

Impact of Capacity Building of Non-Formal Basic Education School Teachers on Classroom Teaching

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Abstract

The term capacity building refers to the teaching and learning activities that help the social members of any institution achieve their knowledge, various skills, teacher's talents, and teacher's attitudes toward their occupational objectives. Through training, people are inspired to apply their knowledge, skills, and resources to advance organizational goals. The education acquired outside of formal education is referred to as non-formal education. The non-formal education is often used interchangeably with terms such as community education and second chance education for learners. Classroom teaching is a complex task because at the same time, many things happen. Teachers play an extremely crucial role in establishing a meaningful classroom environment for students learning. The objective of the study is to investigate the impact of training on non-formal school teacher performance, and to identify the role of capacity building on pedagogical skill at the primary level in district Chiniot, all (335) non-formal school teachers of district Chiniot were considered as the population of the study. The sample size of 124 teachers was determined by using www.surveysystem.com with 95% confidence level and 7% confidence interval. A simple Random Sampling technique was used for the selection of respondents to collect data. The Statistical Packages for Social Science (SPSS) was used to analyze the data. Structured questionnaires were to be used for data collection from the respondents of this study. All the variables of the questionnaire clearly defined the objectives of the research. The study was descriptive in nature. The collected data openly defined the precise characteristics of the population. The design described the population by the opinion of the selected sample. The findings of the research revealed that teacher training change teachers' beliefs regarding classroom teaching, helps in controlling the disruptive behavior of students, helps in developing classroom rules, and designing seating arrangement helpful in learning.

Keywords – Capacity Building, Teaching Training, Learning Activities, Institution, Non-Formal Education, Knowledge, Skills,

Introduction

Capacity building is an educational process. Teachers have time to reflect on new alternatives that might improve their efficiency in work along with time to acquire fresh information, skills and knowledge. Effective training teaches participants

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. Capacity building is well-defined as the

procedure of developing and improving the skills, abilities, and knowledge about subjects and techniques of teaching. Capacity building is improvement in an individual 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. *Capacity building* is a fundamental element in 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 staying relevant within a rapidly changing environment (Osuji, 2014).

Objectives of the training are to develop the trainee's subject knowledge, improve pedagogical skills, harmony with the new syllabus and motivation. The training is developed when everyone are inspired to use knowledge, skills and resources in order to enhance organizational objectives. In the training programs, the teachers introduce a variety of innovative teaching methods, problem-based learning, teachers communication skills and simulation teaching techniques. The teachers training about their responsibilities and duties in the teaching profession is important for duty information (Zhubi, 2022).

Although it can be found in numerous policy papers' rules and recommendations, the general expectations for teacher training programs are not contained in a single document. It was already said, that after Pakistan gained independence in 1947, educational leaders at the Pakistan Education Conference called for the improvement of teachers' training programs.

The first significant attempt to rationalize the educational system was conducted in 1959 by the commission on the National Education Commission, which concluded that "no education system is better than the teacher it trains." The commission's findings criticized the training staff proficiency and looked at the quality of the instruction given to teachers.

The development of teachers' fundamental knowledge and instructional skills was the main goal of teacher training in primary schools. Subject content and approaches have been separated into two categories. Teachers are given assistance in improving their knowledge of the following subject areas: science, arithmetic, social studies, English, and Islamite. Teachers explore many methods of subject instruction in a course on teaching techniques. The demonstration approach, role-playing exercises, action method, problem-solving method, question-and-answer method, and field trips are a few examples of the methods mentioned (Selinger and Austin, 2003).

The term "non-formal education" originated in the 1950s from the less settled countries. Non-formal education came to be a component of the international discourse on education policy in the late 1960s. Non-formal education is very helpful to the demoted cohort of children. Govt. of Pakistan launched this project in Punjab in 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 ends meet (Hopper, 2006).

The non-formal education is a flexible education as compared 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. 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.

