

Content Analysis of Training Program for Secondary Schools' Heads: A Case of Provincial Institution of Teacher Education Peshawar

Shahji Ahmad*
Khalid Mehmood**
Muhammad Junaid***

Abstract

Considering secondary education as a turning phase in students' educational life, it is given due importance. In this phase, students are supposed to plan their careers. This paper aimed to evaluate the content used for the training program conducted by the Provincial Institution of Teacher Education (PITE) Peshawar for secondary schools' heads. The data collected using a survey method targeting the trainee heads of secondary schools and resource persons of the training programs. Descriptive statistics was used to analyze the collected data. The findings of the study revealed that content of training program was well organized, up to date, relevant to the needs of heads, interesting, useful to their current job and were in line with the training objectives. There is no need to revise the content of training program. However, there found little involvement of the resource persons in the development of training content. It was recommended that in order for content to be effective and provincial training institutions to be successful, resource persons must be involved in the content development process of training program of heads of secondary schools; moreover, IT to be included in such content.

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* University of Loralai – Balochistan. email: shahjiahmad@yahoo.com

** Fateh Jang District Attock, Punjab School Education Department - Pakistan. email: khalid1572@yahoo.com

*** GHSS Bamkhel Swabi Elementary & Secondary Education – KPK. email: muhammadjunaiduw@gmail.com

INTRODUCTION

Secondary education, in Pakistan, is perceived to be very important, as it is a turning phase and students often choose their future careers. One of the most noteworthy purposes of secondary education includes the preparation of students for higher or vocational education. According to Khawaja, "Secondary education is very important sub-sector of education system which produces middle level workforce as well as provides crop for higher education."¹ The management of secondary schools plays a significant role to develop the capabilities of students in order to make them capable participants of societal development. According to Ahmed, "Heads of secondary schools have to cater the diversified needs of the individual student so as to enable him/her to select for the future study."² Khizar et al., strongly argue that the government of Pakistan has been facing severe failure to develop a standardized managerial training system for educational managers in general and for heads of secondary schools in particular at the national level.³

In Pakistan, various training institutions are operational that offer in-service training programs to secondary schools' heads including Academy of Educational Planning and Management Islamabad (AEPAM), Provincial Institute of Teacher Education (PITE) KPK, Directorate of Staff Development (DSD) Punjab, Provincial Institute of Teacher Education (PITE) Sindh, and Provincial Institute of Teacher Education (PITE) Baluchistan. Nevertheless, the quality of the offered training programs is always questionable as well as criticized by certain quarters. Considering such a scenario, the evaluation of the offered training programs, particularly for secondary schools' heads, is recommended to achieve.

The objectives of the present study include:

1. To analyze the content of training programs designed for secondary schools' heads
2. To explore the perception of trainees regarding the content of the training programs designed for secondary schools' heads
3. To explore the perception of resource persons regarding the content of the training programs designed for secondary schools' heads

LITERATURE REVIEW

Definitions of Training

For good understanding, it would be appropriate to quote some of the definitions of training in general. Training is "any activity which purposely attempts to develop a person's skill in a job and contains any kind of experience designed to help in learning which will aid performance in a

¹ S. H. Khawaja, "Need Assessment and designing a model for heads of secondary schools." *Islamabad: Allama Iqbal Open University Islamabad* (2011) p.1

² Sadaf Zamir Ahmed, "Academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa: A Comparative Study." PhD dissertation, International Islamic University Islamabad, 2013, p.2

³ Asma Khizar, Muhammad Nadeem Anwar, and Mushtaq Ahmad Malik. "Role of National Education Policy-2009 and National Professional Standards for Teachers in Developing Teachers' Professionalism." *Bulletin of Education and Research* 41, no. 3 (2019): 101-118.

present or future job.”⁴ A closely associated definition is “It is a process, which aims at improving knowledge, skills, attitudes as well as behaviors in a person to complete certain jobs, tasks or goals.”⁵ Kirkpatrick is of the view that training has to do with the development. According to him, training course and programs are to enhance knowledge, increase skills, and develop attitudes. So, it becomes clear that training is necessary to carry out something successfully. Teacher training seems the act of helping and aiding teachers to equip them with the knowledge needed by them for carrying out their jobs more efficiently and effectually.⁶

