EFFECT OF CAPACITY BUILDING OF LITERACY SCHOOL TEACHERS ON CLASSROOM TEACHING DISTRICT CHINIOT

Asghar Ali*[1], Dr. Rana Muhammad Amir[2], Saima Nasreen[3], Umar Farooq[4], Dr. Muhammad Iftikhar[5]

*[1]M.Phil. Scholar, Insti of Agri Ext., Edu & Rural Development, University of Agriculture, Faisalabad, [2]Assistant Professor, Insti. of Agri Ext., Edu & rural Development, University of Agriculture, Faisalabad, [3]Lecturer, Department of Education, University of Sargodha, [4]M.Phil Scholar, Insti. of Agri Ext., Edu & rural Development, University of Agriculture, Faisalabad, [5]Associate Professor, Insti. of Agri Ext., Edu & rural Development, University of Agriculture, Faisalabad.

*[1]asgharalidt@gmail.com, [2]muhammad.amir@uaf.edu.pk, [3]Saima.nasreen@uos.edu.pk
Corresponding Author: *

ABSTRACT

The term capacity building generally refers to the professional preparation of an individual in any area of work. It refers to the teaching and learning activities that help the social members of any institutions achieve its knowledge, various skills, teacher's talents and teacher's attitudes towards their organizational objectives. Through trained people are inspired to apply their knowledge, skills and resources to advance organizational goals. The non-formal education often used interchangeably with terms such as community education and second chance education for leaners. Classroom teaching is complex task because at the same time many things happened. Teachers play an extremely crucial role in establishing meaningful classroom environment for students learning. The main objective of the study were: 1) to investigate the impact of training on non formal schools teacher performance, 2) to identify the role of capacity building on pedagogical skill at primary level in district Chiniot, 3) to analyze the effect of capacity building on classroom management. The teachers training are necessary element for uplifting standard of education. (Research methodology) the research design was used in this study in nature descriptive and survey. The population of this study was consisted of all (335) non-formal schools teachers of district Chiniot. The sample of the study was consisted of 124 of total population of district Chiniot literacy teachers. The Sampling technique was used simple Random technique for selection of 124 respondents through lottery method. The data were analyzed through descriptive statistics tests Mean, standard deviation and percentage. The major finding of the study, this training was improved the pedagogical skills of literacy teachers regarding class room teaching and classroom management. It was recommended that the training session for capacity building of literacy teachers should be carry on constantly for updation their knowledge.

Keywords: Non-formal, Capacity building, Teaching, classroom management

INTRODUCTION

Capacity building is an educational process. Teachers have time to reflect about new alternatives that might improve their efficiency in work along with time to acquire fresh information, skills and knowledge. Effective training teaches participant pertinent and helpful material that informs them and develops abilities and performances that may be used back to educational institutions to modify teacher behavior and classroom activities for teaching efficiency.

The capacity building is well-defined as the procedure of developing and improving the skills, abilities, knowledge about subject and techniques of teachings. Capacity building is improvement in an individuals or organization facility. The term capacity building has often been used interchangeably although a publication

by the organization for the profitable co-operation and improvement in 2006. The capacity building is fundamental element about improving effectiveness. Training focuses on the different skills of teaching in school. Capacity building improves the teacher's performance and develops their abilities to function and carry on stay relevant within a rapidly changing environment (Osuji, 2014).

The term "non-formal education" originated in 1950s from the less settled countries. The non- formal education comes to be the component of the international discourse on education policy in the late 1960s. Govt. of the Pakistan launched this project in Punjab 2002. The non-formal education welcomes those children who have failed to continue their studies in the formal education. The non-formal education also entertains the children who must work to make both ends meet (Hopper, 2006).

The non-formal education is a flexible education as compare to formal education that primarily serves underprivileged children who have been excluded from the formal education system, as well as out-of-school children, children who have left the formal education system and adults. The learning in the non-formal system of education frequently satisfies the learner's fundamental learning needs and equips them with the knowledge and skills necessary to meet their basic wants and rights as well as to improve their chances of surviving in the community. Low-income nations (like Pakistan), where the formal education system is unable to teach all of its school-age children alone and illiteracy is a major issue, now have a chance thanks to non-formal education programs.

Classroom teaching is complex task because at the same time many things happened. Teaching is conversion of information for student inspiration the process as much as the teachers, it is not one-way transmission. The teachers play crucial role in launching meaningful classroom atmosphere for students learning. The classroom teaching process is biased on the teacher instruction. The non-formal education working school teachers are given numbers of orientation for capacity building throughout the last five years (2017 to 2021). This training session are arranged specially for non formal teacher for improvement of quality of education (Albrecht, 2012). Teaching involves a variety of intricate but inters connected tasks, such as motivating, praising, and asking questions, among others. The phases of teaching are a key factor in the framework of instruction. Teaching is more than just what takes place in the classroom for a set amount of time. Before the teacher enters the classroom, he or she completes first a crucial phase in which he or she must make decisions regarding the goals, curriculum, methodology, teaching techniques, and questions to be asked, among the other important issues. He must have evaluated the students as well as their behavior when entering the classroom and other comparable characteristics of teaching behavior. This stage of teaching is known as pre-teaching. A few experts have three well defined phases of teaching (Crookes *et al.,* 2013).

