

## Exploring Teachers' Reaction to On-Job Trainings under Literacy & Non-Formal Basic Education

Sarfraz Ahmed Khan (PhD Scholar)<sup>1</sup>

Dr. Zafar Iqbal<sup>2</sup>

[sarfraz.edu.pk@gmail.com](mailto:sarfraz.edu.pk@gmail.com)

[zafar.iqbal@aiou.edu.pk](mailto:zafar.iqbal@aiou.edu.pk)

<sup>1,2</sup> Department of Distance, Non-Formal and Continuing Education, Allama Iqbal Open University, Islamabad, Pakistan

### Abstract

Non-Formal Education is provided in Punjab under the umbrella of Literacy & Non-Formal Basic Education Department, Government of the Punjab since 2015. The quality of teaching is directly based on training of the teachers. On-job trainings are a continuous process in this project including induction training, on-job support, need based trainings and cluster based trainings. This research was conducted to see the response of teachers that how they feel and looking these trainings for their professional growth and teaching support at NFBE schools. A third party evaluation of the project shown that mobilization is not meeting the demand of project which provide us a base to initiate this research. The researcher employed Kirkpatrick Model to understand the efficacy of trainings. This model focus on four levels of training like reaction, learning, motivation and results. As per first level of the model, reaction of teachers about on-job trainings is analyzed. The convergent mix method was employed to conduct this research. A questionnaire with five point likert scale for data collection. The teachers of NFBE schools were the population of this study. Data have been collected through interviews of teachers. The researcher found that teachers consider the training as a wastage of time and low motivation. Their training reflection and feedback about on-job training was not accommodated in forthcoming trainings. Department need to reflect so may teachers' interest level could be raised and their sustainability be ensured. It will surely increase the children enrollment, students' mainstreaming and teachers' retention in the system.

**Keywords:** Non-Formal Education, On-job training, NFBE teachers, Reaction, Relevance.

### Introduction

The term 'teacher training' gives the impression that the activity has the need assessment based on the teachers' work in class. It helps the teachers in reshaping their learning and putting accurate efforts on the learning of students. On-job teachers' training refers to the policies, procedures, and provision designed to equip teachers with the desired knowledge to teach the children. It helps the teachers in developing keenness to enrich their knowledge, values and skills to perform

effectively. It helps teachers know about changes in the way students learn and are taught. It is a planned effort to change how things are done in the classroom and how teachers think.

On the other hand, Non-Formal Education (NFE) demands more accuracy because they are dealing with the most marginalized children of the society. The ultimate effect of mobilization, retention of learners and their mainstreaming will be on the Non-Formal Basic Education Schools and on community.

Pakistan Economic Survey (2018-19) reported 62.3% literacy rate for the entire country based on the statistics provided by the Labour Force Survey 2017-18. It is disturbing to note that about 22.6 million children, aged 5-16 years, are still out of school in Pakistan which equates to 44% of the total population in this age group (UNICEF Annual Report, 2017). The current literacy rate for Punjab is estimated to be 63%. Furthermore, about 3.1 million children are out of school and 28 million adults are still illiterate in Punjab (ADP, 2016-17). This refers the department to create opportunities for the illiterate and out of school children of all ages and to provide them access to quality literacy and non-formal basic education. They also take special measures for marginalized social groups within illiterate population including the poorest, rural, and female segments by offering specifically designed alternate learning systems.

Moreover, the Government is spending a large amount on projects to enhance literary level and eventually literacy rate in the country especially through non-formal education (Ashraf & Ismat, 2016). For the said purpose, government is giving capacity building trainings to NFBE teachers and other concerned officials. Numerous efforts are in practice for providing non-formal education and trainings through NGOs and government agencies. The NFBE Department is implementing a variety of programs throughout Punjab. Learners' tendency towards literacy is very weak. The mainstream children are not performing adequately in their practical lives (TPE, 2019). There is the necessity to discover the lackness in the training of NFBE teachers so

that it could be improved with the concrete steps. Only 3% of teachers stay with the department after 10 years, suggesting that even their motivation is low (Rasheed et al., 2016).

### **Literature Review**

Teaching encompasses a range of cognitive activities. The preparation required for all other professional staff is directly connected to the job requirements of teachers. Consequently, education is commonly referred to as the "mother of all vocations" in certain sectors. To pursue a career as a teacher, it is necessary to possess a robust knowledge base in a certain subject area, along with exceptional teaching abilities, educational credentials, and distinctive personal qualities. Teaching is considered a distinct profession that encompasses all the essential qualities that experts believe a job should possess (Tezcan, 2016).

Efforts to encourage non-formal education (NFE) have a long history in the country, dating back to its early years. As a supplementary approach to achieve literacy goals after the government took control of schools, this concept was promoted. However, the outcomes did not warrant its continuation after the change in government (Werquin, 2012). This review has thoroughly assessed the significance of each non-formal program at the federal level on an individual basis. Additionally, there were significant endeavors focused on promoting literacy and non-formal education like; Experimental Pilot Project Integrating Education And Rural Development (EPPIERD), Rural Education And Development (READ), Iqra Pilot Project, NaiRoshni Schools, National

Commission for Human Development-NCHD etc.

There were some other initiatives under the umbrella of Allama Iqbal Open University (AIOU) like; Integrated Functional Education Project, Functional Education Project for Rural Areas (FEPRA), Integrated Functional Education Project, Integrated Functional Literacy Project, Women's Matrix, Girl Power Programme (GPP) etc.

### Kirkpatrick's Model: Kirkpatrick's Evaluation Model

Kirkpatrick's four level evaluation model is extensively employed to evaluate the effectiveness of educational programs. Donald Kirkpatrick formulated the four levels of evaluation and each level presents an order of steps to evaluate educational programs (Meghe, Bhise and Muley, 2013). This research is focused on level of reaction. This level describes the trainees' feelings and impressions regarding the training programme and offers information about whether or not trainees found the training programme valuable (Ruiz, 2018). According to Naugle et al (2000), the model has been extensively assessed and widely used as a framework for measuring the effectiveness of training in the adult workforce. This research was based on only one level out of four on the reaction of trainee teachers. It helps in finding the participants' attitudes towards many aspects of a training program, such as their perception of the trainer, the training material, and their overall experience with the training.

