



Effect of Customised On-Job Training to Enhance Learning of Non-Formal Basic Education Teachers

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ABSTRACT

This research investigates the effect of on-job training on teachers within the Literacy and Non-Formal Basic Education sector. As educational institutions evolve to meet diverse learning needs, it is essential to provide teachers with relevant skills through professional development. It determines the effect of on-job training on pedagogical approaches, professional advancement, and the overall quality of literacy and non-formal education. Explanatory mixed-method approach have been used for data collection using questionnaire and interviews. The population was the teachers of Non-Formal Basic Education Schools in Punjab province. Three sample districts were taken from three stratas of high, medium and low literacy districts. It demonstrate that structured on-job training improves teachers' pedagogical techniques, curriculum implementation and student engagement. Teachers expressed increased confidence in addressing the challenges such as multi-grade teaching and varying literacy skills. It highlights the importance of ongoing mentorship and customized training tools to improve the effectiveness of these programs. However, challenges such as budget constraints and insufficient follow-up support were observed, restricting the sustainability of professional growth. It underscores the critical role of on-job training in facilitating teachers' achievement of significant educational outcomes. The results have enough empirical evidence to establishment of tailored training models, ongoing effective assessment mechanisms, and increased investment in teacher capacity building for sustainable progress.



Introduction

Teachers training refers to professional development of teachers to equip them with innovative pedagogy, interactive environment and strategies to enrich the performance of learners. It reshapes and refine the teaching approaches. Teachers' learning refers to the ongoing professional development (Marcelo, 2009). It actively engages the teachers in pedagogical and self-improvement. On-job training refers primarily to policies, practices, and provisions designed for teachers to acquire the strategies, techniques, and skills necessary to instruct children successfully (Ndunguru, 2015). It encourages teachers to expand their knowledge, enhance their values, and acquire essential competencies. This helps teachers stay informed about changing teaching styles, educational trends, and methods. They can then adapt and respond to the students' varied learning needs. This learning process for teachers under NFBE training is critical in Pakistan.

Resource constraints, a shortage of qualified teachers, and the necessity of inclusive teaching techniques worsen the educational challenges there (Salim, 2016).

In Pakistan, enhancing NFBE teachers' training under the NFBE program is essential to achieving a sustainable educational advancement (Shahid et al., 2021). Learner retention, mainstreaming, and mobilization are all dependent upon teachers who have been well trained and continue to be educated and can make non-formal training accessible for the marginalized community (Mugabi et al., 2021). Teachers are constantly learning, and this process is dynamic. It plays an important role in improving the educational outcome, in particular in the non-formal basic education (NFBE). We use adaptive teaching strategies to match the changing needs of students. It goes beyond conventional teacher training. As challenges in literacy remain in Pakistan, it is vital to enhance teachers' learning within NFBE-trained programs.

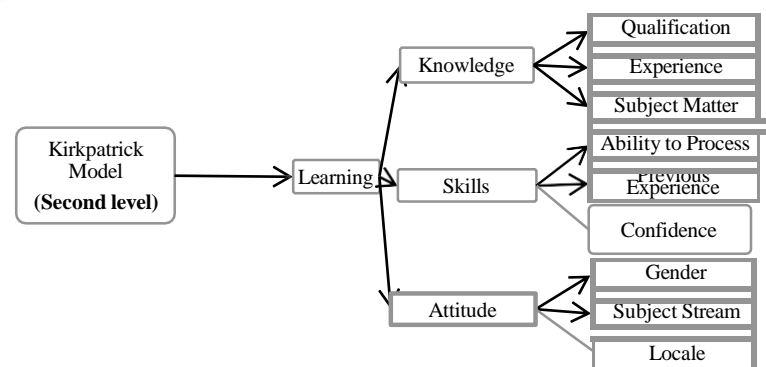
Recognizing the need for capacity-building, the Government of Pakistan invested in programs to support NFBE teachers and officials who work with them (Ashraf & Ismat, 2016). The Government and NGO support a wide range of initiatives that aim to improve teaching techniques, classroom management, and curriculum. Despite all of these initiatives, there is still a problem in teacher preparation, affecting the overall quality. There is a low level of learning engagement in literacy, which impacts the quality of non-formal education. This illustrates the necessity for a more systematic approach to a teacher's learning (Grajcevcic & Shala, 2016). One of the main concerns is that only 3% NFBE teachers remained with the department in last 10 years (Nyagah & Gathumbi, 2017). This is indicative of an insufficient level of motivation, inadequate levels of support from professionals, and a lack of opportunities for continuing learning. To remedy this situation, teachers' training within NFBE should include mentorships, tailored resources, and follow-up supports (Mouratoglou et al., 2022). Strengthening teachers' learning within NFBE training frameworks will be critical to making sustainable progress with Pakistan's Literacy Landscape. A holistic strategy with professional training, continuous development of teachers, and a teacher support system will lead to more effective and meaningful non-formal learning.

