Impact Assessment of Quaid-e-Azam Academy for Educational Development Punjab's Capacity Building Programs on Teacher's Performance: A Head Teachers' Perspective

By

Dr. Muhammad Azam Rana
Regional Programme Manager
Quaid-e-Azam Academy for Educational Development Punjab

Abstract

This study investigates the efficacy of the QAED Punjab in improving the knowledge, skills, attitudes and dispositions of teachers in government primary and elementary schools in three districts Muzaffargarh, Kot Addu, and Rahimyar Khan. The emphasis is on head teachers as they assess the impact of capacity-building training on their teaching team. The opinions will be gathered through a dedicated questionnaire, the GOVERNMENT SCHOOL HEAD TEACHERS' SATISFACTION (GSHS), where head teachers will provide insights Impact Assessment of Quaid-e-Azam Academy for Educational Development Punjab's Capacity Building Programs on Teacher's Performance: A Head Teachers' Perspective. The questionnaire explores a number of performance areas for teacher educators, especially with regard to competency and skill development. Head teachers will share their thoughts on a variety of behaviours demonstrated by qualified in-service teacher educators, such as being on time, upholding discipline, utilising a variety of teaching techniques, integrating technology, and participating in professional development events. The rating system, which goes from Always to Never, will be useful in capturing varied viewpoints regarding the efficacy of teacher capacity-building programmes.

Keywords

Teacher's Performance, Teacher's Performance, teaching techniques, teacher capacity-building programmes and professional development.

Historical Background of QAED Punjab

At the time of independence, Pakistan had very few teacher training institutes. Mr. Jinnah's speech at the inaugural educational conference in 1947 is extremely significant. Jinnah's message was read to the conference, emphasising the value of educated instructors and quality education. Jinnah's speech gave specific guidelines for teachers and teacher education institutes in Pakistan.

Preceding the partition, as per the 1940-41 statistics, there were approximately 640 teacher training institutions in Indo-Pakistan. During that period, a total of 19,392 teachers underwent training. Among the 640 institutions, 612 were training schools that admitted students with only 6-8 years of schooling, typically providing 1 or 2 years of relatively elementary training. Successful candidates received certifications such as the "Vernacular Teacher's Certificate" or the "Junior

Vernacular Teacher's Certificate." The remaining 28 institutions were training colleges, which trained 1,413 teachers during the 1940-41 academic year.1

Before 1954, Punjab had government normal schools in several towns, including Kasur, Narowal, Pasrur, Lakhar, Mianwali, Gujrat, Lala Musa, Shahpur Sadar, Kamalia, Muzaffargarh, and Multan. Additionally, there were government normal schools for girls in Sharakpur, Kamalia, and Lala Musa. The region also had government girls' high schools with junior vernacular training classes in Pasrur, Rawalpindi, Mianwali, Campbellpur (Faisalabad), Jhelum, Muzaffargarh, Jhang, Montgomery (Sahiwal), and Dera Ghazi Khan, including the Lady Anderson Government Girls High School in Sialkot. Lahore housed the Central Training College and Lady Maclagan Training College for women, both affiliated with Punjab University. Bahawalpur State had four teacher training institutions, with one each in Khanpur, Bahawalnagar, and two in Bahawalpur.2

Before 1974, Teacher Education institutions of Punjab functioned under the Punjab Directorate of Education (PDE). The West Pakistan Education and Extension Centre was established in 1959 to organize and conduct in-service training. The division of Western Pakistan into four provinces led to the establishment of Regional Education and Extension Centres (REECs) in each province. The Punjab Education and Extension Centre gained administrative control over 29 Normal schools, renamed as Government College for Elementary Teachers (GCET). In 1993, the Regional Education Extension Centre was transformed into the Directorate of Staff Development (DSD), responsible for managing and administering GCETs while providing in-service training. In 2002, the University of Education (UE) Lahore was established, integrating GCETs and all College of Education into the University of Education Lahore. UCEs now exclusively offer graduate and postgraduate courses. The University of Education Lahore also expanded its scope to include preschool institutions and the Directorate of Staff Development. The Directorate of Staff Development was rebranded as the Quaid-e-Azam Academy for Educational Development (QAED) Punjab at the provincial level and District QAED at the district level in 2017.3

Introduction

In every profession, inherent issues, challenges, ideas, and limitations are present, and their nature may vary across diverse locations and environments. However, individuals entering the teaching profession bring with them a wealth of experience derived from years spent in educational settings, interacting with teachers, and engaging with fellow students. Individuals, students, trainers, and school administrators share a common belief in discerning effective and

_____

[1] United States, Statistics of Land-Grant Colleges and Universities (Congressional Record, 1954),55.

[2] United States, *Statistics of Land-Grant Colleges and Universities* (US Department of Health: Education and Welfare Office of the Education, 1954), 40-42.

