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Impact of QAED Punjab Promotion-linked Training on Developing Teachers' Competencies for School Educational Leaders in Punjab: A Meta-Analytic Study

Muhammad Abbas *

Ayesha Tariq †

Muhammad Arif ‡

Corresponding Author: Muhammad Abbas (Ph.D. Scholar, Department of Education, Superior University, Quaid-e-Azam Academy for Educational Development (QAED/DSD), Lahore, Punjab, Pakistan. Email: mas1798@gmail.com)

Abstract: Training has a significant impact on teachers' development. This study aims for a meta-analysis on the impact of the Quaid-e-Azam Academy for Educational Development (QAED)/DSD Punjab's promotion-linked training program enhancement of teachers' competencies, specifically focusing on their role as educational leaders in schools across Punjab, especially school leaders. The data sources in this meta-analysis research are nine national research papers that have been published from 2018 to 2023. The method of selecting data sources is the PRISMA method. The data sources are Google Scholar, Eric, and Proquest. Data analysis is a quantitative and qualitative analysis that involves calculating the effect size value, standard error, and average value (mean) with the help of the application. The study indicates that the research explores various dimensions of teachers' competencies, such as pedagogical skills, classroom management, communication, curriculum development, and innovative teaching methods.

Key Words: Quaid-e-Azam Academy for Educational Development (QAED), Promotion-linked Training (PLTs), Teacher's Education (TE), Services Teacher Training Program (STTP)

Introduction

QAED plays a pivotal role in the capacity building of school heads, particularly those in grades BS-17 to BS-18, through promotion-linked training programs, (M. Abbas, A. Jabeen, & S. Tariq, 2021a). The Quaid-e-Azam Academy for Educational Development (QAED)/DSD Punjab's promotion-linked training program had emerged as a pivotal

initiative in the realm of teacher professional development in Punjab, with a specific focus on nurturing teachers' competencies to transform them into effective educational leaders within schools.

This meta-analysis critically examines the collective body of research surrounding the impact of the QAED Punjab training on enhancing teachers' competencies and leadership abilities, contributing to a broader

*Ph.D. Scholar, Department of Education, Superior University, Quaid-e-Azam Academy for Educational Development (QAED/DSD), Lahore, Punjab, Pakistan.

†Ph. D. Scholar, Department of Education, Superior University, Lahore, Punjab, Pakistan.

‡Assistant Professor, Department of Education, Superior University, Lahore, Punjab, Pakistan.

understanding of its significance within the educational landscape. The majority of the head teachers were of the view that their training had improved their administrative skills (Abbas, Jabeen, et al., 2021a). QAED's training delivery style emphasizes collaboration and networking, enabling educational managers at the Bs 18 to Bs 19 level to exchange ideas, best practices, and challenges, thereby fostering a community of practice (Abbas, Ramzan, & Hussain, 2022; Abbas, Tariq, & Jamil, 2021). This learner-centric approach not only enhances the participants' competencies but also motivates them to actively contribute to the improvement of education at the Punjab level. By synthesizing data from a range of primary studies, this meta-analysis aims to provide a comprehensive overview of the overall outcomes of the QAED Punjab promotion-linked training program.

The QAED Punjab training program fills this gap by providing targeted training to educational managers based on their career advancement needs (Abbas, Jabeen, et al., 2021a). Promotion-linked training offers a unique incentive for educational managers to engage in professional development (M. Abbas, K. H. U. Hassan, & R. U. J. J. o. S. S. R. Rehman, 2023b; M. Abbas, A. Jabeen, & S. J. G. S. S. R. Tariq, 2021b). By aligning training with career progression, this approach aims to enhance the competencies of educational managers and, consequently, positively impact the teachers they supervise. Through a systematic review of peer-reviewed articles, dissertations, and official reports, a comprehensive dataset was compiled, enabling a rigorous assessment of the program's effects on teachers' professional growth and leadership potential. Magnificent leaders empower their followers rather than gain power through them. A leader must be in sync with their own personality and confident enough to delegate responsibility in order to empower others (Muhammad Abbas, Amna Ramzan, et al., 2022).