In recognition of the link between the effectiveness of teachers and the literacy outcome, the Government of Pakistan prioritized the teacher training program. Since 2010, significant investments were made to build capacities for NFBE teachers and officials in order to fill gaps in pedagogical and content knowledge as well as student engagement methods. (Pakistan Economic Survey 2018-19). Yet, there are still challenges, such as inadequate follow-up and lack of resources and incentives for teachers. According to UNICEF (2017), studies show that learners in non-formal educational programs often need highly innovative and engaging teaching methods. This is because they are more likely to maintain their interest. To improve overall effectiveness, training for NFBE teachers must emphasize differentiated instruction and alternative assessment techniques.

Scholar stress that to solve problems in teachers' learning and growth, they need to use long-lasting training models that include ongoing mentoring, contextualized lesson plans, and regular skill tests. Interactive approaches to training can enhance both teacher motivation and competency (Ashraf & Ismat 2016). These include peer collaborations, digital tools, and field-based learning. Greater investment in teacher training initiatives will also be required to evaluate the long-term impact of NFBE programs. In order to improve the success and learning of non-formal educational programs in Pakistan, it is essential that institutions support mechanisms are strengthened and opportunities for continuous professional development are ensured.

Figure 1:

Sub-constructs of Learning



Objectives of the Study

The objectives of the study are:

- 1 To determine the level of learning of non-formal education teachers after on-job training.
- 2 To explore the challenges in learning of non-formal teachers after on-job training.

Research Questions

- 1.1 What level of knowledge do non-formal education teachers acquire after on-job training?
- 1.2 What specific skills do non-formal education teachers develop through on-job training?
- 1.3 What changes in attitude are observed among teachers following on-job training?
- 2.1 How do teachers perceive the challenges in acquiring knowledge after on-job training?
- 2.2 How do skill development challenges impact the learning outcomes of teachers post-training?
- 2.3 How do attitudinal barriers affect the learning process of teachers after on-job training?

Methodology

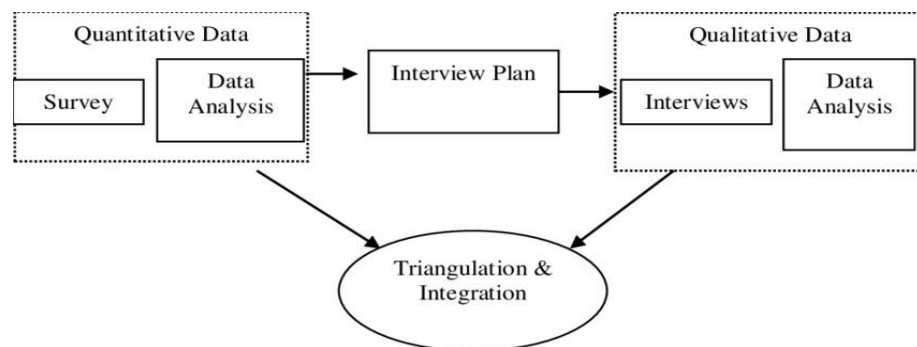
This study employs a Mixed-methods Research Design. It integrates qualitative as well as quantitative methods for a complete understanding of the research question. an explanation mixed-methods was applied, with quantitative data - including instruction supervision, professionalism, evaluation, and relevance - being collected first. quantitative data were then collected to examine the reasons for changes observed. A well-rounded analysis is achieved by combining Deductive Reasoning and Inductive Reasoning.

Research Design

The research design offers both statistical insights, and detailed qualitative interpretations. The constructivist approach allows the researcher a better understanding of both learners' and teachers' experiences with on-job training. Moreover, the design allows researchers to identify the source of emerging phenomena in the research phase as well as predict possible alterations to instructional practices. The mixed-methods design enhances the validity of the study and its depth by balancing the numerical data with the contextual understanding.

