Role of Quaid-e-Azam Academy for Educational Development Punjab in Capacity Building of Teachers

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Abstract: *This paper investigates the role of Quaid-e-Azam Academy for Educational Development Punjab (QAED) in the capacity building of teachers in three districts of South Punjab, namely Muzaffargarh, Kot Addu, and Rahimyar Khan. The study followed a descriptive methodology involving quantitative analysis to gather perspectives from government school teachers. A sample of 1189 respondents was obtained from a total of 1350 questionnaires distributed among male and female teachers working in government primary and elementary schools. The study focused on both primary and middle schools. Overall, this research paper provides empirical evidence of the Quaid-e-Azam Academy for Educational Development's positive effects on strengthening teaching abilities in government primary and elementary schools in the selected districts of south Punjab. The findings of this study have important implications for educational policymakers and practitioners because they highlight the importance of funding programmes for teachers' professional development.*

Key Words: QAED, Capacity Building, Teachers, Government, South Punjab

Introduction

The Quaid-e-Azam Academy for Educational Development Punjab (QAED) was created in 1959 by the government of Punjab to assist, advise and professionally prepare public school teachers for qualitative improvement in school education. It consists of 41 districts and 2000 cluster QAEDs and has established attached laboratory schools in 29 districts. In 12 districts, the largest higher secondary school of the incumbent district was given the status of district QAED which is being fully facilitated to conduct training initiated by QAED, Punjab. To make education a wonderful experience for learners, all 41 districts have been equipped with the latest gadgets, such as internet service, model classrooms, IP cameras and e-books (Directorate of Staff Development Punjab (2014).

Previously, the word "Capacity Building" was strongly associated with HR development, which deals with employees' knowledge and abilities. The phrase "Capacity Building" now refers to larger notions that involve not just personnel performance and training but also organisational growth. Every organisation teaches newly hired workers to improve their job-related knowledge, abilities, and attitudes. (Wassem et al. (2019). Matachi (2006,) stated, the two terms "capacity building" and "capacity

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development" are often used interchangeably or in ambiguous ways. Capacity Development (CD) is not the same as Capacity Building, and part of the reasoning behind the word "development" taking the place of the word "building" is to stress the "endogenous development process of partner countries". This terminology can increase the tendency to underestimate the ownership and potential of the partner country, so it is important to recognize that our role is to capitalize on the possibilities that exist in a partner country without undermining its initiative. Murray and Vanassche (2019) described that the combination of skill, motivation, and opportunities is referred to as capacity. The term "expertise" refers to a body of work as increasing knowledge and understanding, whereas "motivation" relates to individuals, sometimes institutional, and "opportunity" allude to the source of quality, quantity, range, depth, and breadth. Malik and Jumani (2014) described the Three components that comprise the foundation of capacity-building programmes: context, content, and procedure. While content is a source of strength, and skills, and overcomes pedagogical deficiencies, context brings change to professional growth. The capacity building keeps instructors informed about current research

Research Questions

1. What are the effects of Capacity Building programmes at the personal, interpersonal, and organizational levels?
2. How do QAED Capacity Building programmes assist teachers to increase their performance?

Mahmood found that students in the experimental group performed better than those in the control group, and linked success to financial rewards. (Shah, Khan, and Ahmed (2015). According to Khurshid's (1998) study, which aimed to investigate the efficacy of new PTTC training on the academic performance of female teachers in the Rawalpindi district, the results demonstrated that the new PTTC was

effective in imparting skills to female primary school teachers in Rawalpindi.

Hayon (1989) conducted multiple studies and reported that teachers can acquire interpersonal skills in a cost-effective and efficient manner. Teachers who possess these skills are more effective in managing student behaviour and improving classroom performance.

Ghaith and Yaghi (1997) aimed to investigate the connection between teachers' efficacy experiences and their behaviour for the dissemination of educational innovation. The study's outcomes revealed that there exists a negative correlation between individual teaching effectiveness and experience, while the effectiveness of general teaching is not linked to teacher behaviour in contemporary pedagogical practices.

Harris and Sass (2011) investigated the impact of various types of education and training on educators' effectiveness in enhancing student achievement. The study revealed that the effectiveness of primary and secondary school teachers improved with experience, which included informal job training. Conversely, there was no significant correlation between formal professional development training and teacher effectiveness. Furthermore, no evidence suggested that pre-teacher education was linked with effectiveness.