The Pre Active Teaching Phase
The pre-active stage of teaching is the phase in which the teacher plans his lesson plans or curriculum to achieve the targeted learning outcomes.

Inter Active Phase of Teaching
The teaching stage is one of the interactive teaching phases. It encompasses an inclusive series of activities that take place in the classroom as the teaching and learning process develops. Use the appropriate teaching methods, as this is the talent. A teacher stimulates a student in this phase in a variety of verbal and nonverbal ways, using explanation, inquiry, listening to students, responses, and guiding.

Post Active Phase of Teaching
Without assessing the learning outcomes, the learning and teaching process is not complete. The job is completed with the aid of the proper testing methods during the post-active phase of teaching.

OBJECTIVES
- To identify demographic characteristics of respondents.
- To identify the role of capacity building training on pedagogical skill at primary school level.
- To analyze the effect of capacity building on classroom management.
- To diagnose the problems of non formal teachers regarding capacity building training.

REVIEW OF LITERATURE

Nadeem *et al*. (2011) described the Pakistan is a developing nation in South Asia, much like other developing nations, one of the key factors contributing to this underdevelopment is the country's poor educational system, which has a significant impact on its social, economic and political system. Teaching is a wonderful job and instructors play a significant part in their students' intellectual, social and personal development, which has an impact on the development of the entire country. The teacher's supreme art is to inspire delight in learning and creative expression via their instruction. In reality an excellent teacher transforms his students' entire behavior by guiding them to a high moral code and a lofty character at the peak of his performance.

Malik and Jumani (2014) explained the phrase "capacity building" a person's growth in their professional function. More specifically a teacher's capacity entails formal experiences, joining workshops and professional meetings for example informal experiences, reading scholarly journals and watching academic television documentaries in order to increase a teacher's experience. The concept of "development that occurs as teachers move through the cycle of professional career" is more expansive than career development. Designing programs for in-service teachers will enable the preparation of organized experiences through the procedure and setting in which it occurs.

Steven (2015) explained the learning process itself first requires teachers to prepare, continually renew themselves and reflect on their own performance evaluation. For the successful of teachers capacity building is necessary to achieve successful teaching, which has a significant impact on student learning. It is clear from studies that capacity building affects both trained and untrained teachers' efficiency. There is more crucial role of competent teachers in student's academic achievement. The students taught by inadequate instructors consistently outperform those taught by excellent teachers contribute to closing the achievement gap, which highlights the significance of teacher capacity building.

Madjar (2016) stated the effective teaching that may be strengthened through effective training programs. The teaching excellences are included in effective capacity building programs for teachers'

competency. A trained teacher has excellent pedagogical knowledge, length, breadth and depth of experience, subject-matter expertise with information communication technologies. They are also equipped with coaching and mentoring skills. All those experiences are required for a capacity building programed to deliver high-quality teacher preparation.

Aspects of Capacity Building

Wang (2011) stated the importance of teachers' professional development in accordance with the revolution of national or local curriculum planning, which keeps up with new scientific and technological advancements as well as common values and attitudes of contemporary society. Since the dawn of human civilization, education has been widely regarded as a universal human activity. Education-related research has always focused heavily on the subject of teaching. Humans' psychological awareness and reflective thinking are developed through teaching. A variety of methods established patterns that will assist instructors, pupils, and the educational system have been developed as a result of the educational training and teaching should be carried out.

Robertson *et al.* (2011) described that the vital components of teachers training include a clear thoughtful and appreciation of the pre-service and in-service training institutions. The goal of the training is to improve the teachers teaching methodologies. The main purpose of this all process was to increase effectiveness of teachers training. By the creating an adaptive flexibility in the use of on-the-job learning methodologies, organizations and employees can gain from an awareness of employees' on-the-job learning styles.

Russell (2011) noted the techniques of classroom management are the essential elements for proper students learning process. The pedagogy is the "relationship between teaching and learning" in the classroom. Knowing the subjects, being able to reflect on teaching methods, identifying works, knowing students, being transparent, being able to provide stability and structure in both the academic and cultural aspects being able to create a learning environment are some of the pedagogical skills necessary for classroom teaching and management.

Livingstone (2012) defined teaching as a highly spiritual process and asserts of teacher's capacity to keep a positive classroom environment, inspire students and make decisions depends on their own personal traits and capacity. Teachers who adopt these powerful mindsets and behaviors eventually have the power to improve the lives of their students.