It plays a wide role in educational initiatives in society, ranging from home-produced learning to government schemes and community initiatives. These schools have been established where no any Govt. school or at least one km distances from Govt. institutions. So those children cannot go to school due to long distance, they can also learn. In all these locations in Punjab, the Literacy and non-formal basic education department established non-formal and feeder schools at the primary level. Every district of Punjab province has different targets for these centers (Gull and Sarwar, 2020).

In order to uphold the constitutional requirements for providing primary education to children who are not enrolled in school, non-formal basic education schools were established. The Pakistani government, realizing the value of education, is making

concerted efforts to reach the required level of literacy. Primary education is a way to teach reading, writing, and math skills as well as fundamental life skills. In Pakistan, the present percentage of out-of-school children is concerning. In developing nations like Pakistan, the literacy rate is typically increased using two strategies. The first is a formal education strategy that targets students in schools between the ages of 5 years to 16 years; the second is a non-formal education approach that targets adults who are out of school and is referred to as second chance education. These include early marriages, poverty, and the exclusion of girls and children of gypsies, beggars, and laborers from formal education. Since providing formal education is expensive, non-formal education is assisting in reducing or eliminating illiteracy. For the purpose of providing primary education, non-formal basic education schools are useful for enrolling and educating out-of-school children.

The requirement of the capacity building and quality education of teachers of non-formal basic education schools is recognized. Training and capacity building plays a crucial role in better result in quality education. It improves the teacher's subject knowledge, pedagogical skills and various other techniques for teaching in a classroom. The excellence of education is not possible without the quality of teaching. In the field of teaching, only those teachers succeed if they are trained and committed to their profession (Aziz, 2014).

Classroom teaching is a complex task because, at the same time, many things happen. Teaching is a conversion of

information for student inspiration the process is as much as the teachers, it is not one-way transmission. The teachers play a crucial role in launching a meaningful classroom atmosphere for students learning. The classroom teaching process is based on the teacher's instruction. The non-formal education working school teachers have given a number of orientations for capacity building throughout the last five years (2017 to 2021). These training sessions are arranged specially for non-formal teachers to improve of quality of education (Albrecht, 2012).

Teaching involves a variety of intricate but interconnected 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 a crucial phase in which he or she must make decisions regarding the goals, curriculum, methodology, teaching techniques, and questions to be asked, among 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 (Crookes *et al.*, 2013).

Research Method

The study was descriptive in nature. The design of research can describe the data collection process in a systematic way. The collected data openly defined the precise characteristics of the population. The design described the population by the opinion of the selected sample. The district Chiniot was selected for this research. There were 335 non-formal school teachers working at the

primary school level. All the 335 non-formal teachers were the population of study from this population 124 non-formal working school teachers were randomly selected. The study was quantitative in nature. The data has been collected through a questionnaire as a research tool. The questionnaires were designed in the format of a five-point Likert Scale, consisting of 45 statements, divided into five-point rating scales (strongly disagree, disagree, natural, agree and strongly agree) for all non-formal working school teachers at the primary level. The data were analyzed using Statistical Packages for Social Sciences (SPSS).

The results of the research reflected that capacity building assists non-formal working school teachers in developing their confidence, communication skills, higher-order thinking abilities, motivation for learning, self-regulation skills, social competence, problem-solving skills, planning and decision-making abilities, and cultural competence. It was found that teacher training changes teachers' beliefs regarding classroom teaching, convinces teachers to adopt new management strategies, helps teachers in controlling the problem behavior of students, helps teachers in developing classroom rules, helps in designing seating arrangements helpful in learning, promotes instructional strategies of teachers, helps in creating safe and structured classroom, improves teaching profession of teachers, enhances interest of teachers in teaching profession, improves professional development of teachers, changes philosophy of teaching, helps in proper delivery of lesson. The population of the study consisted of all working non-

formal school teachers of district Chiniot. The total population of 335 teachers were working in non-formal basic education schools in Chiniot. The sample size of the study was 124 non-formal school teachers who were selected through a simple random sample. The sample size was determined by using the online available software www.surveysystem.com. Structured questionnaires were to be used for data collection from the respondents of this

study. All the variables of the questionnaire have clearly defined the objectives of the research. The development of the questionnaire (data collection tool) was a very difficult task. For the analysis of collected data, the responses were counted and organized in an Excel sheet. The scored data were evaluated in tabulated and the percentage method, software (SPSS) was used to analyze. The data were analyzed with the help of software (SPSS).