Training Needs for Secondary School Heads

The rapid development in knowledge and especially technological advancement has made it challenging for heads of secondary schools to produce quality human resource for this competitive market. Therefore, heads of secondary schools need to play a dynamic role for the advancement of the society. Therefore, there is dire need of managerial training for the heads of secondary schools. Govinda states, “Heads has to create school environment in such manner so that uniform policy can be adopted for the involvement of teachers and maintaining discipline in the school.”⁷ Similarly, Reddy et al., says, “Heads of school is in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in schools.”⁸ Quraishi and Khatoon, found that “heads of secondary school needed training in financial management, IT skills, guidance, counselling, co-curricular activities and management skills. These empirical evidences indicate that there is a dire need for intensive management training of heads of schools.”⁹ Similarly, Azra, and Ghumman, found that “head of schools have to solve various problems of the schools, but they were facing shortage of teaching and non-teaching staff, proper guidance, counseling and in-services managerial training is required.”^{10&11}

Professional standards and expertise are the utmost requirement for the educational management, particularly at institutional level. Nevertheless, educational managers are not completely experts to grip on the educational matters in professional manners. Teaching responsibilities are compromised when a teacher is engaged in the managerial tasks. This is the reason that the managerial tasks of heads are paid more attention in the developed countries¹². The schools heads, having managerial tasks, in the developed countries are supposed to handle the management

⁴Anthony Crandell Hamblin, "Evaluation and Control of Training." *Industrial Training International* 9, no. 5 (1974): 154-6.

⁵ David T Green, "Corporate training programs: A study of the Kirkpatrick-Phillips model at electronic data systems." PhD dissertation. Capella University, 2004, p. 34

⁶ D. L. Kirkpatrick, The four levels of evaluation. In *evaluating corporate training: Models and issues* (pp. 95-112). 1998, Springer, Dordrecht

⁷ R. Govinda, *Role of head teachers in school management in India: Case studies from six states*. Asian Network of Training and Research Institutions in Educational Planning, 2002, p.20

⁸ G. Reddy, Lokanadha, and R. Vijaya Anuradha. "Occupational stress of higher secondary teachers working in Vellore District." *International Journal of Educational Planning & Administration* 3, no. 1 (2013): 9-24.

⁹ U. Quraishi and Z. Khatoon. "Training needs of heads of secondary schools in Pakistan." *Pakistan Journal of Education* 25, no. 1 (2008): 35-45.

¹⁰ B. Azra, "To examine the difficulties of heads of Federal Government Secondary School Islamabad." *Unpublished Master's thesis, University of Arid Agriculture. Rawalpindi* (1999).

¹¹ M. Ghumman, "Problems of the head teachers of secondary schools in District Sialkot." *Unpublished Master's thesis, University of Arid Agriculture* (2000).

¹² Romana Lisnerova, J. M. Šafránková, and E. Urbanová. "Managerial Competencies and Education Need of School Headmasters in the Czech Republic." *International Journal of Teaching and Education* 8, no. 1 (2020): 33-46.

related matters without the involvement of teachers. Furthermore, head teachers are given specialized training in social mobilization in order to involve community to solve various issues.

Training of Secondary Schools' Heads

The administration of secondary schools contributes meaningfully to reforming the talent of students in order to enable them to take part in society's development. Goel underlines that secondary education, followed by elementary education, of students prepares them for higher education and/ or vocational education.¹³ In this way, the aim of secondary education can be considered as to develop the students' learning skills and capacity to be able to fit in higher education or vocational training. As a result, it is the responsibility of schools' heads to cater the diversified needs of students.¹⁴ The importance of education as well as diversification of curricula have increased the significance of trained heads of secondary schools. Being the sub-sector of educational system, secondary education demands effective management.¹⁵

This situation has also improved the significance of secondary education in the nation. Management is the process of coordination as well as managing resources in well-organized and effective way.¹⁶ To accomplish the available resources in a professional manner is also supposed to be the part of educational management in order to attain maximum output of any educational program. In this way, a standardized managerial training system could not be developed in Pakistan for heads' of secondary schools in particular and for the educational managers in general at national level in order to get the maximum output of such programs.