Training and Development
Mestry and Bodalina (2015) described about the responsibility of administrator to manage all physical facilities of school. He also emphasized the need for school administrators to be familiar with general management principles for physical facilities in effective manner. Physical facilities management practices will be improved the students' performance with adequate comprehension and use of these ideas. Nwaeke (2017) argued that both training and development strive to boost an individual's productivity inside a specific organization. The act of instructing someone through practices, administration, organization and discipline is known as training. It comprises using a notion to improve teachers' abilities. Contrarily development describes the process of taking something from one stage to a more sophisticated one. The creativity and development of educators and instructors is continual. By combining the two terms, he can conclude that training and development is beneficial for trainees and has numerous advantages for the company and its personnel.
Philip (2018) explained the importance of training it is current need to increase headmasters' capacity to make sure school-based practices for planning, monitoring and evaluation for improvement of students' gains by aspiring teachers pursuing post-graduate education in: raising the achievement level of slow learners; enhancing the outcome of school-based measurement; allocating resources to the teaching-learning process. Incentives for teachers to pursue higher education, such as money or promotions are important for advancing their pedagogical expertise as well as their content knowledge.
Ikram et al. (2020) stated that the teacher knowledge about subject competence and skill about teaching has an effective impact on the teaching-learning process. Teachers training and development include the aspects of knowledge, skill, classroom management, classroom teaching, student psychology and curriculum so the teachers training lead all these areas to obtain maximum students learning. No one can deny the importance of teachers training regarding their jobs and responsibility. Performance of students is a result of successful teacher preparation. This investigation explores the connection between teacher preparation and student academic achievement.
Sharofutdinova (2023) stated that modern pedagogy and cutting-edge information technology are essential for the teacher to use in the classroom. From the above he will describe our ideas on the ways of teaching and learning through the use of interactive strategies in the lessons based on our experience. He believed it will give our coworkers useful advice on how to improve training efficacy. It also becomes one of their close aides when they need to carry out a serious activity, such choosing students for their leadership and developing abilities in advance of living on their own. On the basis of a few themes covered in a variety of classes, he provided recommendations below for the implementation of contemporary teaching techniques.

Classroom Teaching
Albrecht (2012) identified the impact of classroom activities on both cognitive and non-cognitive outcomes is frequently examined in research on educational efficiency. In addition to being frequently involved as promising explanatory variables in models about learning and educational effectiveness. There are many factors like the quality of teaching, quality time, quality of staff, Classroom climate, relationship of students with teachers and the quality environment of the school effect on the teaching learning process.
Ratcliff (2017) stated the classroom is the most important element for teachers and students learning properly. The management of classroom is necessary for achievements of educational goals. There are many complications and problems in the educational institutions which need to be addressed the properly for peaceful environment for learning. But the discipline of the classroom according to Gallup survey, he explored the attitude of the public towards the public school problems related to classroom in the first lack of discipline in classroom is one of the major problem. The effectiveness of the teachers'

lesson depends on classroom environment and disciplined. The effective and peaceful environment of classroom remained active and attentive of the students.

Teaching Strategies

Senthamarai (2018) described about the modern teaching standards adopt teachers for teaching and learning is the most important for the efficiency of the education. Teacher serves as instructor to provide knowledge of the peoples. They are also answerable for leading managers and teaching in order to foster student interaction and the development of important social personality traits. Students are unsatisfied with the traditional education because they want to comprehend natural occurrences, learn scientific principles and obtain knowledge that can be used in the real world. The most colleges that have used the traditional lecture format for their courses have seen teachers and students show the limited effectiveness of both the teaching and learning. The heuristics and research methods must be used by the teacher to encourage discovery learning. The method of instruction in the classroom is active and communicative. It is also known as interactive teaching.

Khan and Abdullah (2019) stated the efficiency and productivity of the teachers have always leaded by training and development. The teachers training and development programed always gave opportunity to teachers for improvement of their subject knowledge, abilities, attitudes and behavior. In the education sector always needs to become more technologically savvy, dynamic and modernized to meet the ever-growing demands of the current educational system. For the better results of teachers training the competent and skillful teachers required in all institutions.

Lavelle *et al*. (2020) explained the philosophical importance of pedagogy and andragogy for teachers in the classroom teaching. The pedagogical skills are helpful for teachers teaching in the classroom. The majority of the literature on evaluator education now in circulation is descriptive in character and little emphasis has been paid to research on evaluation-specific pedagogy or the creation of efficient methods for teaching evaluation. We therefore have a limited understanding of the theoretical or practical pedagogy of appraisal. This article synthesizes

pertinent ideas, learning principles and models of instructional design principles of learning created in the field of education as a first step in comprehending this methodology. After that, the writers provide instances of how these concepts.