Pritchard (1987) conducted a study to investigate the impact of teacher training on students' writing abilities. The research involved high school students who received a total of 60 points, with the treatment group exhibiting lower scores. The study's outcomes indicated statistically significant differences between trained and untrained teachers in four teaching practices and the amount of interaction with other teachers.

Jarvis and Bell (2007) analysed the attitudes of teachers toward understanding science and their levels of confidence before and after participating in major in-service programs. The study found a significant increase in teachers' confidence levels in teaching science. Furthermore, most teachers

reported having a better understanding of science and holding more optimistic attitudes after the training.

Avramidis, Bayliss, and Burden ([2003](#)) argue that a positive attitude among teachers is crucial for the successful implementation of policies and procedures. In order to integrate innovative ideas, plans, and strategies into their practices, teachers must receive the best possible education and training. Although the study revealed that respondents held a positive outlook on the general concept of inclusion, their ability to accommodate children with more severe needs decreased significantly. Additionally, children with mental disorders experienced more anxiety and stress compared to those with other types of special needs.

Berry Roger ([1990](#)) highlights that language development serves two purposes, namely enhancing teachers' skill level and providing a pedagogical behaviour model to be implemented when changes in teaching practices are required. The study draws a controversial conclusion that including language development as a methodological component can be a significant aspect of in-service teacher education.

Fakir and Harlech-Jones (2008) argued that providing appropriate conditions for students is a crucial element for any effective teacher training program. The study identified significant limitations associated with the adoption of the latest approach, attributed to teachers' and educators' failure to comprehend and adapt to the actual context in which teachers operate.

The International Labour Organization (ILO) conducted an unpublished study in 2012 on teachers and trainers in the tourism industry in South Africa. One of the study's key recommendations was to provide teachers and trainers with more work experience. The lack of experience highlights the need for employers and their organizations to introduce social dialogue mechanisms and workplace learning into tourism programs to integrate education and training into the industry. This would enable a stronger connection between education and the working path in South African hospitality. (Metzler & Woessmann, [2012](#)).

Four capacity areas for educational systems must be considered to ensure that educational institutions can produce individuals who are capable and motivated to transform their societies. The curriculum and educational materials should emphasize and focus on real skills required for implementation competence, engaging students in classroom exercises, practical activities, and reading materials that focus on both theory and practical procedures and examples. Encouraging students to be creative and experiment is also critical for developing the innovative capacity required for the development. Collaboration between educational centres and the public and private sectors can bridge the worlds of learning and doing, bringing about the necessary change. Malyan and Jindal ([2014](#)).

UNESCO ([2006](#)) concluded that Teacher training institutes provide education programs, but these programs may not enhance the knowledge and skills of teachers to a significant extent, which can affect student learning. The curriculum of teacher education programs may lack the development of necessary academic skills in teachers, such as content knowledge and questioning skills. Many studies have evaluated the professional development of teachers in Pakistan, and they have found that the quality of teacher performance has improved considerably. To improve teacher education, recruitment should be based on merit, and there should be adequate systems in place to monitor teacher work. It is essential to provide incentives to confirm teacher competency and offer a developmental career structure.

Methodology

The main focus of this study was to investigate the role of Quaid-e-Azam Academy for Educational Development Punjab in the capacity building of teachers. The research followed a descriptive methodology that involved quantitative analysis to gather perspectives from head teachers and

government school teachers in the districts of Muzaffargarh, Rahimyar Khan, and Kot Addu.

Target Population

The target population for this study included all male and female teachers who work in government primary and elementary schools located in Muzaffargarh, Kot Addu, and Rahimyar Khan districts.

Sample of the Study

The study focused on three districts in South Punjab and included both primary and middle schools. The population of primary school heads were 3513, and a sample of 350 was selected randomly from the population. A stratified sample of 1200 primary school teachers and elementary school educators was taken from 400 primary schools, and a sample of 150 elementary school teachers and senior educators was taken from 50 middle schools. In total, 1350 questionnaires were distributed, and the data was received from 1189 respondents.

Table 1

Sampling details of Respondents

S. No	Polulation	Sample size	Available sample size
1	Primary Teachers	1200	1079
2	Elementary Teachers	150	110
	Total	1350	1189

Table 1 shares the details of the sample of the study which consisted of 1200 primary teachers and 150 elementary teachers. 1079 primary teachers including male and female teachers and 110 elementary teachers responded to the questions of the questionnaire.