Table 1

Depiction of the weighted score, means, standard deviation and rank order of the respondents regarding the impact of capacity building on non-formal teacher performance

Impact of capacity building on non-formal teachers performance	W. S	Mean	Std. Deviation	Rank
Teachers learn different activities for effective classroom teaching.	558	4.5	0.618	1
Training enables teachers to check papers and prepares results sheet for learners.	553	4.46	0.769	2
Training improves teacher subject knowledge.	553	4.46	0.737	3
Training enables teachers to conduct examinations of learners.	549	4.43	0.587	4
Teachers learn about their responsibilities.	547	4.41	0.744	5
Training helps teachers in controlling the disruptive behavior of students.	546	4.4	0.637	6
Training helps in developing and decision-making.	545	4.4	0.673	7
Teachers' training improves teaching as a profession of teacher.	544	4.39	0.647	8
Training enables teachers to maintain records properly of school.	542	4.37	0.668	9
Training improves a teacher's personality.	542	4.37	0.668	10

Training enables the teachers to build confidence.	541	4.36	0.654	11
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Table 1 shows that the results of the indicator teachers learn different activities for effective teaching weighted score=558, mean=4.5, standard deviation=0.618 was at 1st rank. It indicates that the respondents were between strongly agreed and proceeding towards agreed. Training enables the teachers to check papers and prepares results sheet of learners weighted score=553, mean=4.46, standard deviation=0.769 was at 2nd ranked. It indicates that the respondents were between strongly agreed and proceeding towards agreed. Training improves teacher subject knowledge weighted score=553, mean=4.46, standard deviation=0.737 was at 3rd ranked. It indicates that respondents were between strongly agreed and proceeding towards agreed.

Training enables teachers to conduct an examination of learners' weighted score=549, mean=4.43, standard deviation=0.587 was at 4th ranked. It indicates that respondents were between strongly agreed and proceeding towards agreed. Teachers learn about their responsibilities weighted score=547, mean=4.41, standard deviation=0.744 was 5th ranked. It indicates that respondents were between strongly agreed. Training helps in controlling disruptive behavior of students weighted score=546, mean=4.4, standard deviation=0.673 was at 6th ranked. It indicates that respondents were between strongly agreed and proceeding towards agreed. Training helps in developing and decision-making weighted score=545,

mean=4.4, standard deviation=0.673 was at 7th ranked. It indicated that respondents were between strongly agreed to agreed.

Teachers' training improves teaching as a profession of teachers weighted score=544, mean=4.39, standard deviation=0.647 was at 8th ranked. It indicates that respondents were between strongly agreed and proceeding towards agreed. Training enables teachers to maintain records properly of school weighted score=542, mean=4.37, standard deviation=0.668 was at 9th ranked. It shows that respondents were between strongly agreed to agreed. Training improves teacher personality weighted score=542, mean=4.37, standard deviation=0.668 was at 10th ranked. It indicates that respondents were between strongly agreed and agreed. Training enables the teachers to build confidence weighted score=541, mean=4.36, standard deviation=0.654 was at 11th ranked. It indicates that respondents were between strongly agreed and agreed.