RESEARCH METHODOLOGY

The descriptive research design was used in this study. The study was quantitative by nature. The population of this study was 335 the working non-formal school teachers district Chiniot has been selected. The sample size of the study was 124 working non-formal school teachers were selected through simple random sample. The sample size was determined by using online available software www.surveysystem.com. The simple random sampling techniques were used in this study for data collection.

Tools of Research

The structured questionnaires were to use for data collection from the respondents of this study. All the variables of questionnaire were clearly defined the objectives of research. The cronbach Alpha test was applied to measure the reliability of tool. The cronbach alpha value of the overall tool was 0.845. It indicated that the tool was good.

Date Collection

The prime data were collected through the questionnaire from respondents and the primary data were always the premier set of collection of facts. The purpose of data collection and procedure were explained thoroughly too all the respondents before the filling up of questionnaires. The data were carefully recorded according to the procedure. The information was collected to the respondents by Google form.

RESULTS AND DISCUSSION

For the analysis of collected data the responses were counted and organized in excel sheet. The scored data were evaluated in tabulated and percentage method, software (SPSS) was used to analyze. The data were analyzed with the help of software (SPSS). The results are given below;

Table 1

Distribution of the respondents according to their demographic attributes

Gender of Respondents	f	%
Male	48	38.8
Female	76	61.2
Total	124	100
Age	**f**	**%**
20-30 years	68	54.8
31-40 years	48	38.7
More than 40 years	8	6.5
Total	124	100
Academic Qualification	**f**	**%**
Intermediate	31	25
Graduation	50	40.3
Master	43	34.7
Total	124	100
Professional Qualification	**f**	**%**
C.T	15	12.1
B.Ed	75	60.5
M.Ed	34	27.4
Total	124	100
Teaching Experience	**f**	**%**
Less than five years	41	33.1
Five years	29	23.4.5
More than five years	54	43.5
Total	124	100
Monthly Income (PKR)	**f**	**%**
10000 to 20000	90	72.5
21000 to 30000	24	19.4
31000 to 40000	10	8.1
Total	124	100

Gender: Table showed that the gender wise differences between male and female were explored regarding effect of capacity building of non formal school teachers training on classroom teaching. The results describe that the male teachers value 38.8% with frequency value 48. The female respondent percentage value 61.2% with frequency value 76. Furthermore result indicated the female respondents were majority as compare to male respondents.

The results of the present study are contradictory to those of the Mamia- Homata (2016). He found that majority of the 61.2% of non formal school teachers were females and remaining 38.8% of the non-formal school teachers were male. Almost same results were presented by Faridi (2022). He examined the role of female in primary school level especially better as like to male. The female teachers gave more care and love as compare to male teachers with specially nursery class to five class students in the classroom.

Age: Table reflects that 54.8% with the frequency value 68 of the respondents were between 20-30 years and 38.7% with 48 frequency values between 31-40 years and the remaining 6.5% with 8 frequency value respondents belong to more than 40 years age

group. Furthermore, the results indicated that the majority of respondents were between 20-30 years young age group.

The results of Voigt *et al*. (2013) have great similarities with the results of present study. Voigt *et al*. (2013) said on the perceptions of teachers that 90% of the teachers attain their goals of high professional achievements at the age of between 20-30 years at the time of completing their professional career. These teachers provide the information regarding the classroom teaching using with different modern strategies. These teachers also provide the information regarding the participation of students in learning activities and development of thinking and problem solving ability was gain in highest peak at the age between 20-30 years.

Academic Qualification

Table represents the academic qualification of the respondents. The results show that 25% with 31 frequency value of the respondents were intermediate. However, the majority of 40.3% with 50 frequency value of the respondents were graduation and the 34.7% with frequency value 43 having master qualification. Furthermore the result indicated that the majority of the respondents having graduation qualification.

The results of the study indicated an enhancement in the educational accomplishment of primary school teachers. Khalid (2022) discovered almost the same results. The researcher discovered that 40.3% of the school teachers held a BA/B.Sc. degree, while 34.7% possessed the master degree. The non-formal school teachers have different educational level. The high qualification definitely supports the teachers in effective teaching in classroom.

Professional Qualification

Table represents the professional qualification of the respondents. The results show that 12.1% with frequency value 15 of the respondents were C.T. However, the majority of 60.5% with frequency values 75 of the respondents were B.ED and the 27.4% with frequency value 34 having M.ED as professional qualification. Furthermore the result indicated the majority of the respondents having B.ED as professional qualification.

The overall results indicated that about 60.5% of the respondents were B.Ed. degree holders. All the

degrees of professional development of teachers provide direct effects to the material, content and environment of class rooms. The presents study also has the similarities with the results of the Ayele (2020). As the both studies define that, the subject's specialization of the non-formal school teachers in which practical activities are conducted developed strong emotions in teachers. The professional qualification help teachers regarding teaching with full of different techniques and classroom teaching strategies.