Table 2

Chi-Square variable Test statistics of Government School Teachers Satisfaction (GSTS)1

S. No	Items	Value	Significance
I	Teachers adopt the methods Mostly	1397.368a	0.000
II	Teachers adopt the teaching methods Occasionally	913.130a	0.000
III	Teachers Never adopt the methods	424.091b	0.000
1	Plan and develop the effective lesson by organizing instructional activities	1119.572c	0.000
2	Set induction statement (introduction of the lesson)	1139.515c	0.000
3	Presentation of the lesson	1106.896c	0.000
4	Effective Use of A.V. aids	1154.243c	0.000
5	Effective questioning	1125.432c	0.000
6	Motivating the students towards studies	1248.272c	0.000
7	Develop action research skills	1175.316c	0.000
8	Involvement of the students in the discussion	901.479c	0.000
9	Skills to use modern technology (multimedia, OHP, Internet etc.)	1138.001c	0.000
10	Skills of closure (closing the lesson)	1161.476c	0.000
11	Re-designing the lesson.	1117.331c	
12	Effective Communication skills	1133.204c	0.000
13	Classroom management skills	1113.187c	0.000

S. No	Items	Value	Significance
14	Evaluation skills	846.408c	0.000
15	Information management skill	1085.836c	0.000
16	Skills of non-verbal cues and silence		1104.070c
17	Personal skills (Time management, personal responsibility, and the ability to continue to learn)	1122.115c	0.000
18	Effective delivery of subject knowledge	1114.741c	0.000
19	Basic concepts, theories, and process of acquiring knowledge	1119.895c	0.000
20	Explain the content from multiple perspectives	1042.391c	0.000
21	Promote critical thinking, creativity, and decision making and low-cost no cost material.	1625.790d	0.000
22	Create a secure learning environment	1670.188d	0.000
23	Provide constructive feedback	1587.733d	0.000
24	Use instructional time effectively	1650.205d	0.000
25	Develop portfolios, test items and assignments	1548.893d	0.000
26	Uphold ethical behaviour	1713.225d	0.000
27	Application of learning theories	1704.378e	0.000

Table 2 shows the results of a chi-square analysis of teachers' adoption of different teaching methods and skills. The analysis indicates that there is a significant relationship between teachers' adoption of teaching methods and skills, as evidenced by the very low p-values (0.000) for all items. Items 1-19 are associated with high chi-square statistics, indicating that they are strongly related to the overall adoption of teaching methods. Items 21-27 have even higher chi-square statistics and are associated with a higher level of significance, indicating that they are particularly important in predicting the overall adoption of teaching methods. The chi-square analysis suggests that teachers' adoption of different teaching methods and skills are significantly related to each other and that certain methods and skills are particularly important in predicting the overall adoption of teaching methods.

Table 3

Item Statistics

Items	Mean	Std. Deviation	N
Designation	1.50	1.102	1189
Gender	.50	.500	1189
District Name	1.51	.735	1189
Academic Qualification	3.77	.646	1189
Mostly	3.16	1.406	1189
Occasionally	3.26	1.618	1189
Never	4.65	2.597	1189
Plan and develop the effective lesson by organizing instructional activities	1.55	.547	1189
Set induction statement (introduction of the lesson)	1.56	.538	1189
Presentation of the lesson	1.53	.555	1189
Effective Use of A.V. aids	1.46	.582	1189
Effective questioning	1.51	.537	1189

Items	Mean	Std. Deviation	N
Motivating the students towards studies	1.41	.543	1189
Motivating the students towards studies	1.45	.535	1189
Involvement of the students in the discussion	1.73	.685	1189
Skills to use modern technology (multimedia, OHP, Internet etc)	1.69	.590	1189
Skills of closure (closing the lesson)	1.83	.649	1189
Re-designing the lesson.	1.50	.556	1189
Effective Communication skills	1.48	.562	1189
Classroom management skills	1.57	.556	1189
Evaluation skills	1.93	.776	1189
Skills of non-verbal cues and silence	1.69	.589	1189
Information management skills	1.56	.565	1189
Personal skills (Time management, personal responsibility and the ability to continue to learn)	1.52	.543	1189
Effective delivery of subject knowledge	1.56	.558	1189
Basic concepts, theories and process of acquiring knowledge	1.68	.599	1189
Explain the content from multiple perspectives	1.56	.592	1189
Promote critical thinking, creativity, and decision making and low-cost no cost material.	1.58	.640	1189
Create a secure learning environment	1.64	.620	1189
Provide constructive feedback	1.67	.664	1189
Use instructional time effectively	1.65	.622	1189
Develop portfolios, test items and assignments	1.69	.647	1189