Figure 2:

Explanatory Mix Method Research Design



Population

The Literacy & Non-Formal Education Department of the Government of the Punjab organizes “Punjab Non Formal Education Project” (PNFEP) schools in all 36 districts of the Punjab. All districts have different size of overall population that’s why the target number of schools varies across the different districts in Punjab. The population size for our study of 36 districts includes 12087 PNFEP schools and the same strength of 12087 teachers.

Sample

The sample size was 375 because the population is more than 10,000. This is the number that is suitable for the purposes of representation and study (Blair et al., 2019). For qualitative data teachers who participated in the on-job training were involved to explore underlying reasons associated with quantitative data outcome. Interviews were conducted until saturation.

Table: 1

Detail of Sample Districts (Strata wise)

| Sr. No | District | Literacy Strata | Sample |
|--------|----------------|-----------------|--------|
| 1 | Lahore | High | 125 |
| 2 | Khushab | Medium | 125 |
| 3 | Rahim Yar Khan | Low | 125 |
| Total | 3 | 3 | 375 |

For the purpose of gathering quantitative data, the researcher used a strategy that included many stages of stratified random sampling. High, moderate, and low literacy rates were considered while selecting three districts from the Punjab province at random. These districts were chosen because of the variation in their literacy rates. The first district was selected from the stratum that had a high literacy rate, the second district was selected from the stratum that had a medium literacy rate, and the third district was selected from the stratum that had a low literacy rate.

Instrument of the Study

The level of learning was assessed through a self-developed questionnaire and challenges in learning were explored through an interview. According to the Likert scale, which has five points, the level of agreement was five, while the level of disagreement was one. The qualitative data was acquired via interviews, which were conducted inductively. The training manuals that were developed by the L&NFBE Department served as the source with which the construct, sub-constructs, and indicators were formed. Indicators of the primary construct were used to prepare the twenty items that were prepared. Determining the reliability coefficient and calculating the CVI were the methods that were used to guarantee the validity and reliability of the questionnaire. A total of six subject matter experts were responsible for ensuring the face and content legitimacy. According to Polit and Beck (2006), an appropriate number is one that is at least .83 but not higher. Some of the questions on the questionnaire that had a CVI that was lower than this figure were either altered or deleted entirely.

Pilot Testing

Table 2

The detail of Reliability and Validity of tool (learning)

| Sub-construct | Number of Items | α | CVI |
|---------------|-----------------|----------|------|
| Knowledge | 6 | 0.81 | 0.85 |
| Skills | 4 | 0.74 | 0.84 |
| Attitude | 6 | 0.79 | 0.84 |

In assessing the effectiveness and learning of NFBE teachers through on-job training programs, three key sub-constructs like Knowledge, Skills, and Attitude were evaluated based on their reliability and validity. We measure the consistency and relevance of each sub-construct using Cronbach's alpha (α) and the Content Validity Index (CVI).

Interview Protocol

The protocol for the interview was designed to find out the real reasons. These were determined from the quantitative data analysis. The protocol was composed of eleven questions followed by probing questions. The questions were designed to explore the reasons for any variations, differences, or similarities that were identified in the first phase of the research. The interview questions were validated by six subject experts.

Results

The quantitative data was analysed through descriptive statistics.

Table 3

Descriptives on Learning as responded by the trainee teachers.

| Sr. # | Statements | Mean | SD |
|-------|--|------|------|
| 1. | They improved our learning level | 4.26 | .82 |
| 2. | The training material is according to our need | 2.62 | .89 |
| 3. | They used relevant activities | 4.18 | .88 |
| 4. | They shared practical experiences to solve problems | 4.22 | .84 |
| 5. | They catered teachers learning needs | 4.17 | .81 |
| 6. | They enriched trainings through follow up field visits | 2.78 | .99 |
| 7. | They preferred to the set goals | 4.17 | .80 |
| 8. | They recognize our contribution | 4.21 | .78 |
| 9. | They appreciate our efforts made | 4.23 | .79 |
| 10. | They assign us specific roles | 2.55 | 1.30 |
| 11. | They acknowledge our cultural values | 4.18 | .82 |
| 12. | They give us easy and accessible targets | 4.24 | .83 |
| 13. | They enabled us to identify the level of intelligence | 2.97 | .93 |
| 14. | The venue was easy to approach | 4.08 | .94 |
| 15. | The seating arrangement was flexible | 4.14 | .87 |
| 16. | The presentations are learner friendly | 4.25 | .81 |

N=397

Table 3 indicates that in order to evaluate the value and impact, it is crucial that trainee teachers respond to the on-job training programs. The table provides descriptive statistics, for 16 of the key statements rated by 397 trainee teachers. The Standard Deviation is the variance in the responses. Higher mean scores reflect greater agreement to the statement. Low scores, on the other hand, indicate that there are areas of improvement.