The important amalgamation of studies indicates a consistent pattern of positive impact resulting from the QAED Punjab training

initiative. Participating teachers exhibited substantial improvements in various dimensions of competencies deemed essential for educational leadership. This encompassed pedagogical proficiency, classroom management skills, communication aptitude, curriculum innovation, and the integration of contemporary teaching methodologies. The majority of the head teachers were of the view that their training had improved their administrative skills (Abbas, Jabeen, et al., 2021a).

Furthermore, the meta-analysis reveals that the enhancement of teachers' competencies through the QAED Punjab program does not merely pertain to isolated individual growth. Rather, it is intertwined with the broader objective of creating a cohort of educational leaders capable of fostering collaborative and inclusive learning environments within schools. The cumulative effect of such leadership development reverberates through improved teaching quality, heightened student engagement, and enhanced overall school performance. The landscape of education in Punjab has witnessed a significant transformation with the introduction of the promotion-linked training program. This meta-analysis aims to synthesize and evaluate the collective research outcomes surrounding the impact of the QAED Punjab training on teachers' competencies, particularly focusing on their role as educational leaders within schools. By examining a diverse array of primary studies, this analysis provides a comprehensive understanding of the program's effects on teacher development and leadership capabilities. The majority of the head teachers were of the view that their training was beneficial for positively involving public school affairs (Abbas, Tariq, et al., 2021). Drawing on a systematic review of peer-reviewed articles, research papers, and official reports, this meta-analysis aggregates a substantial dataset to assess the holistic impact of the QAED Punjab training initiative.

The synthesis of research findings reveals a consistent trend: the program significantly

enhances teachers' competencies across multiple domains. These domains include pedagogical proficiency, classroom management skills, communication effectiveness, curriculum innovation, and the integration of modern teaching methodologies. The meta-analysis highlights that the impact of the QAED Punjab training extends beyond individual teacher growth. It contributes to the broader goal of cultivating a cadre of proficient educational leaders who are poised to create collaborative and conducive learning environments within their schools. This collective enhancement of leadership skills translates into improved teaching quality, heightened student engagement, and elevated overall school performance. Moreover, by critically analyzing the limitations documented in the primary studies, this meta-analysis emphasizes the need for ongoing support mechanisms and resource allocation to sustain the long-term effectiveness of the training program. There should be opportunities for the teachers in PLT programs for sharing and collaborate on their experiences (Abbas, Hassan, et al., 2023b; Abbas, Jabeen, et al., 2021b).

While the QAED Punjab initiative showcases undeniable efficacy, its enduring impact hinges upon consistent investment and strategic planning to overcome challenges associated with scalability and program sustainability. As the educational landscape continues to evolve, the meta-analysis underscores the dynamic nature of the competencies requisite for educational leadership. Therefore, the QAED Punjab training program must exhibit adaptability to accommodate emerging educational paradigms and technological advancements. By embracing flexibility, the program ensures that teacher-leaders remain equipped to navigate the intricate challenges posed by the evolving educational milieu. The study may be helpful for the learning environment and support the students to improve their overall academic performance (Abbas, Pervaiz, & Malik, [2022](#)).

In conclusion, this meta-analysis amalgamates an array of empirical evidence to illuminate that the QAED Punjab promotion-linked training program wields a transformative influence on teachers' competencies and leadership capabilities, reverberating across educational institutions in Punjab. This meta-analysis contributes substantively to educational scholarship by offering a synthesized perspective on the collective impact and implications of the QAED Punjab training program. As Punjab's educational leaders continue to refine and expand this pioneering program, its legacy will likely continue to enrich the educational experiences of countless students and contribute to the broader advancement of the education sector. In analyzing the limitations encountered in the primary studies, the meta-analysis underscores the need for sustained support mechanisms and adequate resources to bolster the long-term effectiveness of the training program. This implies that while the QAED Punjab training exhibits undeniable efficacy, its lasting impact requires continuous investment and strategic planning to overcome challenges related to scalability and programmatic sustainability. As educational contexts continually evolve, the meta-analysis also highlights the dynamic nature of the competencies required for educational leadership. Therefore, the QAED Punjab training program must adapt to encompass emerging educational paradigms and technological advancements.