Table 3 presents the descriptive statistics for the items in a survey. The table provides information about the mean, standard deviation, and sample size (N) for each item. The items in the survey are related to the skills and abilities required for effective teaching.

The mean represents the average score for each item, with a range from 1 to 5, where 1 represents strongly agree and 5 represents strongly disagree. For example, the mean score for the item "Designation" is 1.50, which indicates that on average, respondents agreed with the statement related to their job title. The sample size (N) for each item is 1189, indicating that the results are based on a large sample, and the findings are likely to be representative of the population.

Overall, the table provides information about the respondents' perceptions of their skills and abilities in different areas of teaching, such as classroom management, instructional strategies, and assessment. The mean scores for most items are relatively low, indicating that the respondents have a positive perception of their teaching skills. However, some items, such as "Evaluation skills," "Skills of closure," and "Application of learning theories," have higher mean scores, indicating that the respondents may perceive themselves as less proficient in these areas.

Table 4

District, Designation and Academic qualification wise responses of the study

District	Frequency	Percent	Designation	Frequency	Percent	Academics	Frequency	percent
Muzaffargarh	413	35.1	PST	976	82.1	Matric/F.A/F.Sc	66	4.7
Kot Addu	380	31.2	ESE	22	1.9	B.A/BSc	113	9.5
Rahim Yar Khan	396	33.7	EST	191	16.1	M.A/MSc	1014	85.3
Total	1189	100						

Table 4 shows that 35.1% of Muzaffargarh teachers, 31.2% of Kotaddu teachers, and 33.7% of Rahimyar Khan's teachers responded to the study. The participation of teachers in the study by designation was 82% Primary School Teachers (PSTs), 1.9% Elementary School Educators (ESEs), and 16% Elementary School Teachers (ESTs). In terms of academic qualifications, 3.4% of the respondents had a matriculation certificate, 1.9% had a faculty of arts (FA) or a faculty of science (FSc), 9.5% had a bachelor of arts (BA) or a bachelor of science (BSc), and 85.3% had a master of arts (MA) or a master of science (MSc).

Table 5

Teaching Methods/ Strategies. Which method/strategies do you adopt during teaching?

	Mostly		Occasionally		Never	
	Frequency	Percent	Frequency	Per cent	Frequency	Percent
Project Method	22	1.9	79	6.6	328	27.5
Question Answer Method	498	41.9	399	33.6	0	0
Discussion Method	303	25.5	332	27.9	54	4.5
Demonstration Method	120	10.1	121	10.2	47	3.9
Lecture Method	162	13.6	117	9.8	267	22.4
Heuristic Method	52	4.4	70	5.9	163	13.7
Team Teaching	27	2.3	58	4.9	98	8.5
Simulation Method	5	.4	13	1.1	232	19.5
Total	1189	100.0	1189	100	1189	100.0

Table 5 displays the percentages of teachers' preferences for different teaching methods in the classroom. The Question Answer method is the most popular, preferred by 41.9% of teachers, followed by the Discussion method at 25.5%, and the Lecture method at 13.6%. The Demonstration and Heuristic methods are less commonly used, preferred by 10.1% and 4.4% of teachers, respectively. Additionally, 33.6% of teachers use the Question Answer method occasionally, while 27.9% use the Discussion method occasionally. Some teachers never use certain teaching methods, with 27.5% not using the Project Method, 22.4% not using the Lecture Method, and 19.5% not using the Simulation Method.

PART B- To what extent the training provided by the master trainers developed the following skills for in-service teachers? Please express your opinion on the following rating scale.

Table 6

Q.no. 1. Plan and develop an effective lesson by organizing instructional activities. 2- Set induction statement (introduction of the lesson). 3- Presentation of lesson 4- Effective Use of A.V. aids.