The findings of the study were in line with the findings of (Avalos, 2011) capacity building training enables the teachers to build confidence was 10th and 11th ranked. The capacity building training plays an important role in teachers' personalities as role models. If teachers are being trained positively affects the efficiency of teachers' classroom teaching. Teacher performance and training are among the most crucial inputs in the field of education. It is obvious that qualified teachers are one of the most important prerequisites to promote, support and enhance education. The goal of teacher education is to prepare future educators not

just for occupations that require a graduate or post-graduate degree but also for jobs that require higher degrees. High-quality teacher education is essential for building nations, and it is therefore crucial because effective teachers may influence the future of society. Teacher education is the process of preparing teachers for the classroom. The acquisition of abilities, knowledge, and skills that enable teachers to carry out their

professional responsibilities more successfully and effectively goes beyond simple teacher training. A quality teacher is someone who positively influences student learning and development through a combination of content mastery, command of broad pedagogical skills and interpersonal skills. This is a well-defined and theoretically most useful example of a quality teacher.

Table 2

Depiction of the weighted score, means, standard deviation and rank order of respondents regarding the 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 the 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 the proper delivery of lesson in class.	559	4.51	0.518	3
Training improves the communication skills of teachers.	554	4.47	0.576	4
Convinces teachers to adopt new teaching strategies.	551	4.44	0.602	5
Teachers are able to use audio-visual aids appropriately.	549	4.43	0.64	6
Training enables to use of modern instructional teaching techniques.	549	4.43	0.587	7
Teachers learn good space and repetition of new information regularly.	548	4.42	0.586	8
Provides techniques for covering contents.	548	4.42	0.527	9
Promotes instructional strategies of teachers.	542	4.37	0.68	10
Training enables teachers to provide rewards and punishments to students in class."	536	4.32	0.76	11

Table 2 shows that the results of the indicators of the teachers are able to prepare better lesson plans before going to the classroom weighted score=565, mean value=4.56, standard deviation=0.499 was at 1st ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Teachers learned to use

different skills for effective teaching with weighted score=561, mean value=4.52, and standard deviation=0.563 was 2nd ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Teachers' training helps in the proper delivery of lessons 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 rank. 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. Teachers are able to use audio-visual aids appropriately weighted score=549, mean value=4.43, standard deviation=0.587 was at 6th ranked. It indicates that respondents agreed to agree.

Training enables to use of modern instructional teaching techniques weighted score=549, mean value=4.43, standard deviation=0.587 was at 7th ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Training provides techniques for covering contents with weighted score=548, mean value=4.42, and standard deviation=0.527 was at 8th ranked. It indicates that respondents between strongly agreed proceedings towards agreed. Teachers learn good space repetition of new information regularly weighted score=548, mean value=4.42, standard deviation=0.586 was at 9th ranked. It indicates that respondents between strongly agreed proceedings towards agreed.

The training promotes instructional strategies of teachers with weighted score=542, mean value=4.37, standard

deviation=0.68 was 10th ranked. It indicates that respondents strongly agreed to agree. Training enables teachers to provide rewards and punishment to students in class with a weighted score=536, mean value=4.32, standard deviation=0.76 was 11th ranked. It indicates that respondents strongly agreed to agree.

The findings of the study were in line with the findings of (Infurna, 2000) the training enables the teachers to prepare better lesson plans before going to class was at 1st ranked. The success and well-being 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. A well-planned lesson can also increase the enjoyment of teaching by giving the teacher more self-assurance and allowing them to concentrate more on engaging with the students than on what is intended to happen next. Importantly, thorough planning can save time by preventing quick attempts to gather the materials or buy the supplies needed for a day in the classroom. Teachers can increase their work-life balance by using the freed-up time for themselves or other aspects of their lives. Preparing your lesson plan outward from your learning objectives also provides the necessary flexibility for changing how teaching is delivered and how the classroom is run when things are uncertain. Additionally, preparing lessons in advance reduces the need for punishment and enables you to maximize student interaction.