Knowledge

As a result, effective training and delivery was indicated by the high ratings for improved learning levels and learner-friendly presentation ($M = 4.26$, $SD = 0.82$). On the other hand, the least rated aspect was relevance of training material ($M = 2.62$, $SD = 0.89$), which highlights the need for better customization.

Skills

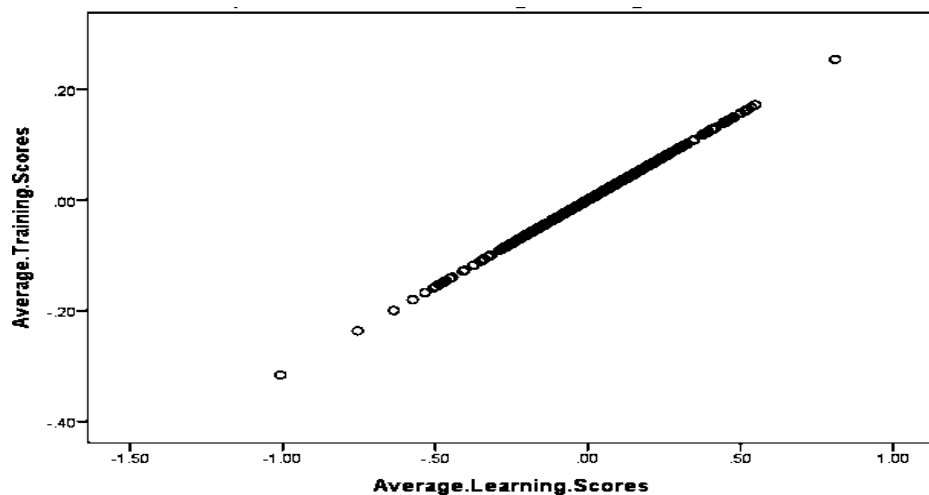
According to the results, sharing of practical experience ($M = 4.22$, $SD = 0.84$) as well as catering to teachers learning needs ($M = 4.17$, $SD = 0.81$) were rated highest, indicating an effective design. Follow-up field trips received a lesser rating ($M = 2.78$; $SD = 0.99$), highlighting the lack of post-training assistance.

Attitude

Recognizing contributions and acknowledging effort ($M = 4.21$, $SD = 0.78$) were rated highest, reflecting high encouragement and appreciativeness. The assignment of specific roles, on the other hand, showed a lower level of consistency. This could indicate limited opportunities for participation and affect engagement.

Figure 3

Partial Regression Plot



The partial regression plot demonstrates a strong positive relationship between *Average Learning Scores* and *Average Training Scores*. The majority of data points are closely clustered along the regression line, indicating a consistent correlation. The data suggests that as the *Average Learning Scores* increase, the *Average Training Scores* also show a corresponding rise. For instance, participants with higher learning scores tended to achieve better training outcomes, as reflected by the upward trend in the plot. Although a few outliers are present, the overall pattern remains stable, reinforcing the idea that enhancing learning processes can significantly improve training performance. This analysis underscores the importance of focusing on effective learning strategies to achieve better training outcomes.

Table 4

Analysis of Variance for Average Learning Scores

| | | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|----------------|----------------|-----|-------------|--------|------|
| Average Learning Scores | Between Groups | 113.476 | 77 | 1.474 | 79.285 | .000 |
| | Within Groups | 5.929 | 319 | .019 | | |
| | Total | 119.405 | 396 | | | |

The provided ANOVA (Analysis of Variance) table analyzes the differences in Average Learning Scores among multiple groups. The results show a Between Groups Sum of Squares of 113.476 with 77 degrees of freedom (df), and a Mean Square of 1.474. The Within Groups Sum of Squares is 5.929 with 319 df, resulting in a Mean Square of 0.019. The calculated F-value is 79.285, and the corresponding significance value (Sig.) is 0.000. Since the significance value is less than 0.05, it indicates that there is a statistically significant difference in the Average Learning Scores across the groups. This suggests that the grouping

variable has a meaningful impact on the learning scores, and the variations observed are unlikely to have occurred by chance.