	Q. no 1		Q. no 2		Q. no 3		Q. no 4	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	557	46.8	549	46.2	591	49.7	690	58.0
Agree	613	51.6	625	52.6	577	48.5	469	39.4
Un-decided	13	1.1	10	.8	14	1.2	18	1.5
Disagree	6	.5	5	.4	7	.6	12	1.0
Total	1189	100.0	1189	100.0	1189	100.0	1189	100.0

Table no 6 opinions about planning effective lessons, introducing the lesson, and using audio-visual aids in class. The majority of respondents strongly agree or agree with all three statements, while a small percentage are undecided or disagree. Specifically, 98.4%

agree with organizing instructional activities, 98.7% agree with introducing the lesson before teaching, and 97.5% can effectively use audio-visual aids in class.

Table 7

Q. NO 5. Effective questioning. 6. Motivates the students towards studies. 7. Develop action research skills. 8. Involvement of the students in the discussion

	Q. no 5		Q. no 6		Q. no 7		Q. no 8	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	608	51.1	723	60.8	297	57.2	449	37.8
Agree	564	47.4	449	37.8	490	41.2	644	54.2
Un-decided	14	1.2	10	.8	17	1.4	63	5.3
Disagree	3	.3	7	.6	2	.2	33	2.8
Total	1189	100.0	1189	100.0	1189	100.0	1189	100.0

Table 7 presents the results of a survey on teachers' opinions about various teaching techniques. Almost all respondents agree that effective questioning techniques are developed as a result of training (98.6%), and most agree on the importance of motivational techniques for students (98.6%). Additionally, a majority of participants agree that action research skills should be developed (57.2% strongly agree, 41.2% agree) and that students participate in class discussions (91.9% strongly agree or agree). A small percentage of teachers are undecided or disagree with these statements.

Table 8.

Q.no. 9- Skills to use modern technology (multimedia, OHP, Internet etc.). 10- Skills of closure (closing the lesson).11- Re-designing the lesson. 12- Effective Communication skills.

	Q. no 9		Q. no 10		Q. no 11		Q. no 12	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Strongly Agree	430	36.2	335	28.2	624	52.5	647	54.4
Agree	711	59.8	763	64.2	544	45.8	521	43.8
Un-decided	32	2.7	54	4.5	14	1.2	12	1.0
Disagree	16	1.3	37	3.1	7	.6	9	.8
Total	1189	100.0	1189	100.0	1189	100.0	1189	100.0

Table 8 displays the percentages of teachers' opinions regarding various items. The majority of respondents agreed that they learned how to use modern technologies (96%) and that their trainers developed the skill of closing the lesson (92.4%). Over half of the participants agreed that their lesson redesigning skills improved after training (98.3%), and that they gained communication skills from the training (98.2%). However, a small percentage of teachers were undecided or disagreed with these statements.

Table 9

Q.no. 13. Classroom management skills. 14- Evaluation skills. 15- Skills of non-verbal cues and silence. 16- Information management skills

	Q. no 13		Q. no 14		Q. no 15		Q. no 16	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Strongly Agree	430	36.2	324	27.2	439	36.9	563	47.4
Agree	711	59.8	697	58.6	698	58.7	599	50.4
Un-decided	32	2.7	92	7.7	39	3.3	19	1.6
Disagree	16	1.3	76	6.4	13	1.1	8	.7
Total	1189	100.0	1189	100.0	1189	100.0	1189	100.0

Table 9 presents the percentages of participants who agreed with various statements regarding their training experiences. The majority of respondents agreed that the trainer developed their classroom management skills (98.2%) and that they developed evaluation skills after the training (86.3%). Over half of the participants agreed that they gained nonverbal communication skills and information management skills from the training (95.6% and 98.0%, respectively). However, a small percentage of participants were undecided or disagreed with these statements.

Table 10

Q.no. 17- Personal skills (Time management, personal responsibility and the ability to continue to learn). 18- Effective delivery of subject knowledge. 19- Basic concepts, theories and process of acquiring knowledge. 20- Explain the content from multiple perspectives.