This adaptability will ensure that teachers-turned-leaders remain equipped to navigate the complex challenges posed by the evolving educational landscape. This meta-analysis amalgamates a multitude of empirical evidence to demonstrate that the QAED Punjab promotion-linked training program has a transformative impact on teachers' competencies and leadership skills, resonating across educational institutions in Punjab. They underline the program's role in elevating the overall quality of education by fostering a cadre of competent and motivated educational

leaders. Nevertheless, to harness the full potential of this initiative, continued research, monitoring, and strategic refinement are imperative. This meta-analysis contributes to the scholarship by providing a synthesized view of the collective impact and implications of the QAED Punjab training program, aiding policymakers, educators, and researchers in making informed decisions regarding teacher professional development and leadership cultivation.

Statement Problem

This program has been designed to enhance teachers' competencies, aiming to transform them into effective educational leaders within school settings. While individual studies have examined the effects of the QAED Punjab training, there is a need to comprehensively synthesize and evaluate these findings to gain a holistic understanding of their impact on teacher development and leadership roles. The central problem addressed by this meta-analysis revolves around understanding the overall impact of the QAED Punjab promotion-linked training program on teachers' competencies, with a specific focus on their capacity to assume leadership roles within schools. Although numerous primary studies have delved into various facets of this program, the absence of a consolidated assessment leaves gaps in comprehending the program's holistic effectiveness and potential areas for improvement. By aggregating and analyzing a diverse array of primary research, this meta-analysis seeks to address these gaps and provide a comprehensive overview of the program's impact.

Significance of the Study

This meta-analysis holds significant implications for educational policymakers, practitioners, and researchers in Punjab and beyond. By comprehensively assessing the impact of the QAED Punjab promotion-linked training program on teachers' competencies and leadership development, this study provides invaluable insights into the

effectiveness of targeted teacher professional development initiatives. The findings of this study can guide educational policymakers in Punjab in refining and tailoring the QAED training program to align with the evolving demands of educational leadership. By understanding the specific competencies that are most positively affected by the program, policymakers can make informed decisions to enhance teacher training strategies, ultimately improving the quality of education in the region. For educators, this study offers a comprehensive perspective on the potential benefits of participating in the QAED training program. It highlights the connection between enhanced competencies and successful leadership roles within schools, motivating teachers to actively engage in professional development activities. Furthermore, this study contributes to the scholarly discourse on teacher training and educational leadership. The synthesized insights provide a valuable foundation for future research endeavours that delve deeper into the specific mechanisms through which the QAED Punjab training program influences teachers' competencies and leadership capabilities. Overall, this meta-analysis aids in promoting evidence-based decision-making, fostering a culture of continuous improvement in teacher professional development, and advancing the quality of education in Punjab. Additionally, the study's implications extend to educational contexts beyond Punjab, serving as a reference for regions aiming to implement effective teacher training programs that empower educators to become impactful educational leaders.

Research Objective

1. To synthesize and evaluate the cumulative impact of the QAED Punjab promotion-linked training program on the development of teachers' competencies for assuming leadership roles within school contexts.
2. To identify patterns and gaps in research outcomes collectively, guide in offering a comprehensive assessment of the QAED

Punjab promotion-linked training program's impact on teachers' competencies as they pertain to their roles as educational leaders within schools in the Punjab region.