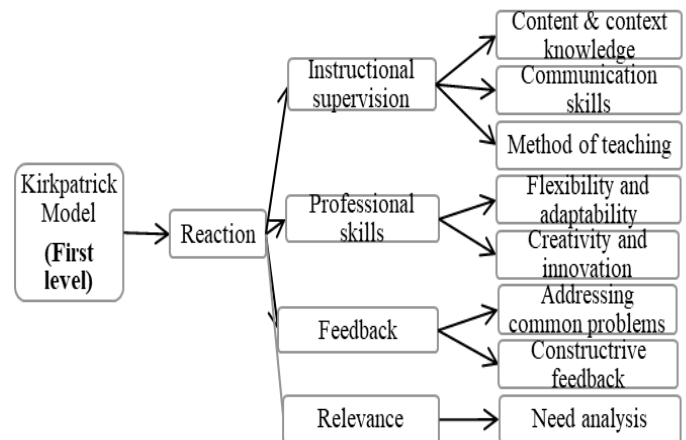


Figure 1: Sub-constructs of Reaction

### Objectives of the Study

The objectives of the study are:

- To investigate the reaction of teachers on different aspects of on-job training.
- To explore the underlying reasons of teachers' reaction on different aspects of on-job training.

### Research Questions

- What is the opinion of teachers about level of instructional supervision during on-job trainings?
- What is the opinion of teachers about the development of professional skills during on-job trainings?
- What is the opinion of teachers about feedback mechanism during on-job trainings?
- What is the opinion of teachers about relevance of on-job trainings?
- How teachers reactions are varied on different aspects (instructional supervision, development of professional skills, feedback mechanism and training relevance) of on-job trainings?

### Methodology

This research was descriptive in nature following constructivist paradigm. It was a mixed methods study, combining both qualitative and quantitative approaches, and grounded in the constructivist paradigm. The integration of both methods allowed for a more comprehensive understanding of the research problem, providing both broad statistical trends and in-depth insights into learners' experiences.

### Research Design

This research was mixed method in nature. Keeping in view the nature of study, objectives and research questions, the researcher employed explanatory mix method research approach was employed to investigate the on-job trainings reaction on teachers after training. The first section was based on quantitative data comprising instructional supervision, professional skills, feedback and relevance followed by qualitative data to understand the underlying reasons of these changes after on-job training of literacy teachers. The chosen procedure uses deductive reasoning and inductive inquiry to understand a phenomenon (Hyde, 2000).

It allows for an increased understanding of a topic under investigation. It enables the researcher to gain a comprehensive understanding of the field and improve following research questions to enhance the study's conclusions. Researchers can identify the sources of phenomena that emerge during the research design phase and predict alterations.

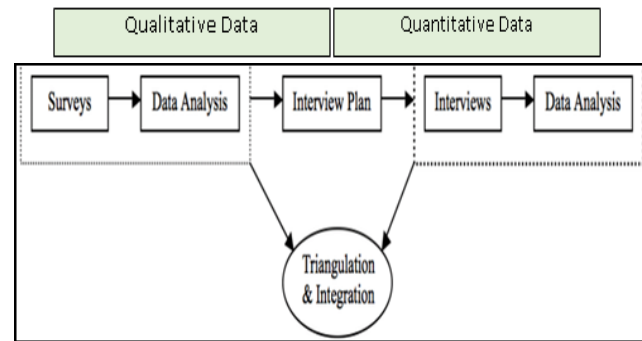


Figure 2: Explanatory Mix Method Research Design

### Population

#### Literacy & Non-Formal Education

Department, Government of the Punjab is organizing PNFEPS Schools in all 36 districts of the Punjab. The number of target schools vary across different districts of Punjab on the basis of population each district pertain. However, the population constituting 36 districts including 12087 PNFEPS schools and the same number 12087 teachers are working in these schools.

### Sampling Procedure

The researcher employed a multi-stage stratified random sampling technique for quantitative data. Initially, three districts were selected randomly from the Punjab province, taking into account the variance in their literacy rate as a strata; high, moderate and low. The first district was selected from the strata having high literacy rate, second district was selected from the strata with a medium literacy rate, and the third district was selected from the strata with a low literacy rate. The detail of sample is given in the table 1.

**Table 1**  
Sample Details

Sr. No	District	Range of Literacy Rate	Strata	Sample
1	Lahore	76-100	High Literacy	125
2	Khushab	56-75	Medium Literacy	125
3	Rahim Yar Khan	35-55	Low Literacy	125
Total	3	Range (35-100)	3	375

The population of the study is greater than 10,000 so the suitable number of elements in the sample is 375 which meet the purpose of study and representation (Blair & Blair, 2015). For qualitative data teachers who participated in the on job training were involved to explore underlying reasons associated with quantitative data outcome. The interview were carried out up till the point of saturation. The participants were selected on voluntarily basis. The ethical considerations were observed like informed consent, data confidentiality and their identity was hide by giving codes from T-1 to T-10.

### Instrumentation

Two instruments were developed to measure reaction of NBFE teachers against on-job training for quantitative data followed by their interviews. The questionnaire was based on five point likertscale indicating strongly agree=5 to strongly disagree=1. The qualitative data were inductively gathered through interviews. The detail of both instrumentns is given below:

### Questionnaire for Trainees (teachers)

A questionnaire was developed following guidelines of framework to measure the construct reaction which was based on sub-constructs (instructional supervision, professional skills, feedback, relevance) and indicators. The construct, sub-constructs and indicators were derived from the training manuals devised by L&NFBE Department. The 20 items were prepared across indicators of the main construct. The reliability and validity of the questionnaire was ensured through determining reliability coefficient and calculating CVI. The face and content validity was ensured through six subject experts. The level of CVI for different sub-constructs was taken .83 or above as accepted value which is acceptable (Polit & Beck, 2006). The items having CVI less than this value were revised or removed from the questionnaire. The detail of construct wise CVI and reliability coefficient is given in table 2.

**Table 2**

The detail of construct 'Reaction' and sub-constructs wise Reliability and Validity.