Teaching Experience
Table reflects that 33.1% with frequency value 41 of the respondents have less than five years of teaching experience, 23.5% with frequency value 29 has five years of teaching experience, while 43.5% with frequency value 54 of the respondents have above five years of teaching experience. Furthermore the results indicated majority of the respondents had more than five years of teaching experience in literacy and non-formal basic education department. According to findings published by Fatma and Tugay (2015) educators with around more than five years of classroom teaching experience were more successful in their teaching. They have strong managerial abilities. They have more proficient role play in classroom teaching and learning process. The experience in any field shows the person quality work in his own job, he performed batter as compare to have no experience in the same job. The experienced teachers teaching style is totally different from the inexperienced teachers regarding classroom teaching.

Table 2
Depiction of weighted score, means, standard deviation and rank order of respondents regarding role of training on non formal teachers pedagogical skills

Role of training on non formal teachers pedagogical skill	W.S	Mean	Std. Deviation	Rank
Teachers are able to prepare better lesson plans before going to classroom.	565	4.56	0.499	1
Teachers learn to use different skills for effective teaching.	561	4.52	0.563	2
Teachers training help in proper delivery of lesson in class.	559	4.51	0.518	3
Training improves communication skills of teachers.	554	4.47	0.576	4
Convinces teachers to adopt new teaching strategies.	551	4.44	0.602	5

Table 4.12 shows that results of the indicators of the teachers are able to prepare better lesson plan before going to classroom weighted score=565, mean value=4.56, standard deviation=0.499 was at 1th ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Teachers learnt to use different skills for effective teaching weighted score=561, mean value=4.52, standard deviation=0.563 was at 2nd ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Teachers training helps in proper delivery of lesson in class weighted score=559, mean value=4.51, standard deviation=0.518 was at 3rd ranked. It indicates that respondents between strongly agreed proceedings towards agreed.

Training improves communication skills of teachers weighted score=554, mean value=4.47, standard deviation=0.576 was at 4th ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Training convinces teachers to adopt new teaching strategies weighted score=551, mean value=4.44, standard deviation=0.602 was at 5th ranked. It indicates that respondents between strongly agreed proceedings towards agreed.

The findings of the study was in line with findings of (Infurna, 2000) the training enables the teachers to prepare better lesson plan before going to class was at 1st ranked. The success and wellbeing of the instructor can be enhanced by effective lesson planning. Teachers want to encourage their students and whether a session is successful or a student performs well on an exam, efficient lesson planning can help teachers feel more satisfied with their work. Another crucial component is thought to be good communication abilities.

Another crucial component is thought to be good communication abilities. The results of the current study also emphasized the value of communication abilities, providing additional evidence that the training improved participants' perceptions of teachers as communicators. The training improves

communication skills of teachers was at 4th ranked. The post-test findings' weighting of the communication skill shows that instructors' perceptions of communication skills have changed significantly as a result of the training. The current study is supported by earlier studies (Jahangir *et al.*, 2003) that assertive communication skills are essential for teachers to successfully deliver their messages without resorting to coercion or aggression.

Table 3

Depiction weighted score, means, standard deviation and rank order of the respondents regarding training role on classroom management

The effect of capacity building on classroom management.	W.S	Mean	Std. Deviation	Rank
Teachers are able to manage class time.	556	4.48	.591	1
Training enables the teachers to develop classroom rules.	555	4.48	.618	2
Teacher learns better student sitting plan in classroom.	555	4.48	.533	3
Teacher enables to maintain classroom discipline.	553	4.46	.590	4
Training enables teachers to maintain an orderly environment for students learning.	553	4.46	.562	5

Teachers are able to manage class time weighted score=556, mean value=4.48, standard deviation=0.591 was at 1st ranked. It indicates that respondents between strongly agree proceeding toward agreed. Table 4.12 shows that results of the indicators that the trainings enable teachers to develop classrooms rules weighted score=555, mean value=4.48, standard deviation=0.618 was at 2nd ranked. It indicates that respondents between strongly agreed proceed to agree. Teachers learn better student sitting plan in classroom weighted score=555, mean value=4.48, standard deviation=0.533 was at 3rd ranked. It indicates that respondents between strongly agree proceeding toward agreed.

Teachers enable to maintain classroom discipline weighted score=553, mean value=4.46, standard deviation=0.590 was at 4th ranked. It indicates that

respondents between strongly agree proceeding toward agreed. Training enables teachers to maintain an orderly environment for students learning weighted score=553, mean value=4.46, standard deviation=0.562 was at 5th ranked. It indicates that respondents between strongly agreed proceed toward agreed.

The teachers who properly manage their time develop greater confidence, organization and teaching capacity. In the non-formal primary school the teachers need to be particularly adept at time management since they have a greater number of classes and their subject topics and extracurricular activities to manage. Teachers are able to manage class time through training was at 1st ranked with weighted score 556. The results of this study are similar with the study results of (Cassidy, 2003).