Qualitative Data Analysis

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

Table 5

Theme: Teaching Methodologies

| Sub Theme | Codes |
|--------------------------------------|------------------------|
| Student-Centered Teaching Approaches | Active Learning |
| | Collaborative Learning |
| | Experiential Learning |
| Classroom Management Strategies | Multi-Grade Teaching |
| | Time Management |
| | Haphazardness |

Student-Centered Teaching Approaches

The on-job training introduced teachers to student-centered approaches, which emphasizes active participation and engagement. Active learning, such as hands-on activities and group discussions, allowed the teachers to create interactive classroom environments that enabled students to better explore concepts. *“To play as the role models is amazing to encourage and advise students, and a nurturing approach was combined with mentorship”* (T-2,T-3,T-5,T-6,T-8,T-11,T-12). Collaborative methods encouraged students to interact with each other and solve tasks together. Interactive learning also included real-life application and project-based activities to help make the lessons relatable. *“Our on-job training program enabled us to put efforts for the environment, in which our learners could free to learn”* (T-1,T-5,T-7,T-8,T-9).

Classroom Management Approaches

Teachers were trained to improve classroom efficiency. *“The strategies were specifically designed for use in non-formal educational settings.”* (T-2,T-3,T-7,T-8,T-9,T-10,T-12). The focus of the program was on multi-grade education. The program equips teachers with the skills to manage students from different age groups and at various learning levels within the classroom. Furthermore, teachers were taught how to balance their instructional time. Teachers still face challenges despite these improvements, haphazardness, In terms of lesson delivery and engagement with students, this highlights the need for more structured support and guidance in improving their teaching methods.

Table 6

Theme: Improved Understanding

| Sub Theme | Codes |
|-----------------|----------------------------------|
| Concept of NFBE | Knowing the scope |
| | Targeted on objectives |
| | Understanding the learning needs |
| | Community Engagement |

Concept of NFBE

Teachers gained a greater understanding of non-formal basic education and its scope through training. *“We observed how non-formal education fosters social and community empowerment by equipping learners with practical skills and knowledge that directly impact their daily lives. It is helping us in dealing such marginalized children”* (T-3,T-5,T-6,T-8,T-10,T-12). Teachers have been prepared on the importance of community engagement, of learning strategies and collaborations with parents, stakeholders, local Government and NGOs, in order to achieve sustained development of students. Few of the respondents replied so *“The integrated understanding of NFBE enabled us to create inclusive learning environments that are responsive to students' needs. This all is totally different from the formal education system”* (T-2,T-5,T-6,T- 9,T-10,T-12).

Table 7

Theme: Enhancement in Instructional Design and Curriculum Planning

| Sub Theme | Codes |
|----------------------|-------------------------------------|
| Lesson Planning | Learning Objectives |
| | Content and Activities Organization |
| | Learning Needs |
| Curriculum Alignment | NFBE Objectives |
| | Contextualization to Local Needs |

Lesson Planning

“The on-job training provided an advancement in both curriculum implementation and planning. It really make our lives so easy and confident” (T-3,T-6,T-7,T-8,T-10). As a result, teachers are delivering

better-structured and more effective lessons in their classes. Each lesson now has measurable, clear goals. Teachers learned effective time management for lesson delivery during the training. *“We learned how to assign appropriate amounts of time per section in order to maximize student engagement and to give them proper understanding” (T-1,T-2,T-5,T-6,T-9,T-10).*

Curriculum Alignment

In terms of curriculum development, the training helped teachers to align lesson content with the NFBE objectives. Thus, the teachers were able to ensure the curriculum is relevant and meets educational goals. *“The on-job training program highlighted the need to be flexible and adaptable in order to teach multiple grades. It enlightened the ability to manage various learning levels at the same time” (T-2,T-3,T-5,T-6,T-7,T-9,T-11).* These integrated approaches have significantly improved the teaching techniques of teachers, resulting in better educational outcomes.