	Q. no 17		Q. no 18		Q. no 19		Q. no 20	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Strongly Agree	589	49.5	549	46.2	445	37.4	570	47.9
Agree	583	49.0	619	52.1	698	58.7	581	48.9
Un-decided	12	1.0	12	1.0	27	2.3	26	2.2
Disagree	5	.4	9	.8	19	1.6	12	1.0
Total	1189	100.0	1189	100.0	1189	100.0	1189	100.0

Table 10 presents survey results on various statements related to personal skills, subject knowledge delivery, understanding of fundamental concepts, and ability to explain content from multiple perspectives. The majority of respondents strongly agreed or agreed with the personal skills statement (98.5%), while a minority disagreed (0.4%) or remained undecided (1%). For the statement about the effective delivery of subject knowledge, a slight majority of participants agreed (52.1%), while a significant minority disagreed (46.2%) or remained undecided (1%). Participants generally understood fundamental concepts, with high levels of agreement (58.7%) or strong agreement (37.4%) with the statement. Confidence in explaining content from multiple perspectives was also high, with 98.6% of participants expressing confidence, while a small percentage were undecided (2.2%) or disagreed (1%).

Table 11

Q.no. 22- Promote critical thinking, creativity, decision making and low-cost no cost material. 23- Create a secure learning environment. 23- Provide constructive feedback. 24- Use instructional time effectively

	Q. no 21		Q. no 22		Q. no 23		Q. no 24	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Strongly Agree	558	46.9	491	41.3	481	40.5	479	40.3
Agree	598	50.3	662	55.7	654	55.0	667	56.1
Un-decided	15	1.3	22	1.9	31	2.6	26	2.2
Disagree	8	.7	5	.4	13	1.1	11	.9
Strongly Disagree	0	0	0	0	0	0	6	.5
Total	1189	100	1189	100	1189	100	1189	100.0

Table 11 presents the results of a survey regarding various aspects of education. Around 50% of participants agreed or strongly agreed that critical thinking, decision-making skills, and low-cost materials were promoted, while 1.5% disagreed or strongly disagreed. The vast majority, 97%, believed they could create a secure learning environment. More than half of the respondents agreed or strongly agreed on the provision of constructive feedback skills and effective use of instructional time, while around 3-4% were undecided or disagreed.

Table 12

Q.no. 25- Develop portfolios, test items and assignments. 26- Uphold ethical behaviour. 27- Application of learning theories

	Q. no 25		Q. no 26		Q. no 27	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Strongly Agree	463	38.9	407	34.2	407	34.2
Agree	659	55.4	721	60.6	721	60.6
Un-decided	46	3.9	41	3.4	41	3.4
Disagree	17	1.4	15	1.3	15	1.3
Strongly Disagree	4	.3	5	.4	5	.4
Total	1189	100.0	1189	100.0	1189	100.0

Table 12 presents the results of a survey on the various skills and behaviours of participants. 55.4% of participants agreed and 38.9% strongly agreed that they are skilled in developing a portfolio, test items, and assignments. 60.6% agreed and 34.2% strongly agreed that they support ethical behaviour. 3.9% of participants passed on the skill question, 3.3% were undecided on the ethical behaviour question, and 1.7% disagreed and strongly disagreed with both statements. Additionally, 64.9% of teachers reported using learning theories, while 3.4% were undecided, and 1.7% were not.

Findings

Table 4 provides an overview of the participants in the study, which included 976 (82.1%) PSTs, 22 (1.9%) ESEs, and 191 (16.1%) ESTs. The study had a total of 1189 participants, and the table shows the district-wise representation of the participants, with the majority of participants (31.2%) from Kot Addu. The academic qualifications of the participants were also presented, with the majority (85.3%) being certificate/degree holders. Table 5 provides details on the teaching methods preferred by primary and elementary teachers, with the Question Answer

method (41.9%) and the discussion method (25.5%) being the most popular. The majority of respondents (46.8%) strongly agreed that they plan and develop lesson plans regularly. Table 6 shows that the majority of participants agreed with the statements regarding the introduction of the lesson, with very few respondents expressing uncertainty or disagreement. It also shows that the majority of participants agreed with the statement about presentation skills, audio-visual aids, and action research skills, with significant chi-square values. In table 7, a majority of respondents agreed with the statement on questioning skills and motivational techniques, with significant chi-square values. Additionally, most participants claimed to have learned the skills related to involving students in the discussion, with a significant chi-square value. Overall, the training received from QAED was reported to be effective in developing various teaching skills among the participants. Table 8 showed that 96% of respondents confirmed that they can apply current technology skills. Table 9 indicated that 98.1% of participants agreed on the importance of classroom management skills. Table 10 showed that the majority of respondents agreed on personal skills, effective delivery of subject knowledge, and the ability to explain content from various perspectives. In addition, most respondents confirmed that they learned the skills related to redesigning a lesson, using nonverbal cues, and managing information. The chi-square values were significant for all statements in these tables, indicating the strong association between the training program and the development of relevant skills. Table 11 revealed that the majority of respondents agreed with the statement regarding critical thinking skills, creativity, and making low-cost, no-cost materials, and had learned these skills through training. The same applies to creating a secure learning environment, providing constructive feedback, and utilising instructional time effectively, as a majority of respondents agreed with these statements. Table 12 showed that most participants agreed that they had gained the skill of developing portfolios, test items, and assignments, as well