Sub-construct	Number of Items	$\alpha$	CVI
Instructional supervision	9	0.82	0.84
Professional skills	4	0.72	0.83
Feedback	4	0.78	0.85
Relevance	3	0.70	0.84

### Interview Protocol

Interview protocol was developed comprising of 10 questions followed by some probing questions to know the actual reasons based on the results of quantitative data analysis. The questions were based upon the exploring reasons against any variation,



difference, similarity found in the results of first phase of the study. The interview questions were validated through six subject expert opinion. The interview was conducted as per respondents convenience regarding

time and place. The data was transcribed and analyzed through thematic analysis.

### Results

The quantitative data was analysed through descriptive statistics.

**Table 3**

Descriptives on Reactions as responded by the trainees teachers.

Factors	Sub Factors	Statements	Mean	SD
Instructional supervision	Content & context	Trainers improved our grip on current events.	4.29	.80
		Trainers improved our grip on history.	3.53	.62
	Communication skill	Trainers have full command on their content.	4.26	.83
		They welcome all questions of the participants.	4.27	.82
		They raise discussions to engage us.	3.45	1.11
	Method of teaching	The method of instruction of trainers was useful.	4.27	.77
		The classromenvironemnt was friendly.	4.33	.80
		They dealt trainees equally.	2.79	.80
		They are professional in their code of conduct.	4.24	.78
	Professional skills	Flexibility and adaptability	They guide us properly.	4.29
Creativity and innovation		They are well motivated.	4.19	1.00
		They used technology during trainings.	2.93	.95
		The venue of training is peaceful.	4.25	.80
Feedback	Adressingcommo n problems	They help according to the nature of the problem.	4.17	.79
	Constructive feedback	They provide enough time to discuss the topic.	4.20	.77
		They proive descriptive feedback.	3.30	.99
		A tangible feedback is provided.	2.94	.95
Relevance	Need analysis	They raise discussions on real issues.	3.45	1.11
		They used resources efficiently.	4.17	.80
		The training is very useful.	4.29	.86

Table 3 indicates that instructional supervision is important for improving the standard of training because it makes sure that trainers know how to communicate information clearly and meet the needs of their students. With the mean of 4.29 and a standard deviation of 0.80, the data show that trainers made a big difference in how well participants understood current events. This high score shows that teachers were

fine at giving current information and showing how it related to the training material. With the mean score of 3.53 and a standard deviation of 0.62, the grip on background knowledge, on the other hand, was lower, indicating that this area could use some work. This difference could be because different subjects are given different amounts of attention or because trainers have different levels of experience. A good instructional supervisor should try to find a balance between these things, making sure

that all subject areas, are covered equally well so that learners can learn everything.

Communication skills are important for training because they affect how well trainers can share knowledge and keep participants interested and well engaged. The data shows that teachers knew a lot about their subject. They got meanscore of 4.26 and a standard deviation of 0.83, which shows how knowledgeable and ready they were. The trainers were also open to all questions from the subjects, giving the experience the mean score of 4.27 with a standard deviation of 0.82. This level of openness creates a supportive learning space where people are comfortable asking questions and contributing to talks. The mean score for starting discussions to get people involved, on the other hand, was lower, at 3.45, with a standard deviation of 1.11. This shows that trainers may need to work on how they start interactive discussions and get people more involved, even though they were good at delivering information and answering questions.

There is a big difference in how well training sessions work depending on the way teachers teach. The data shows that the method of teaching got high mean score of 4.27 and a standard deviation of 0.77. This suggests that the participants thought the methods used were helpful. Also, with the mean of 4.33 and a standard deviation of 0.80, the classroom setting was seen as friendly, indicating a positive and helpful atmosphere that probably helped with learning. The mean score for treating trainees fairly, on the other hand, was much lower, at 2.79, with a standard deviation of 0.80. This lower rate suggests that there may

have been problems with fairness or equal treatment during the training, which could have an effect on how effective participants thought the training was as a whole. Trainers also got high mean score for their professional code of conduct, with 4.24 and a standard deviation of 0.78. This showed that they followed high standards of professionalism, which is important for keeping people's respect and trust in a training setting.

A key part of the success of any training program is the teachers' professional skills, which include being able to "flexibility and adaptability" as well as "creativity and innovation." The data showed that trainers were very flexible and able to adjust, as shown by their high mean score of 4.29 and low standard deviation of 0.78. This shows that the trainers were able to adapt their teaching methods to meet the needs of the group, showing that the members felt well-guided. This level of adaptability makes sure that everyone can fully engage with the subject, no matter how or how fast they learn. The trainers, on the other hand, got mean score of 4.19 on the creativity and innovation scale, which means they were highly driven. This suggests that they taught with enthusiasm and a creative approach. The use of technology during the trainings, on the other hand, got a lower mean score (2.93), with a standard deviation of 0.95. This means that technology wasn't used in a way that would have made the training more interesting. Although this was the case, the quiet training space (rated 4.25 with a standard deviation of 0.80) made the setting better and helped the trainers run a good session. These sub-themes show that the

teachers are good at being flexible and getting people to work hard. However, they could improve their creative ways of teaching by focussing more on how to use technology.

The trainers must be able to change how they teach based on the needs and learning styles of the learners. This is an important part of these skills. With the mean score of 4.29 and a standard deviation of 0.78, it's clear that participants felt well-guided by trainers. This means that the trainers were able to adapt their methods to meet the needs of all of the trainees. This freedom probably made the learning process more open and personalised, which kept people interested and made sure they understood what they were learning.

These are also important work skills because they make training sessions more interesting and effective. With the mean score of 4.19 and a standard deviation of 1.00, trainers were rated as highly motivated. This means that their energy made the learning setting better. The mean score dropped to 2.93, with a standard deviation of 0.95, when it came to using technology during training. This shows that trainers were creative and driven, but they didn't use technology to its full potential, which could have made the training more interactive and useful. Finally, the training location got a high mean score of 4.25 and a standard deviation of 0.80, which shows that it was a calm and good place to learn. The calm setting probably helped the participants concentrate and feel at ease, which, along with the teachers' professional skills, made for a good environment for learning.

Giving and getting feedback is an important part of training because it helps people understand and improve their skills. People gave trainers good marks for dealing with common problems and giving participants the help they needed. With a mean score of 4.17 and a standard deviation of 0.79, the data shows that they did a great job in giving answers to teachers' questions. It means that the trainers made sure that the answers they gave were relevant and useful by tailoring their advice to the problems the participants were having. Their ability to provide individualised help made learning more enjoyable and helped students deal with problems in a focused way.