In this way, various teachers and head teachers training programs are commonly arranged by the provincial governments in provincial teachers training institutes. Nevertheless, there is no precise managerial training program that has been planned for secondary schools' heads after their instant promotion to heads of the secondary schools. This can be discussed in other words that management training program after promotion is not compulsory for heads of secondary schools identifying the significance of managerial training for heads of secondary schools, government highlighted on in-service training of these heads of educational institutions in several national education policies. The presented reform in education sector seems misfit for the implementation of the situational needs.¹⁷ This shows acknowledgment as well as strong commitment of the government to train to heads of secondary schools as per the need of their job and professional development. In 1959, the National Commission on Education advocated that administrative staff, headmasters, as well as subject experts for multi-purpose schools should obtain in-service training through the education extension centers.¹⁸

¹³ O.P. Goel, "School organization and management." *Dehli: Isha Books* (2005).

¹⁴ Khawaja Sabir Hussain and Sadaf Zamair. "Managerial training needs assessment of heads of secondary schools." *Bulletin of Education and Research* 33, no. 2 (2011).

¹⁵ Shahji Ahmad and Manzoor Hussain Shah. "Training Methodology of Provincial Training Institutions for Heads of Secondary Schools in Pakistan-An Evaluative Study." *Dialogue* 14, no. 2 (2019): 135

¹⁶ Stephen P Robbins, David A. DeCenzo, and Mary Coulter. "Fundamentals of management." *Upper Sandle River, New Jersey: USA* (2001).

¹⁷ Shawana Fazal, Muhammad Ilyas Khan, and Muhammad Iqbal Majoka. "Teacher education in transition: A reform program in initial teacher education in Pakistan." *Annual Review of Comparative and International Education* 2014 (2014).

¹⁸ Saeed Ahmad and Muhammad Yousaf. "Special education in Pakistan: In the perspectives of educational policies and plans." *Academic research international* 1, no. 2 (2011): 228.

Likewise, government has brought administrative improvements through 2001 devolution of power ordinance that emphasis on decentralization as well as contribution in decision making at grassroots level.¹⁹ Therefore, role of heads of secondary schools has improved. Govinda underlines that head teachers are accountable for school education programs, School Council, student support and parental involvement, and community representation of the school in proper manners.²⁰

Leadership & Management Training Program Offered by PITE Peshawar

The Leadership & Management training program was develop for the capacity development and enhancement of the leadership and management skills of the Cluster heads of high and higher secondary schools, with an aim to improve Elementary and Secondary Schools in Khyber Pakhtunkhwa. The program aimed to help School Heads to respond to their job description i.e. the roles and responsibilities expected of them, to run their own and the schools in their cluster, effectively. It also aimed to develop leadership and management competencies to facilitate organizational culture that fosters learning. Before expanding on the specific objectives of and expected learning outcomes of the program, it would be appropriate to list out roles and responsibilities expected from the prospective program participants. (Training Modules PITE Peshawar)

Job Brief and Responsibilities

The Department of Elementary and Secondary Education, Government of KPK has developed a set of job description for the School Cluster Heads. According to which, they are expected to manage and lead the staff in their own and the cluster schools. They are also expected to work with all stakeholders in order to maximize and maintain the quality of teaching and learning, and education outcomes for all students. Furthermore, they are also expected to facilitate students to obtain the necessary knowledge, skills, and attitudes essentially required to become useful citizens of the society in which they live and for the country at large. The Cluster Heads are supposed to work closely with the local community in order to gather their support to achieve EFA goals as well as to improve the quality of education.

Program Objectives

Keeping in view the responsibilities of cluster heads, following objectives were set for the program. The program will help the participants:

1. To increase the understanding of School Heads regarding the concept of Leadership & Management and reflection to reconceptualise their responsibilities in line with the new learning
2. To enhance their understanding regarding their roles and learning environments as educational leaders vis-à-vis student learning outcomes and curriculum

¹⁹ Syed Mohammad Ali, *Devolution of power in Pakistan*. Washington, DC: United States Institute of Peace, 2018.

²⁰ Op.Cit., R.Govinda

3. To understand the role of school leaders in school development planning in line with the vision, mission and values of schools
4. To develop the skills used for evaluation and monitoring of educational activities in order to improve the quality of education
5. To improve the skills and professional knowledge in the area of human resource management (HRM) with reference to financial rules and procedures and public sector service
6. To design strategies used for to strengthening the community and parental participation for school development initiatives

The program comprises five modules of 18 – 30 hours, depending on the scope and the objectives of the module. Total number of training days would be 21 days (6 hours per day).