[3] Academy for Educational Development (AED), *Pakistan Teacher Education and Professional Development Program (Ptepdp) Performance Gap Analysis and Training Needs Assessment of Teacher Training Institutions*, 2007, accessed November 13, 2022, https://pdf.usaid.gov/pdf_docs/Pnadi362.pdf.

ineffective teaching based on their experiences with exceptional and subpar educators.4

Capacity building, traditionally linked to HR development, now encompasses organizational development beyond individual performance. It involves training newly recruited employees to enhance their knowledge, skills, and attitudes. This holistic approach acknowledges the interconnectedness between individual competencies and the organization's overall development, focusing on overall organizational growth.5 Capacity building refers to the continuous development of individuals and organizations in their professional roles, facilitated by teacher capacity-building programs. It emphasizes continuous learning and growth, enabling individuals and entities to navigate complexities in their respective domains.6 Capacity building programme is a useful approach to acquiring and enhancing skills, knowledge and attitudes through structured learning. It involves cultivating competencies beyond mere knowledge acquisition, encompassing practical skills and a positive disposition, making it an integral part of individual growth and professional advancement.7

Increased expectations are being placed on school and teachers' accountability for learning outcomes, engagement in professional development, and enhanced teaching capacities in various areas.8 Teacher capacity building encompasses a broad spectrum, focusing on enhancing teaching skills and subject mastery. Achieved through on-the-job training and guidance, the primary objective is to elevate classroom teaching for more effective student learning outcomes. The impact of capacity building is measured by assessing the net effect on the learning process, comparing the performance of educators who underwent capacity-building initiatives with those in traditional classroom settings. Recognizing the pivotal role of effective teaching in the learning process, it is crucial to underscore that ineffective teaching can lead to diminished learning outcomes. Consequently, comprehensive capacity-building programs play a key role in optimizing the teaching process, ensuring the best learning experiences for students.9 The attainment of all educational objectives hinges on the effective capacity building

---

[4] Ornstein, Allan.C. & Miller, H. L., *Looking into Teaching,* (Chicago: Rand McNally College Publishing Company, 1988), 252.

[5] Muhammad Wassem et al., "Impact of Capacity Building and Managerial Support on Employees' Performance: The Moderating Role of Employees' Retention," *SAGE Open* 9, no. 3 (2019): 215824401985995, doi: 10.1177/2158244019859957(accessed June 25, 2022).

[6] Atsushi Matachi, "Capacity Building Framework," accessed June 25, 2022, https://unesdoc.unesco.org/ark:/48223/pf0000151179.

[7] Allan Glatthorn, Teacher development. In L. Anderson (Ed.), *International encyclopaedia of teaching and teacher education* (London: Pergamon Press,,1995), 14

[8] Jenny Johnston and Stephanie George, "A Tool for Capacity Building: Teacher Professional Learning about Teaching Writing," *Teacher Development* 22, no. 5 (2018): 685-702, accessed June 25, 2022, doi: 10.1080/13664530.2018.1484389

[9] Samina Malik, "Teachers' Capacity Building: Need Analysis of a Pakistani University" *Pakistan Journal of Social Sciences* 34, no.2 (2014): 704.

of teachers, encompassing the enhancement of their knowledge, skills, and familiarity with the curriculum.10

Significance of the study:
This study on capacity building for head teachers holds paramount importance for head teachers in several respects. It serves as a valuable resource for gaining insights into the specific challenges and professional development needs experienced by head teachers. The study highlights the importance of capacity building programs for teachers, highlighting their role in fostering a culture of continuous growth and development. It highlights the direct impact of these initiatives on teacher performance, job satisfaction, and student learning outcomes. This knowledge aids in advocating for investment in teacher professional development, supporting informed administrative decision-making. The study also contributes to education policies and decision-making at the provincial level, emphasizing the critical role of head teacher support and development. It also offers valuable lessons and best practices for educators and administrators worldwide, contributing to the global dialogue on enhancing teacher capacity.

Literature review
A crucial void in enhancing the learning environment is the insufficient engagement of teachers, representing a substantial impediment to progress. The absence of targeted training, guidance, and capacity-building endeavours specifically addressing this pivotal factor contributes to a deficit in teachers' professional commitment to the teaching profession, thereby undermining broader governmental initiatives. Miao and Lee (2010) emphasize that capacity building encompasses various facets, extending from teacher training to aiding content development. This underscores the pivotal challenge that the absence of robust capacity-building initiatives poses, indicating that even meticulously crafted policies and advanced technologies may fall short of realizing desired educational outcomes in the absence of effective teacher engagement.11

Professional development is a set of actions designed to improve an individual's skills, and overall qualities as an educator. The importance of such development projects might vary, with some being mandatory. This obligation often stems from the perceived significance of the skills and knowledge targeted by these activities in ensuring the quality of teaching. Certain instances even necessitate teachers' participation in these activities for certification purposes. Nevertheless, it is crucial for teachers to exercise their professional judgment in discerning and engaging in development activities that they personally find most advantageous. A heightened degree of compulsory professional development may signify a more tightly regulated system, leaving teachers with limited autonomy in selecting the developmental avenues they deem most pertinent.12