The trainers were able to help the individuals get through the problems they were having. The mean score of 4.17 means that the people who took part were happy with how the trainers changed how they helped them based on the problems that came up. The trainers' ability to provide appropriate solutions across different sessions and participants is consistent, as shown by the relatively low standard deviation of 0.79. This shows that they are good at dealing with a wide range of problems.

Different people had different thoughts about the constructive feedback that trainers gave. A high mean score of 4.20 and a low standard deviation of 0.77 show that participants were happy with the time they had to talk about the topics. However, the feedback was scored lower for being descriptive and real. Descriptive feedback, which is needed to give detailed views and suggestions, got mean score of 3.30 and a



higher standard deviation of 0.99. This means that feedback was given, but the level of detail varied from participant to participant. What was even scarier was that the mean score for "tangible feedback" was only 2.94, with a standard deviation of 0.95. This shows that the feedback wasn't specific enough to give participants concrete steps they could take to use the feedback in real life.

Relevance is one of the most important things that determines how useful and effective a training program is. For training to be useful, it needs to be related to the problems and needs that people face in the real world. Need analysis show how the trainers made sure the meetings were relevant by starting conversations about real problems, making good use of resources, and giving useful information. Focussing on how the training could be used in real life made people see its direct value.

It shows that the trainers tried to get people to talk about real problems, but the mean score of 3.45 with a standard deviation of 1.11 suggests that they could do a better job of fully addressing the concerns of the participants. Based on this mean and SD, it seems that real-life problems were sometimes discussed, but interest level in these talks varied among participants.

Finally, people gave the training good mean score for how useful it was overall, with 4.29 and a standard deviation of 0.86. This shows that the people who took part thought the training was very useful for their needs and could be used in real life. The training was useful because it included discussions about real-life situations and made good use of resources. However, the

usefulness could be even stronger by having more in-depth discussions about real-life problems.

### Qualitative Data Analysis

The qualitative data were analysed through thematic analysis by coding evidence and merging in to relevant themes.

**Table 4**

Theme	Codes
Role of Instructional Supervision	Constructive feedback Support and resources Improved student outcomes

### Role of Instructional Supervision

Instructional supervision is a powerful way to improve the quality of teaching because it gives teachers specific comments, resources, and ongoing support. The data from teachers shows that this kind of supervision has direct benefits, especially when it comes to improving teaching methods and student outcomes. By working closely with teachers, managers can find key areas that need improvement and give helpful advice. When this advice is put into action, it makes a big difference in the classroom. The main parts of this supervision process are shown in the following comments and discussion. "Instructional supervision improves teaching effectiveness by providing teachers with constructive comments, support, and resources to help them improve their instructional practices." (T-1, T-2, T-5, T-7, T-9, T-10)

Instructional supervision is the basis of good leadership. Teachers said that their trainers gave them detailed, actionable

comments that helped them figure out how to improve the way they taught. One teacher said that their supervisor gave them specific tips on how to pace the lecture and how to keep students' attention, both of which are important for making the classroom more interactive. This feedback wasn't broad or vague; it was unique to the teacher's problems and gave them clear instructions on how to improve their work. The fact that the teacher could use the comments right away and see results shows how well this method works. Giving teachers constructive comments lets them know what they're doing well and what they need to work on. This helps them grow as professionals and makes the classroom more effective.

The help and materials given to teachers are also very important parts of educational supervision. Trainers not only give teachers feedback, but they also make sure they have the tools they need to make the changes they are told to make. Some examples of what teachers might do are offer teaching materials, tech tools, or ways to get students more involved in class. This complete support system lets teachers go beyond just getting comments and put what they've learnt into practice, making sure they have everything they need to improve the way they teach. Teachers like having supervision that acts in two ways: as both evaluators and partners who help them improve their teaching by giving them the tools to do so. Teachers can try out new methods and confidently change their teaching styles to meet the needs of their students when they have the right tools and help.

It is one of the most noticeable effects of fine teaching supervision. Teachers said that

after using the feedback they got from their trainers, they saw big changes in how much their students participated and how well they learnt. The best proof of instructional supervision is when student results get better. This shows not only that the teacher's skills have improved, but also that the students' learning experiences have been made better.

**Table 5**

Feedback As Boosting Tool

Theme	Codes
Effective Feedback	Timely feedback Detailed feedback Practical feedback Structure observations Face to face feedback Written comments

### Effective Feedback

The main idea of Effective Feedback is made up of several important parts that make it useful and have an effect on professional growth. "Effective professional development feedback for teachers should be timely, detailed, and practical. Personally, I prefer to receive feedback in the form of structured observations, face to face feedback, and written comments." (T-2,T-3,T-8,T-9,T-12). The given below feedbacks are as per the given statement of teachers.

Feedback should be given at the right time to make sure it is useful and can be used. Getting feedback soon after an observation or teaching session helps teachers deal with problems and make changes right away, which makes the feedback process more useful. For feedback to really work, it needs to be specific. This

means making detailed observations and comments instead of making general or vague ideas. Giving teachers detailed feedback helps them know exactly what is going well and what needs work in their lessons. It show the most important parts of good feedback, like how timely, detailed, and useful it should be. They also show the best ways to give feedback, like through structured observations, face-to-face interactions, and written comments. All of these things work together to make sure that feedback is useful, helpful, and leads to professional growth.

**Table 6**

Advancing Teaching Excellence

Theme	Codes
Continuous Professional Development	Staying updated Innovative teaching approaches Broadening teaching repertoire Enhancing lesson engagement Relevance to real world experiences

#### Continuous Professional Development

Teachers need to keep up with new methods and best practices through continuous professional development (CPD). It helps them keep and improve their teaching methods. The given comments brings up a number of important points about CPD and how it affects teaching."Continuous professional development is essential for staying up to date on best practices and innovative teaching approaches. For example, attending project-based learning seminars not only broadened my teaching repertoire, but also made my lessons more

engaging and relevant to my students' real-world experiences."(T-3,T-5,T-6,T-7,T-9,T-11,T-12).