A pre and posttest is conducted to compare learning of participants before and after the training. Test is based on contents of the training materials. In 2014, 220 heads of secondary school were trained. Based on tests, no one is declared passed or failed rather it is focused on training content and effectiveness of delivery (Training Modules PITE Peshawar).

METHODOLOGY

The study is descriptive in nature. The embedded research design of mixed method was used in the present study in which qualitative data is supportive to quantitative data.²¹ Document analysis of the training modules was carried out and survey instruments were develop to collect data from the targeted population. Reliability of the gathered data was measured in terms of internal consistency between the items used under the chosen construct Training Content. The found Cronbach Alpha value was satisfactory and thus the internal consistency was declared reliable as (.75). The targeted population of study included the all (n = 15) resource persons of the training program and all (n = 220) trainee heads of secondary schools. Using a convenient sampling technique, data were receive from 146 Secondary Schools' Heads and 10 Resource Persons.

RESULTS & FINDINGS

Training Content

In qualitative research, Content Analysis (CA) is the most commonly used technique.²² The application CA shows three different approaches including conventional, summative and directed. All these approaches are being used to extract meaning from the content of data received in the form of text.²³ The main differences in these approaches include the coding schemes, origins of codes, and threats to trustworthiness. From this perspective, coding categories are derived directly from the text data in the conventional content analysis. Analysis starts with relevant research findings or theory as guidance for initial code in the directed approach. Counting and comparisons

²¹ Cecilia Vindrola-Padros, Tom Pape, Martin Utley, and Naomi J. Fulop. "The role of embedded research in quality improvement: a narrative review." *BMJ Quality & Safety* 26, no. 1 (2017): 70-80.

²² Helvi Kyngäs, "Qualitative research and content analysis." In *The application of content analysis in nursing science research*, pp. 3-11. Springer, Cham, 2020.

²³ Philipp Mayring, "Qualitative content analysis." *A companion to qualitative research* 1, no. 2 (2004): 159-176.

are involved in the summative content analysis. The counting and comparisons is done usually of keywords or content, followed by the interpretation of the underlying context.²⁴ According to Mayring, Content Analysis sticks to the naturalistic standard.²⁵

Content Analysis of Leadership & Management Training Program Offered by PITE Peshawar

The training document consists of five modules. Objectives of the training are clearly mentioned and objectives of each module are given in the beginning of each module. In addition, activity worksheets are given for each module. Each module is further divided into different themes.

Module 1 is the Concept of Leadership & Management that is subdivided into the five themes including Reflection & Reconceptualization, Understanding, Change Management, Understanding the concept of educational Leadership & Management, Moral leadership with special reference to Leadership as an Islamic perspective and Developing school Vision and Mission. Module 2 is associated with the Managing Teaching and Learning Processes that is subdivided into ten themes including Understanding Curriculum, Learning, Instructional Procedures, Classroom Management, Assessment, Multi-Grade Teaching, Home Assignments and School Timetable, lesson Planning, Special educational needs, inclusive education and ongoing professional development of teachers.

Module 3 is the concept of institutional management and administration that is subdivided into six themes including Management functions, Resource management, Community and parental participation, Office management, Personnel management and Performance evaluation. Module 4 is the concept of Financial Management which is subdivided into twelve themes including Financial management, General financial rules, Treasury rules, Enhancing understanding regarding financial tors and Heads role as DDO, new accounting model, Preparation budge, Procurement and purchase rule, acquisition and maintenance and disposal of stores, maintenance of accounts records, expenditure statement, audit and observation and accounting terminologies. Module 5 is the concept of school improvement planning and monitoring school performance that is further divided into three themes including school effectiveness and school improvement, school improvement planning process and situation analysis and monitoring against plan.

Table 1: Analysis of Training Content: Perception of Trainee Heads of Secondary Schools

S. No.	Statements	Mean	SD
1	The content of training program was well organized	3.74	.86
2	The content was relevant to the needs of heads	3.86	.81
3	The content of training program was up to date	3.66	.88
4	The content of training program was interesting	3.86	.82
5	The content of training was useful to my current job	4.17	.75
6	The content was in line with the training objectives	3.81	.74
7	There is need to revise the content of training program	1.99	.91

The perception of heads of secondary schools indicate that content of training program was well organized, relevant to the needs of heads, up to date, interesting, useful to their current job and

²⁴ Hsieh, Hsiu-Fang, and Sarah E. Shannon. "Three approaches to qualitative content analysis." *Qualitative health research* 15, no. 9 (2005): 1277-1288.

