorably overall. The statement that the materials promoted community engagement and teamwork received the highest mean score (M = 4.18, SD = 0.79), demonstrating the training's efficacy in promoting cooperative approaches. The item indicating relevance to head teachers' daily

responsibilities came in close second (M = 4.16, SD = 0.72), indicating that participants thought the information was relevant to their work environment. Additional factors that received high scores included the materials' organization and readability (M = 4.05, According to secondary school heads' perceptions, the training program's content was well-structured, pertinent to their needs, current, engaging, helpful for their current position, and in line with the training objectives. The training program's content doesn't need to be revised.

**Leadership Development:**

**The stake holder perception about leadership Development through COP**

S#	Items	SA	A	N	DA	SDA	Mean	SD
1	what extent do you believe Communities of Practice (COP) contribute to leadership development in your organization?	F 3 % 4.1	10 13.7	5 6.8	37 50.7	18 24.7	3.78	1.096
2	Teachers at this school integrate What benefits do you perceive in using COP for leadership development?	F 19 % 26.0	35 47.9	4 5.5	13 17.8	2 2.7	2.23	1.112
3	Secondary school teachers of this What challenges do you foresee in implementing COP for leadership development?	F 18 % 24.7	24 32.9	6 8.2	19 26.0	6 8.2	2.60	1.331
4	Teachers' instructional competence How effective do you think COP is in developing specific leadership skills, such as communication, strategic thinking, or collaboration?	F 2 % 2.7	2 2.7	0 0	13 17.8	56 76.7	4.63	.858
5	Would you recommend COP as a leadership development strategy to other organizations?	F 1 % 1.4	0 0	0 0	12 16.4	60 82.2	4.78	.583
Average		F %						

Table #02 reveals that Based on responses from 73 participants, the table offers a thorough summary of how educators view Communities of Practice (CoP) as an effective leadership development strategy in their organizations. The findings highlight important areas of concern and limited perceived effectiveness, revealing mixed to largely negative perceptions.

Most respondents did not see CoPs as useful or efficient tools for enhancing critical leadership abilities like communication, strategic thinking,

or teamwork, even though some acknowledged the potential advantages of CoPs, such as encouraging collaboration and shared learning. In Item 2, for example, most respondents (73.9%) agreed or strongly agreed that CoPs provide benefits; however, in Items 4 and 5, more than 75% strongly disagreed that CoPs should be recommended to other organizations or effectively develop leadership skills.

### **Collaboration and Community Involvement with inferential statistics:**

Degree of Square						
Responses	Sum up square	f	Mean	Frequency	Fig sig.	Squared partial
Agreed Stance	.00 <sup>a</sup>	0	.	.	.	.0000
Seize	411.170	2	411.170	2313.024	.000	.882
Gender	.00000	0	.	.	.	.0000
Mistake	3.670	34	.336			
Total	416.840	30				
Overall result	3.670	12				

Table # 03 displays the findings of an analysis of variance (ANOVA) designed to evaluate the influence of three factors—"Seize," "Gender," and "Agreed Stance"—on participants' answers concerning an educational intervention, most likely involving Communities of Practice (CoP) or leadership training. "Seize" was the only statistically significant factor among the variables examined, with a sum of squares of 411.170, a very high F-value of 2313.024, and a significance level of .000. A large effect size (partial eta squared = .882) further supports this highly significant impact, indicating that this factor alone accounts for 88.2% of the variance in responses. Conversely, "Gender" and "Agreed Stance" did not exhibit any statistical contribution or variance, suggesting that they had no discernible impact on the outcomes that were being measured.

## **CONCLUSION**

The following are the main conclusions of the study on Communities of Practice (COP) to lower the girl dropout ratios in District Loralai:

- COP successfully involves stakeholders in tackling the problem of girl dropouts.
- Important variables include socioeconomic factors, parental support, teacher preparation, and community involvement.
- The adoption of COP results in better educational outcomes and higher retention rates for girls.
- In order to support girl education in District

Loralai, the study suggests expanding COP initiatives.

## **Discussion**

The results of this study highlight how crucial Communities of Practice (COP) are to lowering the percentage of girls dropping out of school in District Loralai. Through a thorough examination of socioeconomic factors, teacher preparation, community involvement, and parental support, the goal of examining COP's impact on girl education was accomplished. The findings show that COP encourages teamwork, enabling stakeholders to successfully address the problem of girl dropout. COP initiatives encourage a sense of collective responsibility and ownership for girls' education by involving parents, teachers, and community members. This result is consistent with previous research that emphasizes the value of community-based interventions in raising academic achievement (Bourdieu, 1986; Coleman, 1988). The study's finding that COP implementation improves educational outcomes and increases girl retention has important policy and practice ramifications. By

## **Recommendations**

The study's conclusions and findings lead to the following recommendations:

- Expand COP programs: To encourage girls' education and lower dropout rates, extend COP programs to additional districts and areas.
- Increase community involvement: Encourage

collaborations between local groups, communities, and schools to establish a welcoming atmosphere for girls' education.

- Train teachers: To address the unique needs and difficulties faced by female students, regularly provide training and capacity-building initiatives for educators.
- Promote parental involvement: To foster trust and advance girls' education, involve parents in COP initiatives.
- Address socioeconomic barriers: Put in place focused interventions to deal with cultural barriers, poverty, and other socioeconomic issues that prevent girls from attending school.

### Competing Interests

The authors did not declare any competing interest.

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