Table 8

Theme: Enhanced Communication Skills

| Sub Theme | Codes |
|--------------------------------|--|
| Improved Student Interaction | Clear Instructions Active Listening Positive Reinforcement |
| Effective Parent Communication | Regular Interaction Cultural Sensitivity Conflict Resolution |

Improved Student Interaction

This on-job training improved the teachers' communication and teaching skills. *“In the start of our job in NFBE schools, we are unable to understand the scenarios of such children but now we are able to understand and communicate clearly with students, giving them clear directions that they could follow” (T-1,T-2,T-3,T-5,T-6,T-11).* Clarity in communication helped to reduce confusion and encourage student participation. Active listening helped teachers better understand student questions and concerns. This led to a personalized approach to guidance. As a second important technique, teachers also used words of encouragement to motivate their students. This method not only increased students' confidence, but it also fostered a positive classroom atmosphere that was inclusive and promoted better relationships between teachers and their pupils.

Effective Parent Communication

The on-job training program helped to improve communication between the teachers and parents. Teachers realized the value of interacting regularly with parents and keeping them up-to-date on the progress of their children. Consistent communication between school and family led to a partnership that supported student achievement. *“We learned how to resolve conflicts so that we can address concerns from parents and misunderstandings in a professional and empathic manner” (T-1,T-4,T-9,T-11,T-12).* It was a way to create a relationship of collaboration and positivity with the parents. This created an environment where students could learn in support.

Table 9

Theme: Competence in Managing Multi-Grades

| Sub Theme | Codes |
|---------------------------|---|
| Instructional Strategies | Differentiated instructions Peer Learning Flexible Planning |
| Assessment and Evaluation | Individualized Feedback Continuous Assessment |

Instructional Strategies

Training significantly increased teachers' abilities to deliver differentiated instructions across multiple grade levels. Teachers are now able to adjust their lesson plans to suit the needs of different students and their varying levels of learning. Peer learning is another strategy that was learned in training. Teachers were instructed to help facilitate peer interactions, whereby older or more accomplished students would assist younger or less proficient peers. They also noted an increase in active participation. Also, peer learning helps teachers reduce their workload because students can support each other in group activities.

“This on-job training helped us that how to adapt lesson plans based upon the dynamic of the class and age group needs” (T-1,T-2,T-4,T-5,T-7,T-8,T-12). This flexibility allows the teachers to focus on different students at any time, and no one is left behind.

Assessment

It was stressed that individualized feedback plays a vital role in the assessment of student progress across multiple grade levels. After the training, teachers were better equipped to guide students based on

their performance and understand what they can do better. Teachers who tailor feedback to students' individual needs can encourage growth mindset and motivate them. This also enabled teachers to better track the progress made by different age categories.

Teachers learn to utilize formative assessments like quizzes or class discussions to track student progress. This continuous assessment enabled teachers to quickly identify any learning gaps and then adjust their strategies. This continuous evaluation also created a more supportive environment for learning by encouraging consistency and reducing high-stakes assessments.

Table 10

Theme: Enhanced Teacher Confidence and Motivation

| Sub Theme | Codes |
|-------------------------------|--|
| Increased Teaching Confidence | Adaptability to Diverse Learning Needs Recognition of Achievement Professional Development |

Increased Teaching Confidence

The program helped boost teacher confidence as they learned how to adjust to diverse student needs. Their ability to tailor lessons in order to meet the needs of different students improved their efficiency. The teachers gained confidence and improved their ability to engage students by being more adaptable. The training provided teachers with opportunities for recognition, so they could feel valued for all their hard work. This encouragement motivated the teachers to perform better in their respective roles. *"We are happy that our department is providing us continuous back support in the shape of on-job training program. It has broaden our knowledge, way of thinking, confidence, teaching and especially the understanding of child psychology and especially of such marginalized children"* (T-1,T-4,T-9,T-10,T-12). Teachers were empowered to handle classroom challenges more enthusiastically and confidently.

Table 11

Theme: Challenges Emerged And Coping Strategies

| Sub Theme | Codes |
|-----------------------------------|--|
| Practical Implementation Barriers | Limited Resources Time Constraints Inadequate Building Structure Lack of Peer Support and Collaboration |
| Coping Strategies | Creative Resource Utilization Seeking Peer / Mentor Support Collaboration with Community |

Practical Implementation Barriers

Students in Non-Formal Basic Education frequently encounter significant implementation barriers that hinder the application of learned concepts. A lack of materials, such as teaching aids or educational materials, and a limited budget are the main challenges. These limitations limit the ability to use interactive, student-centered methods of instruction. Time constraints also put teachers under pressure to efficiently plan and deliver lessons, covering the entire curriculum. On the other hand, it is difficult for teachers to successfully implement the modern pedagogical techniques in an environment that does not foster learning. Lack of support from peers and dull collaboration can also lead to professional isolation. Teachers are unable to share ideas and learn from one another or address classroom challenges together. *"Learning of training have its own worth but its application couldn't be seen for long time. The learning of collaboration for supporting each other is amazing but we don't bother to do so"* (T-1,T-2,T-3,T-7,T-8,T-10,T-12).