²⁵ Op.Cit., Philipp Mayring

were in line with the training objectives (Table 1). There is no need to revise the content of training program

Table 2: Analysis of Training Content: Perceptions of Resource Persons of Secondary Schools

S. No.	Statements	Mean	SD
1	The content was relevant to the needs of heads	4.64	.50
2	The content of training program was up to date	4.36	.92
3	The content of training program was interesting	4.63	.50
4	The content of training program for heads of secondary schools was useful for their job	4.64	.67
5	You are involved in the content development of training program	3.82	1.33
6	There is need to revise the content of training program	3.00	.89
7	The content of training program was in line with the training objectives	4.65	.63

The perception of Resource Persons indicate that content of training program was relevant to the needs of heads, up to date, interesting, useful to current job of heads and were in line with the training objectives (Table 2). However, they were divided in opinion about the statement that there is need to revise the content of training program. In addition, most of the resource persons were of the opinion that they were involved in the content development. Some of resource persons suggested that heads of secondary schools suggested should be trained in Information & Technology.

Discussion

Training is essential for the development of any organization. Training enhances skills of the workers and provides sense of satisfaction. Training increases an employee's commitment to their job and their organization. Training increases productivity. According to Hussain, "Secondary education is very important sub-sector of education system which produces middle level workforce as well as provides crop for higher education."²⁶ The management of secondary education plays a significant role in reforming students' potential to be able to contribute for the society development. Heads of secondary schools are supposed to cater the diversified needs of students to enable them for the selection decision of their future study. Furthermore, the importance of secondary education as well the diversified needs of individuals have increased the significance of secondary schools' heads. The perception of heads of secondary schools indicate that content of training program was well organized, relevant to the needs of heads, up to date, interesting, useful to their current job and were in line with the training objectives. There is no need to revise the content of training program.

The perception of Resource Persons indicate that content of training program was relevant to the needs of heads, up to date, interesting, useful to current job of heads and were in line with the training objectives. However, Resource Persons were divided in opinion about the statement that there is need to revise the content of training program. In addition, most of the resource persons were of the opinion that they were not involved in the content development. Quraishi and Khatoon suggested that teachers should be involved in the development of content.²⁷

²⁶ Op.C.t., Khawaja Sabir Hussain and Sadaf Zamair

²⁷ Op.Cit., U. Quraishi and Z. Khatoon

The perception of both the groups of heads of secondary schools and Resource Persons indicated that content of training program was interesting, updated and relevant to the needs of heads of secondary school. They further indicated that content of training program was in line with the training objectives. However, heads of secondary schools were of the opinion that there is no need to revise the content of training program. Sabir and Sadaf state that secondary schools' heads need training in several areas of management including, academic management, office management, financial management and human resource management.²⁸ According to Vindrola-Padros et al., heads of secondary schools should be trained in various areas of management, which include office management, financial management, personnel management, community participation, school improvement planning and computer literacy.²⁹ So the training in PITE KPK lacking the area of computer literacy for heads of secondary schools.

CONCLUSION & RECOMMENDATIONS

Conclusion

The perception of heads of secondary schools indicate that content of training program was well organized, relevant to the needs of heads, up to date, interesting, useful to their current job and were in line with the training objectives. There is no need to revise the content of training program. The perception of Resource Persons indicate that content of training program was relevant to the needs of heads, up to date, interesting, useful to current job of heads and were in line with the training objectives. Most of the resource persons were of the opinion that they were not involved in the content development. It seems to be that there is no proper involvement of resource persons in the development of training content. In order for content to be effective and provincial training institutions to be successful, resource persons must be involved in the content development process of training program of heads of secondary schools. It is also recommended that heads of secondary schools may be trained in Information & Technology.

Recommendations

It seems to be that there is no proper involvement of resource persons in the development of training content. In order for content to be effective and provincial training institutions to be successful, resource persons must be involved in the content development process of training program of heads of secondary schools. Furthermore, Heads should also be trained in Information Technology for better efficiency of their duties and responsibilities.

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²⁸ Op.Cit., Khawaja Sabir Hussain, and Sadaf Zamair

²⁹ Op.Cit., Cecilia Vindrola-Padros, Tom Pape, Martin Utley, and Naomi J. Fulop

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