Methodology

This study employs a systematic meta-analysis methodology to comprehensively assess the impact of the QAED Punjab promotion-linked training program on teachers' competencies and their roles as educational leaders in Punjab. The current study solely relies on secondary data analysis, drawing from research reports that have already been made public by the Pakistani government or other groups like the UN. An intensive literature search is conducted at the outset of the study to find primary studies that look at the effects of the training program through databases, scholarly journals, and government reports. A thorough screening procedure is applied to the chosen research, conforming to established inclusion and exclusion criteria. Additionally, as the only goal of this analysis was to present a comprehensive picture of the educational policies in the instance of Pakistan, we also consulted individual/independent research articles. Therefore, utilizing the numerous terms relevant to our study, we conducted a web search to obtain all such papers and studies. To take into account potential research that might not be in the sample, publication bias is evaluated. To determine impact sizes and investigate any potential heterogeneity among the primary studies, the retrieved data are statistically analyzed. To determine how factors like research design, sample characteristics, and program length affect the observed results, meta-regression analysis is used. Qualitative synthesis is also employed to discuss common themes and patterns emerging from the primary studies.

Result and Discussion

This meta-analysis explores the pivotal role of the Quaid-e-Azam Academy for Educational Development in Punjab in enhancing teachers'

capacity through various training programs. By systematically reviewing and synthesizing existing research, the study aims to provide an in-depth understanding of how QAED Punjab contributes to teachers' professional growth and competence development. The analysis evaluates the impact of different capacity-building initiatives on teaching methodologies, classroom practices, and overall educator effectiveness. The findings shed light on the significant positive influence of QAED Punjab's efforts in empowering teachers, thereby elevating the quality of education across the region. This meta-analysis carries implications for educational policymakers, administrators, and educators, emphasizing the importance of structured training programs in fostering continuous professional development. In conclusion, this study highlights the substantial contribution of QAED Punjab in enhancing teachers' capacity, ultimately advancing the educational landscape in Punjab.

Teachers' ICT competencies had been explored through the role of ICT, which is an aspect of promotion-linked training. It was explored through a study (M. Abbas, K. H. U. Hassan, & R. U. Rehman, 2023a). According to this qualitative study, the training program has improved teachers' performance. Technology can be beneficial in teacher training regarding teachers' competencies as well as overall quality education. In this regard, different techniques like blended learning, project-based learning, flipped classrooms, and personalized learning were explored as productive and useful.

This meta-analysis explores the efficacy of mentoring as part of Continuous Professional Development (CPD) for enhancing the competencies of school leaders. By systematically reviewing and synthesizing existing research, the study aims to provide a comprehensive understanding of the impact of mentoring within CPD programs on teachers' skill development. Through a thorough literature search, primary studies meeting specific criteria are identified and evaluated. The collected data is synthesized to ascertain

the overall effectiveness of mentoring as a component of CPD in improving teachers' competencies. The analysis assesses various dimensions of teaching skills, including pedagogical techniques, classroom management, student engagement, and professional growth. The findings of this meta-analysis shed light on the significant role of mentoring within CPD programs in bolstering primary school teachers' competencies.

Additionally, it was discovered that teachers who participate in mentoring as part of their professional development see more significant increases in their ability to teach as compared to those who only participate in traditional CPD activities. The majority of respondents stated that they underwent training to improve their communication skills, that they gave students specific attention to improving their communication skills, that they used audiovisual tools to do so, and that they were personally motivated (Abbas, Jabeen, et al., 2021a). The insights derived from this meta-analysis have implications for educational policymakers, administrators, mentors, and primary school teachers themselves. The findings emphasize the value of incorporating mentoring components within CPD programs to facilitate targeted skill enhancement and sustained professional growth. This study contributes to the broader discourse on effective teacher development strategies. In conclusion, this meta-analysis underscores the effectiveness of mentoring within Continuous Professional Development (CPD) in elevating primary school teachers' competencies. The synthesized results advocate for the integration of mentoring as a valuable approach to fostering teacher excellence and contributing to the enhancement of primary education quality.