Coping Strategies

To help teachers overcome these constraints, they have developed different strategies. A creative approach to utilizing resources available is one of these. Teachers utilize locally available materials and innovative tools to promote active learning and student engagement. Teachers can also benefit from peer support and mentoring to gain insight into teaching techniques that work. They are better able to adapt their classrooms. *"On-job training has enabled us to practice the collaboration with other teachers, it also helped us to pool resources and ideas, leading to more innovative and sustainable practices"* (T-2,T-3,T-5,T-7,T-11,T-12).

Discussion and Conclusions

These findings underscore the significance of identifying the needs of marginalized children, particularly those enrolled in non-formal schools. Diagnostic assessments and ongoing monitoring allowed teachers to pinpoint academic problems, which led them to design targeted interventions. For creating effective lesson plans for students from diverse social and cultural backgrounds, it is essential to understand their prior experiences and knowledge (Banks, 2015). The ongoing communication between parents and children helps to identify learning needs and promotes contextualized experiences. They are in line with the

student-centered principles and allow teachers to develop a learning environment that is supportive and efficient.

In order to address these challenges, teachers used various strategies, including differentiated instructions, supportive teaching methods, and multigrade classroom management. Differentiated instruction allowed teachers to adapt lessons to fit each child's pace and learning style (Tomlinson, 2017). This encouraged active student involvement. Active learning and collaboration were enhanced by supportive teaching methods, including interactive activities and sessions of peer tutoring. Teachers managed their diverse classrooms effectively by utilizing rotating systems, flexible seating, and modular materials, which ensured inclusive learning environments (Morimoto, 2022). Social and emotional support was also promoted to help marginalized students build self-confidence, break down psychological barriers, and gain trust. The teachers were able to use these strategies in order to deal with resource shortages, lack of time, and poor building conditions. This led to improved student learning and teaching.

On-job teacher training improved the pedagogical practices of teachers by using student-centered methods. Active learning, experiential learning, and collaborative learning are all approaches that enhance the engagement of students and their understanding. Group discussions and task-solving activities, for example, are active learning strategies that actively engage students and foster deeper understanding (Freeman et al., 2014). The collaborative learning method promotes social interaction between students and the collective solution of problems, thereby improving cognitive and emotional skills. (Johnson & Johnson 2019).

Along with instructional strategies, classroom management was also emphasized, especially in the context of multi-graded teaching. Students of different ages and levels can face unique challenges in multi-grade classrooms. Teachers have difficulty planning and delivering lesson plans that accommodate the diversity of students and maintaining classroom management. This training provided teachers with strategies for addressing these challenges (Burden, 2025). It emphasized adaptability, structured planning, and flexibility. It was also stressed that teachers should be able to manage their time effectively in order to ensure they are balancing the instructional time with student engagement.

Some teachers are still experiencing haphazardness and lack of engagement from students despite these improvements. This lack of consistency highlights the necessity for structured and ongoing guidance in order to integrate these methods into teaching practice. The support of collaborative learning communities and ongoing professional development can help teachers refine their skills and apply teaching strategies consistently (Avalos 2011).

The program promoted student-centered teaching approaches and taught effective strategies for classroom management. Structured and on the basis of Training Need Assessment, support is necessary to sustain and extend this progress. Educational settings must deeply insert these practices to ultimately lead to improved student outcomes.

Recommendations

On the basis of findings, following recommendations have been made:

1. Workshops and sessions of peer learning should be organized regularly to give teachers the skills they need, particularly in multi-grade settings, for example, active learning, teamwork, or classroom management. Teachers should collaborate with each other to enhance lesson delivery, student engagement, and teacher collaboration.
2. Continuous assessments should be implemented to identify student needs and provide targeted interventions. Differentiated instruction can then be provided to meet the diverse learning requirements of marginalized learners.
3. The teachers should use teaching methods that address the diversity of linguistics and cultures, collaborating with parents for a more contextualized education in non-formal primary education.
4. Teachers can be trained to use supportive teaching techniques like interactive games or peer tutoring. This type of instruction helps students with their emotional needs and improves their achievement.

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