Staying up to date on best practices means learning about and adjusting to the newest education trends, studies, and methods all the time. Continuous professional development makes sure that teachers know about the best strategies and methods being used in the field right now. This code stresses how important CPD is for helping teachers stay up-to-date and keep up a good level of teaching. Professional development activities are something that teachers should do on a daily basis.

When education methods and content are relevant to real-life experiences, they are linked to what students do outside of school. The project-based learning workshops made lessons more relevant to what the students were doing in real life, according to the statement. This code stresses how important it is to connect educational material to real-life situations. This helps students see how what they are learning is useful and how it relates to their own lives. Making things relevant to students' lives keeps them interested and helps them see how what they are learning is useful.

**Table 7**

Applying New Skills Effectively

Theme	Codes
Integrating New Skills	Friendly atmosphere for practice Application of new techniques Discussion of efficacy Workshop and training

### **Integrating New Skills**

It focuses on the application and practice of newly acquired skills in a supportive and effective manner. From the comments, several key codes have been identified. "I find that implementing new skills learned through on-job training is most beneficial when I can practise them in a friendly atmosphere. For example, after learning about diversified instruction tactics in a workshop, I tried out numerous techniques in my classroom and discussed their efficacy with my colleagues."(T-3,T-4,T-7,T-8,T-9,T-11,T-12). When learning new skills, it's important to be in a supportive and non-threatening setting. This lowers the stress that comes with it, so teachers can use what they've learnt more successfully and with more confidence. Putting new techniques to use means using the skills and strategies that were taught in the classroom.

When people learn new skills, they do so in workshops and classes. The fact that the skills were learnt at a workshop on different ways to teach shows that they were picked up during structured professional development meetings. It show how important it is to go through training programs that are useful and well-designed before putting new skills to use in real life.

**Table 8**

Collaboration for Enhanced Learning

Theme	Codes
Collaboration and Peer Learning	Experience sharing
	Improved learning experiences
	Sharing teaching ideas
	Gaining from each other's expertise

### **Collaboration and Peer Learning**

The theme of collaboration and peer learning highlights the value of working together with colleagues to enhance professional development and improve teaching practices. The following codes have been identified from the comments, "Collaboration and peer learning are extremely beneficial for professional development. I recently worked with a fellow teacher on experiences sharing that not only improved our kids' learning experiences but also allowed us to share teaching ideas and gain from each other's expertise."(T-1,T-2,T-4,,T-7,T-10,T-11).

Teachers share their personal thoughts, practices, and problems with each other through experience sharing. The reply suggests that sharing experiences with another teacher was a very helpful activity. This code shows how working together lets teachers talk about their own experiences, learn from each other's wins and failures, and see ways of teaching differently. Sharing experiences helps people get a better grasp of different methods and finds useful strategies that can be used in their own work.

Improvements in students' educational results that come from teachers working together are called "improved learning experiences." The comment says that working together not only helped the teachers but also made learning better for their students. It shows how peer learning and working together can improve teaching methods and classroom procedures, which will eventually improve the quality of education and get more students involved.

When teachers benefit from each other's knowledge and experience, this is called "gaining from each other's expertise." The comment points out that the teachers were able to use each other's skills when they worked together. It shows how important group learning is, where teachers can use each other's specialised knowledge and skills to help their students.

**Table 9**

Key Aspects of On-Job Training

Theme	Codes
Key Factors of On-Job Training	Experience sharing Improved learning experiences Sharing teaching ideas Gaining from each other's expertise

### Key Factors of On-Job Training

The main theme of on-job training identifies essential elements that contribute to the success and effectiveness of training programs for teachers. The given below comments lead in identifying the key factors. "Key variables that contribute to the effectiveness of on-job training programmes for teachers include personalised learning experiences, chances for collaboration and reflection, and ongoing mentorship. To better address the demands of teachers, these programmes should be enhanced by including more differentiated instruction and feedback methods for continual improvement." (T-1,T-2,T-3,T-4,T-5,T-8,T-9,T-11,T-12).

Personalised learning experiences mean that the training materials and methods are changed to fit the needs and tastes of each teacher. The quote makes the point that

personalised experiences are a big part of how well on-job training program work. It shows that how important it is to tailor training to each teacher's skills, weaknesses, and preferred way of learning. This makes the training more useful and effective. The personalised learning helps make sure that every teacher gets the help and tools they need to improve the way they teach.

Setting up places where teachers can work together and think about their methods is one way to encourage collaboration and reflection. The reply says that giving people chances to work together and think is very important for good training. It shows the importance of teachers to be able to share their thoughts, talk about problems, and do reflective practices that help students learn more and teachers grow as professionals. Teachers can learn from each other's experiences and keep making their lessons better by working together and thinking about what they've done.

**Table 10**

Navigating Feedback Implementation Challenges

Theme	Codes
Challenges in Implementing Feedback	Struggle to concede control Difficulty in organizing discussions Need for practice Peer observation Guidance from instructional trainer

### Challenges in Implementing Feedback

The theme focuses on the difficulties teachers face when trying to apply feedback to improve their instructional practices. The given above codes have been identified from



the comments and are detailed discussed below. "I once received feedback to include more student-led discussions in my lessons. At first, I struggled to concede control and effectively organise meaningful discussions. However, with practice, peer observation, and further guidance from my instructional trainer, I gradually improved my facilitation skills." (T2,T-5,T-6,T-7,T-8,T-10,T-12).

It is difficult to give up direct control in the classroom so that more activities can be led by the students. The comment suggests that at first, it was hard for the teacher to give up power and let the students lead the discussions. This shows how teachers have to deal with variance and change in order to change their role in the classroom from one of giving instructions to one of helping students learn.

Difficulty in organizing discussions include problems with setting up and running student-led discussions well. As part of the feedback implementation, the comment says that the teacher had trouble setting up useful discussions. It emphasises the practical and logistical problems teachers may have leading and setting up talks that are useful and interesting for students.

**Table 11**

*Keeping Abreast of Educational Innovations*

Theme	Codes
Staying Updated With Educational Trends	Attending conferences Reading educational journals Availing online courses Enrichment of knowledge

## **Staying Updated With Educational Trends**

The theme highlights the importance of continuously engaging with new developments in the field of education to enhance teaching practices. The given above codes have been identified from the comments, "I keep up with the latest educational trends and approaches by attending conferences, reading educational journals, and taking online professional development courses. I then apply these new ideas to my teaching practice through exploration and reflection." (T-3,T-4,T-7,T-9,T-10,T-11,T-12).