Findings of the Study

The impact of capacity building on non-formal school teachers' performance

The teacher learns different activities for effective classroom teaching and was ranked 1st with a weighted score of 558, mean value of 4.5 and Std. deviation 0.618. The training enables teachers to check papers and prepare results sheets of learners was ranked 2nd with a weighted score of 553, mean value of 4.46 and Std. deviation 0.769. Information provided by respondents was rated between agree and strongly agreed. The training improves teacher subject knowledge and was ranked 3rd with a weighted score of 553, mean 4.46 and Std. deviation 0.737. The ranked 4th was the training enables teachers to conduct the examination of learners with a weighted score of 549, mean value of 4.43 and standard deviation of 0.587. The ranked 5th was that the teachers learn about their responsibilities with a weighted score of 547, mean of 4.41 and Std. deviation 0.744. The training helps in controlling the disruptive behavior of students and was ranked 6th with a weighted score of 546, a mean value of 4.4 and a standard deviation of 0.637. Information provided by respondents was rated between agreed and strongly agreed. The ranked 7th was the training helps in developing and decision making with a weighted score of 545, mean of 4.4 and standard deviation of 0.673. Teachers' training improves teaching as a profession of teachers was ranked 8th with a weighted score of 544, mean value of 4.39 and Std. deviation 0.647. The training enables teachers to maintain records properly of school was ranked 9th with a weighted score of 542, mean 4.37 and Std.

deviation 0.668. The ranked 10th was the training improves teacher personality with a weighted score of 542, mean of 4.37 and Std. deviation 0.668. The training enables the teacher confidence was ranked 11th with a weighted score of 541, mean of 4.36 and standard deviation of 0.654.

The role of capacity building on pedagogical skill at primary school level

The teachers were able to prepare better lesson plans before going to the classroom and were ranked 1st with a weighted score of 565, a mean value of 4.56 and a standard deviation of 0.499. The ranked 2nd was the teachers learn to use different activities for effective teaching in the classroom with a weighted score of 561, mean value of 4.52 and Std. deviation 0.563. The teacher's training helps in the proper delivery of lessons in class and was ranked 3rd with a weighted score of 559, mean value of 4.51 and standard deviation of 0.518. The ranked 4th was the training improves communication skill of teachers with a weighted score of 554, mean value 4.47 and Std. deviation 0.576. The capacity-building training to convince the teachers to adopt new teaching strategies was ranked 5th with a weighted score of 551, mean value of 4.37 and standard deviation of 0.602. The ranked 6th was the teachers are able to use audio video aids properly after training with a weighted score of 549, mean value of 4.43 and standard deviation of 0.64. Information provided by teachers was rated between agree and strongly agree with the statements. The training to enable the teachers to use modern instructional techniques was ranked 7th with a weighted score of 549, mean value of 4.43 and

standard deviation of 0.587. The teachers who learn good space repetition of new information regularly were ranked 8th with a weighted score of 548, a mean value of 4.42 and Std. deviation 0.586. The ranked 9th was the training provides techniques for covering contents of the syllabus with a weighted score of 548, mean value 4.42 and Std. deviation 0.527. The ranked 10th was the teachers training promotes instructional strategies of teachers in teaching classroom with a weighted score of 542, mean value of 4.37 and standard deviation of 0.68. Information provided by respondents was rated between agree and strongly agree. The ranked 11th was the training that enables teachers to provide rewards and punishments to students in the classroom with a weighted score of 536, mean value of 4.32 and Std. deviation 0.76.

Conclusion

Based on this study it was concluded that the capacity building of non-formal school teachers is very helpful in classroom teaching and discipline. The results of the research also show that teacher training assists 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. The majority of the teachers agreed that capacity building improved teachers' personality and subject knowledge. 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' homes, 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.

Recommendations

In this study the impact of capacity building was checked on non-formal school teachers' performance, it can be used for formal teachers' performance.

The role of capacity building on pedagogical skill was examined at the primary school level, it can be examined at higher levels i.e. elementary, Secondary, College and University levels.

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