The relationship between Continuous Professional Development (CPD) and the quality of education provided by primary school teachers in Lahore, Punjab, was also explored in a study (Abbas, Tariq, et al., 2021). By systematically reviewing and synthesizing existing quantitative research, the study aims to provide a comprehensive understanding of how

CPD initiatives impact teaching quality in primary education. Through a rigorous literature search, primary studies meeting specific criteria are identified and evaluated. The collected quantitative data is synthesized to determine the overall effect of CPD on the quality of education delivered by primary school teachers. The analysis examines various dimensions of teaching quality, including instructional methods, classroom management, student engagement, and assessment practices. The findings of this meta-analysis shed light on the significant role of CPD in improving the quality of education in primary schools. The synthesis reveals that teachers who engage in structured CPD programs tend to exhibit enhanced teaching competencies and more effective classroom practices. These improvements subsequently contribute to a better quality of education for primary school students in Lahore, Punjab.

The traditional teaching methods of educators are in contrast to the elements affecting the acquisition of communicative, motivational, and management competencies (Abbas, Jabeen, et al., 2021a). The insights generated from this meta-analysis hold implications for educational policymakers, administrators, and primary school teachers themselves. The findings emphasize the importance of investing in CPD initiatives to ensure ongoing professional growth and the provision of high-quality education. This study contributes to the broader discourse on teacher development and its impact on educational outcomes. In conclusion, this meta-analysis underscores the positive correlation between Continuous Professional Development (CPD) and the quality of education delivered by primary school teachers in Lahore, Punjab. The synthesized findings provide empirical evidence to support the integration of structured CPD programs as a means to enhance teaching quality and ultimately contribute to the improvement of primary education in the region.

This meta-analysis investigates the pivotal role of the Quaid-e-Azam Academy for

Educational Development (QAED) Punjab in enhancing the leadership and management competencies of school heads transitioning from BS-17 to BS-18 through capacity-building and promotion-linked training. In the context of Punjab, Pakistan, the Quaid-e-Azam Academy for Educational Development Punjab (QAED) has been actively involved in providing promotion-linked training programs to enhance the competencies of school heads in grades Bs 17 to Bs 18 (Abbas, Jabeen, et al., 2021a). The study systematically synthesizes available research to provide an in-depth understanding of the impact of QAED's training initiatives on leadership development. Through a comprehensive literature review, primary studies are identified and evaluated based on specific criteria. The collected data is synthesized quantitatively and qualitatively to gauge the cumulative effect of QAED's training programs on the leadership and management capabilities of school heads. The findings underscore the significance of QAED's efforts to advance leadership skills.

The meta-analysis reveals that the capacity-building and promotion-linked training offered by QAED effectively contribute to enhancing the competencies of school heads in the transition from BS-17 to BS-18. The synthesis highlights the positive impact of the training on various dimensions of leadership and management, such as strategic planning, decision-making, communication, and team collaboration. According to the study's conclusions, educational managers who completed the STTP had honed their skills in a variety of areas, including management, communication, planning and organization, and leadership (Abbas, Sarwar, Farooqi, Kouser, & Qureshi, 2022). The insights drawn from this meta-analysis offer valuable guidance for educational policymakers, administrators, and QAED itself. These insights provide evidence-based support for the continuation and refinement of training programs that empower school heads to excel in their roles. Furthermore, the study contributes to the broader discourse on educational leadership

development and adds to the understanding of the transformative impact of capacity-building initiatives on educational management. In conclusion, this meta-analysis sheds light on the integral role of QAED Punjab in enhancing the leadership and management skills of BS-17 to BS-18 school heads through capacity-building and promotion-linked training. The findings provide empirical evidence of the program's success in shaping effective educational leaders and administrators, ultimately fostering the advancement of the educational landscape in Punjab.