When you go to a conference, you're joining a group of professionals who work in education to share the latest studies, trends, and best practices. The response shows that the person stays up to date by going to these events. This code emphasises how important gatherings are as a way to learn about new ideas and connect with other experts in the field. At conferences, you can find out about new tools, methods, and strategies for teaching that can be used to make your own lessons better.

By reading educational journals, you can stay up to date on scholarly articles and books that talk about the latest research, trends, and debates in the field of education. The comment makes it clear that the person stays up to date by reading these journals on a daily basis. This code stresses how important it is to read academic books to keep up with the latest research and theoretical developments in education.

To put new ideas into practice through study and reflection, you have to try them out and think about how they might change

the way you teach. The note talks about how the person explores and thinks about new ideas before putting them into practice. This code puts a lot of emphasis on putting theoretical knowledge to use by trying out new methods in the classroom and thinking about how well they worked.

Table 12

*Self-Reflection as a Tool for Improvement*

Theme	Codes
Role of Self Reflection	Importance of self-reflection Post-supervision reflection Utilizing feedback for improvement

**Role of Self Reflection**

The theme is focuses on the process of evaluating one's own teaching practices and integration feedback to enhance professional development. As teachers mentioned that "Self-reflection is an important part of my professional development as a teacher. Following each instructional supervision session, I take time to reflect on the input and think about how I might use it to enhance my teaching practice" (T2,T-3,T-5,T-6,T-8,T-11), it have been found the reflection practice enhances the approach to learn something with each moment.

Self reflection refers to how important it is for professional growth to think about how you teach. It shows that teachers can learn more about their skills and weaknesses by regularly evaluating their work. Self-reflection helps teachers to improve their teaching methods, decisions, connection with students. This leads to a more effective and flexible teaching.

Post-supervision reflection also makes the process too strengthened. It means taking some time to think about the comments you got and how it might affect your teaching after your instructional supervision sessions. In short, the role of self reflection includes realising how important it is for professional growth to reflect on oneself, doing post-supervision reflection to process feedback, and using feedback for improvement to make teaching better. These codes show how self-reflection is an important way for teachers to keep getting better by evaluating and changing their methods based on helpful feedback.

Table 13

*Merging Independence with Oversight*

Theme	Codes
Balance autonomy and supervision	Importance of professional development Retaining a reflective mindset Viewing feedback as opportunity

**Balance Autonomy and Supervision**

Finding the balance between autonomy and supervision is a difficult but necessary part of teachers' professional growth. Autonomy gives teachers the freedom to use their own ideas, methods, and unique ways of teaching in the classroom. Supervision and feedback, on the other hand, help them get better by giving them organised advice. But it's hard to find a balance between these two things because teachers may feel that outside feedback limits their freedom. To find a balance, you need to understand that control is not a problem, but a way to help you grow. Teachers can improve their methods while still keeping their own style

by using comments in a thoughtful way. This balance encourages ongoing growth and makes sure that teachers can adapt to new ideas without giving up their professional independence.

Finding a balance between autonomy and supervision shows how hard it is for teachers to match their own teaching styles with what their instructional leaders want and suggest. The comment admits that it can be hard to find this balance, especially when teachers want students to be independent in the classroom. This code emphasises the tension between making decisions about your own education freely and following the structured direction you get from supervision and feedback. Teachers have to deal with these demands without feeling stifled, and they still have to change their methods based on what other people say.

When you look at feedback as a chance instead of criticism, you are more likely to see it as a compliment than as a criticism. The teacher was trying hard to see feedback as a way to improve, not as something to defend themselves against or criticise. This code shows the mental shift that's needed to turn feedback into a tool for professional growth by using it productively. By thinking this way, teachers can better balance their freedom with the help they get, seeing it as a way to improve their teaching instead of something that limit their freedom.

### **Discussion and Conclusions**

The reaction of NFBE teachers was based on realities. They has shown the highest mean score to flexibility and adaptability. Our research has shown that trainers possess exceptional skill in flexibility and adaptability, highlighting their unmatched

ability to handle the ever changing field of education. According to everyday speech (2022) flexibility and adaptability are crucial attributes for educators to embody. Contemporary classrooms are characterised by diversity, with students originating from varied backgrounds, exhibiting distinct learning styles, and need personalised assistance. Through flexibility and adaptability, educators may cultivate an inclusive and supportive learning environment conducive to the success of all students.

This notable accomplishment highlights the crucial role trainers have in establishing flexible learning environments that meet the varied requirements of their trainees. Trainers demonstrate a remarkable capacity to adapt quickly to changing situations, showing a deep commitment to meeting the evolving needs of this era. Learning adaptability, based on cognitive-developmental theory, as a form of self-regulation in challenging contexts (Collie and Martin, 2017). Their proficiency in adjusting instructional tactics, accommodating diverse learning styles, and embracing evolving technologies demonstrates their steadfast dedication to promoting academic performance. Trainers' resilience and flexibility are essential for educational advancement as they are not only enhance the learning experience but also foster a culture of creativity and growth within the educational community. Threemost important components of the training were also with very good meanscore. The research shows that teachers liked the trainings because the trainers were having Need Analysis for the trainings, their

communication skill was good and they were having command on content and context and at the same time, they improved the grip of teachers on content and context. It means that the trainers helped them to recall their learning and enabled them to use previous knowledge for teaching.

Teachers were encouraged on the sharing of their past experiences of NFBE schools which were very helpful for other teachers. This practice of trainers boosts the motivation level of teachers and they participated in the training at their level best. Professional growth for teachers can include increased content knowledge, classroom management strategies, and curriculum adaptations (Shaffer & Thomas-Brown, 2015) while students have demonstrated gains in academics, study skills, and social-emotional well-being (Kaya & Erdem, 2021). On the other hand, Ghafoor (2021) examines the performance of NFBE schools and emphasizes the importance of teacher collaboration and sharing experiences to enhance teaching practices. It highlights how teachers can learn from each other's experiences to improve educational outcomes in non-formal settings. It highlights the significance of sharing experiences among teachers to address academic and non-academic needs effectively, thereby fostering a supportive learning environment (Saquing, 2023).