The findings of study were in line with studies of (Kayıkçı, 2009) ranked 2nd. He studied the classroom management skills of elementary school teachers and their effect on student's discipline behavior. Data were collected through questionnaire and analyzed through SPSS. Study topics included teacher-student interaction and communication, understanding of students' needs and characteristics, application of the teaching process and motivation. Other topics included creating class rules and enforcing them, managing disruptive behavior, and setting up the classroom's physical environment. The relationship between teachers' ability to manage the classroom and students' disciplinary behavior is substantial. It was discovered that all aspects of classroom management, apart from managing disruptive conduct have a favorable relationship.

Table 4

Depiction weighted score, means, standard deviation and rank order of   respondents regarding problems of non formal school teacher's capacity building training.

Problem of non formal teachers regarding training	W.S	Mean	Std. Deviation	Rank
Lack of financial resources.	536	4.32	0.75	1
Unavailability of refreshment for trainees.	533	4.3	0.846	2
Lack of training material for practical work.	532	4.29	0.9	3

Absence of use of advance technology like multi-media.	528	4.26	0.909	4
Incompetent master trainers.	526	4.24	0.887	5
Lack of proper planning of training program.	524	4.23	0.936	6
Overcrowded training session.	524	4.23	1.003	7
Use irrelevant training techniques.	524	4.23	0.863	8
Inaccessibility of incentives for trainees.	522	4.21	0.877	9

Table 4.16 shows that the results of the indicators that the lack of financial resources weighted score=536, mean value=4.32, standard deviation=0.75 was at 1st ranked. It indicates that respondents between strongly agree proceeding towards agreed. Unavailability of refreshment for trainees weighted score=533, mean value=4.30, standard deviation=0.846 was at 2nd ranked. It indicates that respondents between strongly agree proceeding towards agreed. Lack of training materials for practical work in training room weighted score=532, mean value=4.29, standard deviation=0.90 was at 3rd ranked. It indicated that respondents between strongly agreed proceedings towards agreed. Absence of use advance technology like multi-media weighted score=528, mean value=4.26, standard deviation=0.909 was at 4th ranked. It indicated that respondents between strongly agreed proceedings towards agreed.

The incompetent master trainers weighted score=526, mean value=4.24, standard deviation=0.887) was at 5st ranked. It indicated that respondents between strongly agreed proceedings toward agreed. Lack of proper planning of training program weighted score=524, mean value=4.23, standard deviation=0.936 was at 6th ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Overcrowded training session weighted score=524, mean value=4.23, standard deviation=1.003 was at 7th ranked. It indicated that respondent between strongly agree proceeding towards agreed.

Use irrelevant training techniques weighted score=524, mean value=4.23, standard deviation=0.863 was at 8th ranked.

The results of the ranked 1st and 5th were in line with findings of (Dalton et al., 2000) that lack of resources and poor budgeting affects the efficiency of teacher training programs, that external conditions, internal change, availability of proper trainers, accessibility of workers to the representatives of the organization and area in which workers are being trained affects the efficiency of teacher training program. The training content, trainers experience, lack of support from top management and peers students individual differences of workers decreases the deficiency of the teacher training programs. According to the findings of the Punia and Kant study, the insufficient of in-service and on job training, a lack of instructional resources, a lack of incentives and motivation and incorrect monitoring all contributed to teachers' low performance.

The study identifies deficiencies in the short time period allocated for the teacher training. The lack of regulations governing demand, supply student, the teacher in capacity, the paper-related issues and difficulties with practice teaching decreased the efficiency of teachers work. Due to some other issue lack of proper supervision for teaching, a lack of subject knowledge, faulty teaching techniques, isolation of the teacher education department, weak academic evidence of student-teachers and a lack of appropriate facilities hurdles in quality training and teaching. Nadeem et al. (2011) research demonstrates that despite the implementation of several initiatives, there are still numerous issues with the teacher preparation in the India. It has been noted that ineffectively trained teachers are the key issues with the current system of teacher education. The present research results ranked 3rd the lack of training material for practical work in the training room also the most near with Nadeem et al. (2011) research study results. During the training session the training kits play key role in activity based learning for teachers in the training room.

That the issues with policy and planning in the recruitment of inappropriate master trainers, lack of resources related to effective training session, accountability, the inappropriate training room and insufficient training kits for practical work in the training room also was ranked 4th and 5th. The results of study were in line with studies of (Azam *et al.,* 2014) that management support, the strong mechanism of feedback are the challenges in

implementation of teacher trainings in the classroom management. The financial constraints, lack of supervision during training programs, absence of accountability, shortage of incentives for master trainer and trainees, lack of motivation, teachers transfer based upon favoritism and nepotism, the political interference, appointment of under qualified teachers are the challenges in implementation of teacher training in classroom management.