as ethical behaviour skills, and applying learning theories to skills through training. The chi-square values were significant in all cases. (See table 2).

Conclusion

In conclusion, this research study has shown that building teacher capacity is crucial for improving the quality of education and academic experience for beneficiaries. Through the QAED capacity-building program, teachers receive extensive training on student-centred teaching methodology, social and emotional learning, and effective use of equipment, teaching aids, and technology. The findings suggest that the capacity-building program is effective in improving teachers' knowledge and skills and that they perceive it as valuable and beneficial. Therefore, it is recommended that organisations invest in similar capacity-building programs to improve the quality of education for their beneficiaries.

The evaluation of the QAED capacity-building program showed that it had a positive impact on teachers' knowledge, skills, motivation, job satisfaction, and retention rates. This success highlights the importance of investing in teacher development programs to improve the quality of education for students and enhance the teaching profession as a whole. However, the study also identified some missing gaps in the professional development of teachers, including a communication gap and the inappropriate methods adopted by trainers. Addressing these gaps will be crucial to further improve the effectiveness of teacher capacity-building programs. Future investments should focus on developing effective communication strategies between different levels and adopting learning by doing methods to enhance the skills and active participation of trainees. Addressing these gaps will help to maximize the impact of teacher capacity-building programs, ultimately leading to improved student outcomes and a more effective education system.

The research also highlighted the four-step approach used by QAED to build the capacity of teachers, which includes capacity

assessment, strategies and planning, implementation, and monitoring and evaluation. Furthermore, the study found that the training offered by QAED had a positive impact on teachers' performance, Overall, the study demonstrated the importance of investing in teacher development programs and the potential they have to improve the quality of education for students and enhance the teaching profession as a whole.

Recommendations

The study recommends that the Quaid-e-Azam Academy for Educational Development Punjab should provide specific teaching methods, techniques, and strategies for each lesson of a textbook, as well as train teachers in modern instructional techniques, such as microteaching and web-based teaching. In addition, all teachers in Punjab require regular Microsoft Office training to stay up-to-date with the latest educational research and teaching methods. This training is particularly essential for senior primary and elementary school teachers who may lack up-to-date knowledge of teaching and learning. Overall, these recommendations aim to improve the quality of education in Punjab by enabling teachers to teach subject matter efficiently and effectively, cater to individual student needs, and stay up-to-date with the latest teaching and learning methods.

This study also recommends that regular refresher courses for teachers are essential to keep them up-to-date with the latest educational methods and emerging issues in education. These courses should focus on developing critical thinking skills and understanding different cultures and learning styles. Additionally, research-based projects should be given a sufficient place in teacher capacity-building programmes to enhance their understanding of the subject matter and improve their ability to apply that knowledge in the classroom. The institution must create a personalised learning environment where each trainee is valued and encouraged to participate in activities that enhance their intellectual and social growth. Web-based learning material must be tailored to the teaching style and specific needs of teachers and students, while educational field trips must be provided to teachers with adequate resources. Digital literacy, evaluation skills, and the ability to develop portfolios, test items, and assignments must be included in QAED capacity-building programmes. A new mechanism for monitoring the quality of teacher capacity-building programmes should be developed, along with a special capacity-building programme for the least qualified teachers. Communication gaps must be eliminated, and selection criteria for trainers and trainees must be improved. Capacity-building programmes should cover teaching and learning skills, ICT education, upcoming trends in elementary education, modern trends, and effective tutorial support. By implementing these recommendations, the QAED Punjab can contribute to the professional growth of teachers and ensure quality education for all.

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