The study revealed that the teachers don't like the dealing of trainers during training. The teachers don't like the unequal treatment for teachers by trainers. Equitable practices in education are essential for addressing the diverse needs of learners (Brooks, 2021). Trainers may exhibit unequal treatment

towards teachers as a result of variables such as opinions, limited awareness, institutional culture, allocation of resources, difficulties in communication, and power dynamics.

The findings of study tell us that the reaction of the trainee teachers is positive with respect to their effectiveness, it is recommended that such trainings may be continued as the research (Heydari, Taghva, Amini & Delavari, 2019) suggested its continuity for healthcare professionals also. In this study we found no contradictory findings related to Kirkpatrick model regarding reaction level however the previous study by Cahapay (2021). Similarly our findings are aligned with the findings of research study conducted by Mahmoodi, Rashtchi, and Abbasian (2019) that on-job training courses and workshops are excellent solutions for overcoming the problems teachers face for gaining self-efficacy.

Our study has shown that the satisfaction level of the trainees was very good. Their all responses are in the area of agreed and strongly agreed. Consistent with the findings of Piryani et al. (2018), which determined that participants' self-reported confidence levels greatly improved following the instructors' training workshop. A notable alteration in self-reported perceived confidence was observed among participants lacking prior training in teaching and learning following the teachers' training session (Piryani et al., 2018).

The findings provide a comprehensive overview of teachers' perceptions regarding various aspects of on-job training, highlighting both the strengths and areas for improvement. Teachers generally express a positive view of the effectiveness of trainers,

particularly in enhancing their understanding of subject material and historical context, as reflected by their responses. In-service teacher training programs significantly enhance teachers' professional skills and understanding of subject matter, leading to improved motivation and effectiveness in teaching (Ahmed, Pasha, & Malik, 2021). The trainers' communication skills are highly praised, indicating that participants feel engaged and encouraged to actively participate through inquiries and discussions, which is essential for effective learning. Effective instructional communication skills significantly enhance teacher knowledge and positively affect student-teacher relationships, motivation, and achievement (Maragha, 2021).

Overall, the analysis offers valuable insights into teachers' experiences with on-job training, underscoring the importance of continuously refining training programs. Kraft and Papay (2014) emphasize the significance of creating professional environments that facilitate feedback from teachers about training programs, suggesting that such input is vital for continuous refinement and improvement. By addressing the areas of feedback and incorporating the strengths highlighted by the participants, future training sessions can be further tailored to meet the diverse needs of teachers, ultimately leading to more effective professional development. Hattie and Timperley (2007) argue that feedback should not only address areas for improvement but also recognize strengths, which can motivate teachers and enhance their learning experiences. The findings suggest that teachers are predominantly

content with the on-job training programs. Teachers perceive substantial support in their instructional methodologies, indicating that the advice received during training has a beneficial influence. This indicates that the trainers provide excellent oversight, assisting teachers in enhancing their educational techniques.

Teachers view training programs as crucial for enhancing their competencies, equipping them with skills relevant to their professional growth and daily classroom responsibilities. Despite the somewhat lower ratings for the training's feedback, overall satisfaction indicates that teachers find it beneficial, albeit with room for improvement in terms of detail and actionability. In-service teacher training programs are essential for enhancing teachers' professional skills and self-efficacy, which are critical for their daily classroom responsibilities and overall professional growth (Ahmed, Pasha & Malik, 2021).

Ultimately, the elevated satisfaction with relevancy indicates that teachers perceive the training content as significantly useful to their practical classroom issues. Creemers, Kyriakides, and Antoniou (2012) argue that effective professional development directly addresses teachers' practical needs, providing them with strategies and insights that can be immediately applied in their classrooms. The training effectively aligns with teachers' requirements, offering immediate actionable insights for their practice. Amin (2018) highlights that relevant training content enhances teachers' effectiveness and confidence.



The teachers' responses indicate a positive reaction to the on-job training programs, with the majority expressing satisfaction or strong satisfaction at various levels; however, improvements in feedback could further improve the training experience. Desimone (2009) suggests that effective professional development should include high-quality feedback mechanisms to ensure that teachers can apply what they learn effectively in their classrooms. The teachers value the training content, actionable feedback is necessary for maximizing its impact.

### Recommendations

On the basis of findings following recommendations have been made:

- On-job training program should remain continued for the capacity building of NFBE school teachers. The continuation of these training programs is essential for the professional growth of teachers, ensuring they remain proficient in contemporary teaching practices and can effectively tackle emerging difficulties in education. Consistent training enhances skills and promotes superior classroom practices, ultimately increasing student results. This can be accomplished by conducting regular training sessions customised to the particular requirements of educators. Continuous evaluations of educator effectiveness can pinpoint areas need additional enhancement, facilitating focused interventions. Furthermore, establishing a feedback mechanism that allows educators to propose training needs will guarantee the programs' continued relevance and efficacy.

- The training module should be enriched so that all new trends and modern demands could be met at each level. Enhancing the training module is crucial to equip teachers to address the evolving requirements of modern education, encompassing technological integration, novel pedagogical approaches, and current educational difficulties. This will assist teachers in remaining pertinent and efficient in a swiftly evolving educational environment. This can be achieved by integrating contemporary research-informed pedagogical methods, such as digital literacy, learner-centred methodologies, and differentiated instruction into the training modules. Collaboration with educational specialists and ongoing curriculum changes in accordance with worldwide trends will guarantee that the training remains relevant and linked with contemporary teaching requirements. Consistent input from teachers can also guide essential modifications to the module content.