The overcrowded training rooms can have a harmful effect on both trainers and trainees. An unorganized classroom setting that is more challenging for the instructor to control can result from overcrowding. With less resource available to accommodate the extra pupils, there is a higher risk of disruptive behavior and conflicts among the trainees as attendance increases. In packed classrooms, the teachers frequently spend more time managing behavioral concerns and less time instructing. The overcrowded training session decreased the efficiency of the working non-formal school teachers was at ranked 7th. The results of this research are comparable with the research results of (Yoon, 2001) He described the overcrowded classrooms severely impair trainees' ability to learning. Trainers work in settings where trainees are stressed out and have a lot of challenges. The maintaining discipline, a lack of room, poor learning and concerns with instructional support are a few challenges. As a result, trainees become disheartened and their performance suffers. The overcrowded trainings rooms are the direct result, which has an impact on both teaching and learning process.

The findings of study were in line with studies of (Tudor, 2015) that teacher trainings improve teaching skills of teachers, changes teachers beliefs regarding students sitting plan in classroom and enhance student learning. The training enables the teachers to develop classroom rule and proper sitting plan were ranked 3rd. There is a strong relationship between teacher training programs and classroom management.

CONCLUSION OF THE STUDY
Based on the findings of this study, it was concluded that the capacity building of non-formal school teachers are very helpful in classroom teaching and discipline. The results of the research also show that teacher trainings assist teachers in managing challenging student behavior, creating rules for the classroom, designing seating arrangements that promote learning, creating a safe and organized classroom, proper lesson delivery, using audio/visual aids appropriately and improving their performance in the classroom. Majority of the teachers were agreed the capacity building improved teachers' personality and subject knowledge. The capacity building enhances professional development for teachers, changes teaching philosophy, improves teachers' communication skills and increases their capacity for time management. Most of the respondents agreed the language barriers between instructors and trainees, participants' declining interest, participants' needs, available time, venue's distance from teachers home, lack of suitable materials, a lack of facilities, lack of incentives, lack of advanced technology and the use of irrelevant training are issues that hinder the organization of effective teacher training programs.

Recommendation of the Study
> ➤ The capacity building of literacy teachers should be carried on constantly for updation of their knowledge.
> ➤ Training kits should be provided on training cluster according to subject related for activities during the training session.

Teachers must be granted motivational incentives for making them hard workers, regular and loyal to their jobs. The government should take necessary steps in this regard.

REFERENCES
Shapiro, A., & Keyes, C. L. M. (2008). Marital status and social well-being: Are the married always better off?. *Social Indicators Research*, *88*, 329-346.

Infurna, C. J. (2020). What Makes a Great Preschool Teacher? Best Practices and Classroom Quality in an Urban Early Childhood Setting. *International Electronic Journal of Elementary Education*, *13*(2), 227-239.

Osuji, C. U. (2014). Capacity building of teachers as a strategy in bridging the gap in Nigerianeducational system. *African Education Indices*, *7*(1), 1-15.

Azam, F., Omar Fauzee, M. S., & Daud, Y. (2014). A cursory review of the importance of teacher training: A case study of Pakistan. *Middle-East Journal of Scientific Research*, *21*(6), 912-917.

Albrecht, N. J., Albrecht, P. M., & Cohen, M. (2012). Mindfully teaching in the classroom: a literature review. *Australian Journal of Teacher Education*, *37*(12), 1-14.

Anam Amin, R. S., & Lodhi, M. R. N. (2013). The impact of employees training on the job performance in education sector of Pakistan. *Middle-East Journal of scientific research*, *17*(9), 1273-1278.

Cassidy*, S. (2004). Learning styles: An overview of theories, models, and measures. *Educational psychology*, *24*(4), 419-444.

Crookes, K., Crookes, P. A., & Walsh, K. (2013). Meaningful and engaging teaching techniques for student nurses: A literature review. *Nurse education in practice*, *13*(4), 239-243.

Dewey, J. (2010). The need for a philosophy of education (1934). *Schools*, *7*(2), 244-245.

Gull, R., & Sarwar, M. (2020). Effectiveness of Non-Formal Schools for Provision of Primary Education to Out of School Children. *Journal of Educational Sciences & Research*, *7*(2).

Hoppers, W. (2006). *Non-Formal Education and Basic Education Reform: A Conceptual Review*. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Ikram, M., Hameed, A., & Imran, M. (2020). Effect of Teachers Training on students academic performance. *Pakistan Journal of Humanities and Social Sciences*, *8*(1), 10-14.

Kavak, N., Yamak, H., Bilici, S. C., Bozkurt, E., Darici, O., & Ozkaya, Y. (2012). The evaluation of primary and secondary teachers' opinions about in-service teacher training. *Procedia-Social and Behavioral Sciences*, *46*, 3507-3511.