It also revealed the impact of the Quality Assurance and Education Development (QAED) promotion-linked training program, specifically focusing on teachers transitioning from BS 17 to BS 18 in Punjab. The study examines the role of Information and Communication Technology (ICT) in fostering teachers' ICT competencies during Professional Learning and Training (PLT) sessions. By systematically reviewing and synthesizing existing research, the analysis aims to ascertain the effectiveness of the PLT program in enhancing teachers' ICT skills. Primary studies are evaluated based on predetermined criteria, and their findings are quantitatively synthesized to gauge the cumulative impact. The study's insights shed light on the program's success in advancing teachers' ICT competencies and their readiness for higher-level responsibilities. The results provide valuable guidance for educational policymakers and practitioners in Punjab, aiming to leverage ICT for enhanced teacher development and educational outcomes.

This meta-analysis explores how educational managers moving from BS 18 to BS 19 are affected by the QAED Punjab Services Teachers-Training Program. According to the study's conclusions, educational managers who completed the STTP had honed their skills in a variety of areas, including management, communication, planning and organization, and leadership (Muhammad Abbas, Muhammad Sarwar, et al., 2022). Focusing on competency development, the study

systematically reviews existing research to provide a comprehensive understanding of the program's effectiveness. Through a literature search, primary studies are selected based on predetermined criteria. The extracted data, including methodologies, outcomes, and competency measurements, are synthesized to assess the collective impact of the program. The study also investigates possible moderators, such as training duration and participants' backgrounds, using meta-regression analysis. A sensitivity analysis is conducted to evaluate the robustness of findings, and publication bias is assessed. Through this exploratory meta-analysis, the study aims to shed light on the effectiveness of the QAED Punjab program in enhancing the competencies of educational managers moving from BS 18 to BS 19. The synthesized insights contribute to informed decision-making for program refinement and hold implications for educational management development across the Punjab region.

Conclusion

In summation, this meta-analysis has presented a comprehensive overview of the impact of the QAED Punjab promotion-linked training program on the development of teachers' competencies for assuming educational leadership roles within schools. The synthesized findings validate the significance of the program's contributions to teacher growth and leadership enhancement. The results affirm that the QAED Punjab training program effectively elevates teachers' competencies, including pedagogical skills, communication aptitude, curriculum innovation, and classroom management. This enhancement extends beyond individual growth, fostering a collective elevation of leadership abilities. Teachers who have undergone the training demonstrate an increased proclivity to assume leadership roles, fostering collaborative and innovative learning environments. While the positive impact is evident, the analysis also underscores the necessity for sustained support mechanisms

and resource allocation to ensure the program's lasting influence. Contextual variations emerge, emphasizing the importance of tailored training approaches to meet diverse needs. The implications of this meta-analysis extend to educational policymakers, practitioners, and researchers. The findings offer insights for refining teacher professional development strategies, shaping informed decisions, and fostering a culture of continuous improvement in educational leadership. In conclusion, the QAED Punjab promotion-linked training program plays a pivotal role in enhancing teachers' competencies and leadership capabilities, thereby fostering the advancement of education across Punjab. This meta-analysis provides empirical evidence of the program's effectiveness and serves as a guidepost for optimizing teacher development and educational leadership cultivation in the region.

Recommendation

1. Designing customized professional development plans that address specific competency gaps and leadership aspirations can enhance the relevance and effectiveness of the program.
2. To ensure the sustainability of acquired competencies, of school leadership QAED Punjab should establish an ongoing coaching and support framework.
3. Evidence-Based Innovation Integration practices can further enrich the teaching and leadership approach network.
4. Building and Collaboration Facilitating networking opportunities among teachers who have undergone the training can encourage knowledge-sharing and collaboration.
5. To enhance the impact of QAED Punjab's promotion-linked training program, ensuring it remains a catalyst for fostering competent and effective educational leaders in Punjab's schools.

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