### REFERENCES

- Ahmed, H. N., Pasha, A. R., & Malik, M. (2021). The Role of Teacher Training Programs in Optimizing Teacher Motivation and Professional Development Skills. *Bulletin of Education and Research*, 43(2), 17-37.
- Ahmad, M.R. (2012). Factors affecting initial teacher education in Pakistan: Historical analysis of policy network. *International Journal of Humanities and Social Science*, 2(13)104- 113 Retrieved April 5, 2016
- [http://www.ijhssnet.com/journals/Vol\\_2\\_No\\_13\\_July\\_2012/10.pdf](http://www.ijhssnet.com/journals/Vol_2_No_13_July_2012/10.pdf)

- Amin, M. Y. M. (2018). The effectiveness of "Training course for English teachers in Iraqi Kurdistan" and improving teachers' confidence. *International Journal*, 5(1).
- Ansary, H., & Babaii, E. (2017). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 8(2), 1-9
- Ashraf, M. A., & Ismat, H. I. (2016). Education and development of Pakistan: A study of current situation of education and literacy in Pakistan. *US-China Education Review B*, 6(11), 647-654.
- Baldwin, T., & Ford, K. (1988). Transfer of training: A review and directions for future research. *Pers. Psychol.* 41, 63–105
- Ballou, D., & Podgursky, M. (2013). Reforming teacher preparation and licensing: What is the Evidence? *Teachers College Record*, 102, 28-56.
- Bicaj, A. & Treska, T. (2014) The Effect of Teacher Professional Development in Raising the Quality of Teaching, *Academic Journal of Interdisciplinary Studies*, 3(6)
- Doi:10.5901/ajis.2014.v3n6p369
- Blair, E., & Blair, J. (2015). *Applied Survey Sampling*, Sage Publications.
- Borman, G.D., & Kimball, S.M. (2005). Teacher quality and educational quality: do teachers with higher standards based evaluation rating close students achievements gap? *The Elementary School Journal*, 106 (1), 23-37
- Brooks, C. (2021). *Initial teacher education at scale: Quality conundrums*. Routledge.
- Cahapay, M. (2021). Kirkpatrick Model: Its Limitations as Used in Higher Education Evaluation. *International Journal of Assessment Tools in Education*, 8(1), 135-144. <https://doi.org/10.21449/ijate.856143>
- Choudhry, M.A. (2006). *Pakistan: where and who are the world's illiterates: Background paper prepared for the Education for All Global Monitoring Report 2006 Literacy for Life: 2006/ED/EFA/MRT/PI/22*, Retrieved on December 21, 2015
- Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29–39. <https://doi.org/10.1016/j.lindif.2017.03.003>
- Creemers, B., Kyriakides, L., & Antoniou, P. (2012). Teacher professional development for improving quality of teaching.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- DiPaola, M., & Wagner, C. A. (2018). Improving instruction through supervision, evaluation, and professional development. IAP.
- Everyday Speech. (2020). Flexibility and adaptability in teaching: Adapting to

- student needs and enhancing learning. Everyday Speech  
<https://everydaysspeech.com/sel-implementation/flexibility-and-adaptability-in-teaching-adapting-to-student-needs-and-enhancing-learning/>
- Heydari, M. R., Taghva, F., Amini, M., & Delavari, S. (2019). Using Kirkpatrick's model to measure the effect of a new teaching and learning methods workshop for health care staff. *BMC research notes*, 12, 1-5.
- Hyde, K. F. (2000). Recognising deductive processes in qualitative research. *Qualitative Market Research: An International Journal*, 3(2), 82-90.
- Jogulu, U. D., & Pansiri, J. (2011). Mixed methods: A research design for management doctoral dissertations. *Management Research Review*, 34(6), 687-701.
- Kusy, M.E. (1988). The effects of types of training on support of training among corporate managers. *Perform. Improv.* 1, 23-30.
- Mahmoodi, M., Rashtchi, M., & Abbasian, G. R. (2019). Evaluation of in-service teacher training program in iran: Focus on the Kirkpatrick model. *Education and Self Development*, 14(4), 20-38.
- Maragha, A. V. (2021). The Impact of Instructional Communication Skills Training on Educators. *Online Submission*, 1(4), 41-59.
- NCHD (2006) *Literacy programme manual: Pehla Qadam*, Retrieved on December 10, 2015 from  
[http://unesco.org.pk/education/life/nfer\\_library/Manuals/2-46.pdf](http://unesco.org.pk/education/life/nfer_library/Manuals/2-46.pdf)
- Ogonor, B., & Badmus, M. (2010). Reflective Teaching Practice among Student Teachers: The Case in a Tertiary Institution in Nigeria. *Australian Journal of Teacher Education*, 31. 10.14221/ajte.2006v31n2.2.
- Phillips, J. J. (1994). *Measuring return on investment* (Vol. 2). American Society for Training and Development.
- Pirayani, R. M., Dhungana, G. P., Pirayani, S., & Sharma Neupane, M. (2018). Evaluation of teachers training workshop at kirkpatrick level 1 using retro-pre questionnaire. *Advances in Medical Education and Practice*, 453-457.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? *Research in Nursing & Health*, 29(5), 489-497.
- Praslova, L. (2010). Adaptation of Kirkpatrick's four level model of training criteria to assessment of learning outcomes and programme evaluation in Higher Education. *Educ. Assessment, Eval. Account.* 215-225.
- Rasheed, M. I., Humayon, A. A., Awan, U., & Ahmed, A. U. D. (2016). Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs). *International Journal of Educational Management*, 30 (1), 101-114.
- Saquin, J. B. (2023). Experiences of non-formal graduates in Teacher Education Program: Basis for Program Framework.

- Tagar, H. K., & Shah, A. R. A. (2015). Millennium Development Goals: Reducing Gender Disparity through Educational Incentives (Evidences from Sind Pakistan). *International Journal of Innovative Research and Development*, 4(5), 1-20.
- Tezcan, M. (2016). *Egitimsosyolojisi (Sociology of education)*. Ankara: Bilimyayinalari
- UNESCO. (2011) *Policy Analysis of Education in Punjab Province*, retrieved on December 11, 2015 from [http://unesco.org.pk/education/documents/situationanalysis/Education\\_Policy\\_Analysis\\_for\\_Punjab.pdf](http://unesco.org.pk/education/documents/situationanalysis/Education_Policy_Analysis_for_Punjab.pdf)
- UNESCO.(2015). *Literacy Statistics Metadata Information Table*, September 2015.
- Watkins, R., Leigh, D., Foshay, R., & Kaufman, R. (1998). Kirkpatrick plus: Evaluation and continuous improvement with a community focus. *Educational Technology Research and Development*, 46(4), 90-96.
- Werquin, P. (2012). The missing link to connect education and employment: recognition of non-formal and informal learning outcomes, *Journal of Education and Work*, 25(3), 259-278.