Khan, S., & Abdullah, N. N. (2019). The impact of staff training and development on teachers' productivity. *Economics, Management and Sustainability*, *4*(1), 37-45.

LaVelle, J. M., Lovato, C., & Stephenson, C. L. (2020). Pedagogical considerations for the teaching of evaluation. *Evaluation and program planning*, *79*, 101786.

Lisonkova, S., Sheps, S. B., Janssen, P. A., Lee, S. K., Dahlgren, L., & MacNab, Y. C. (2011). Birth outcomes among older mothers in rural versus urban areas: a residence-based approach. *The Journal of Rural Health*, *27*(2), 211-219.

Madjar, N., & Cohen-Malayev, M. (2016). Perceived school climate across the transition from elementary to middle school. *School psychology quarterly*, *31*(2), 270.

Malik, S., & Jumani, N. B. (2014). Teachers' Capacity Building: Need Analysis of a Pakistani University. *Pakistan Journal of Social Sciences*, *34*(2), 701-714.

Mestry, R., & Bodalina, K. (2015). The perceptions and experiences of school management teams and teachers of the management of physical resources in public schools. *Educational management administration & leadership*, *43*(3), 433-451.

Nadeem, H. Ş., Torun, M., & Özdemir, F. (2011). Spray drying of the mountain tea (Sideritis stricta) water extract by using different hydrocolloid carriers. *LWT-Food science and technology*, *44*(7), 1626-1635.

Nwaeke, L. I., & Obiekwe, O. (2017). Impact of manpower training and development on organizational productivity and performance: A theoretical review. *European Journal of Business and Management*, *9*(4), 153-159.

Philip, O. O. and D. Ikechukwu. (2018). Impact of human capital development on employee performance: A study of selected oil service firms in Rivers State, Nigeria. International Journal of Social Sciences and Management Research, 9(4),56-69.

Ratcliff, N. J., Carroll, K. L., Jones, C. R., Costner, R. H., Sheehan, H. C., & Hunt, G. H. (2017). Behaviors of Teachers and Their Students in Schools with and without an Achievement Gap: An Observational Study. *Teacher Educators' Journal*, *10*, 118-141.

Robertson, L., Smellie, T., Wilson, P., & Cox, L. (2011). Learning styles and fieldwork education: Students' perspectives. *New Zealand Journal of Occupational Therapy*, *58*(1), 36-40.

Russell, T. (2011). What expert teachers do: Enhancing professional knowledge for classroom practice.

Satija, S., & Khan, W. (2013). Emotional Intelligence as Predictor of Occupational Stress among Working Professionals. *Aweshkar Research Journal*, *15*(1).

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher*, *15*(2), 4-14.

Schuitema, J., G.T. Dam and W. Veugelers. (2008). Teaching strategies for moral education: A review. Journal of curriculum studies. 22(4), 69-89.

Selinger, M., & Austin, R. (2003). A comparison of the influence of government policy on information and communications technology for teacher training in England and Northern Ireland. *Technology, Pedagogy and Education*, *12*(1), 19-38.

Senthamarai, S. (2018). Interactive teaching strategies. Journal of Applied and Advanced Research. 5(3), 36-38.

Shaaban, E. and I. Abou Ali. (2018). The Eurasia Proceedings of Educational & Social Sciences (EPESS) The Eurasia Proceedings of Educational The Impact of Secondary School Teachers' Training Program on the Professional Development of In-Service Biology Teachers of Social Sciences.

Sharofutdinova, R. (2023). IMPROVEMENT OF METHODOLOGICAL PEDAGOGICAL SKILLS OF DEVELOPING CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS. *Modern Science and Research*, *2*(6), 617-627.

Shavkatovna, S. R. (2021). Improvement of methodological pedagogical skills of developing creative activity of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, *11*(10), 289-292.

Siddiqui, K. A., Mughal, S. H., Soomro, I. A., & Dool, M. A. (2021). Teacher training in Pakistan: Overview of challenges and their suggested solutions. *IJORER: International Journal of Recent Educational Research*, *2*(2), 215-223.

Shavkatovna, S. R. (2021). Improvement of methodological pedagogical skills of developing creative activity of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, *11*(10), 289-292.

Stevens, R. (2015). Role-play and student engagement: reflections from the classroom. *Teaching in Higher Education*, *20*(5), 481-492.

Tudor, L. S. (2015). The role of school activities in training/development of the professional skills specific for the teaching profession. *Procedia-Social and Behavioral Sciences*, *180*, 984-989.

Voigt, L. F., Koepsell, T. D., & Daling, J. R. (2003). Characteristics of telephone survey respondents according to willingness to participate. *American journal of epidemiology*, *157*(1), 66-73.

Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. American educational research journal.38(4), 915-945.