---

10 *Ibid*, 8.
11 Hatam, Amir & Iqbal, Muhammad & Nabi, Habi bun. (2016). Impact of Capacity Building of Teachers of Government Boys‟ Primary School on Class Room Teaching in District Swat, Pakistan. *Elixir Social Studies*. 91. 38252-38254.
12 Organization for Economic Co-operation and Development (OECD), *Creating Effective Teaching and Learning Environments: First Results from TALIS* (Paris: Organization for Economic Co-operation and Development, 2009), 64.

Initial teacher education training falls short in equipping teachers with the vital skills, knowledge and necessary for a lifelong professional career.13 Continuous updating of knowledge and skills is imperative for all professions, including the teaching profession (Somers and Sikorova 2002:103). Kiah Urwa (2013:30) underscores the necessity for teachers to enhance their knowledge and skill levels due to educational changes, especially in relation to curriculum modifications at various levels.14

Professional development can manifest in diverse forms, ranging from formal to informal channels. It may involve external expertise through courses, workshops, or formal qualification programs. Additionally, collaborative approaches can include interactions with external experts, such as observational visits to other schools or participation in teacher networks. Professional development in schools may be promoted by coaching and mentorship, collaborative planning and teaching, and the exchange of best practices among teachers.15

Professional development encompasses a range of activities aimed at aiding teachers by imparting knowledge about teaching practices. This material can be communicated professionally through seminars and conferences, or informally among instructors. Despite the availability of informal learning opportunities, their impact is sometimes underestimated. Lom and Sullinger (2011) argue that self directed and informal learning is being ignored. They assert that, traditionally, research and informal professional development are seen as opposing forces. However, Lom and Sullinger argue that this form of professional learning introduces unique challenges, with understanding achievable through teachers' consent and active involvement. Achieving this requires fostering an environment of trust and reflection, thereby shaping what defines teachers as professionals.16

Research underscores the critical importance of teacher preparation and the depth of understanding in teaching and learning. Factors such as subject knowledge, experience, and integrative potential, as reflected in teacher qualifications, play pivotal roles in determining teacher effectiveness. Employing a model that incorporates student-fixed effects enables the identification of within-teacher effects, elucidating variations in student outcomes. The findings demonstrate the

---

13 K. Everard, Geoffrey Morris, and Ian Wilson, *Effective School Management*,Fourth Edition (London: Paul Chapman, 1990), accessed June 25, 2022, https://core.ac.uk/download/pdf/34221694.pdf.

14 Oliva Kyahurwa, "The Challenges Faced by Primary School Principals in Curriculum Management : A Case of Region c in Gauteng Province," *uir.unisa.ac.za* (January 1, 2013), accessed October 19, 2022, https://uir.unisa.ac.za/handle/10500/10626.

15 Organisation for Economic Co-operation and Development (OECD), *Creating Effective Teaching and Learning Environments: First Results from TALIS* (Paris: Organisation for Economic Co-Operation and Development, 2009), 49.

16 Vincent Montoro, Professional Development, Teacher Learning, and National Standards: A Mixed-Method Multiple-Case Study of the Professional Learning Experiences of Christian School Teachers (Graduate research, 2012), 19.

statistically and quantitatively substantial influence of instructor topic expertise on student accomplishment.17

Penuel, Fishman, Yamaguchi, and Gallagher (2007), performed a research of 454 science educators involved in inquiry-based learning toward identify specific traits that influence teacher knowledge and classroom application through professional learning. They emphasised the importance of time allotted for implementation and technical assistance, in promoting effective professional learning. Teachers are either required or encouraged to participate in ongoing professional development to improve their professional abilities and teaching techniques. Wilson and Burn (1999) summarise key characteristics of effective professional development in teacher education, such as collaboration and communication with teachers, active learning, and research.18

Khurshid (1998) assess the effectiveness of the newly implemented Primary Teacher Training Course (PTTC) on female school teacher's performance in district Rawalpindi. The study's findings indicate that the new PTTC has proven effective in imparting teaching skills to female primary school teachers in Rawalpindi.19

Harris and Sass (2011) conducted a study to explore the impacts of various forms of training on the effectiveness of educators in enhancing student achievement. Their findings suggested that the effectiveness of primary and secondary teachers demonstrated an increase with experience, particularly through informal job training. The study found no consistent link between formal professional development training and teacher effectiveness, nor did it reveal a significant association between pre-teacher education and effectiveness.20

The study by Baylor and Ritchie (2002) examined seven factors affecting technology in schools and their impact on student learning founds that teachers' sincerity to conversion significantly predicts technology integration and technological competencies. Factors like professional improvement and creative technology use also influence teacher morale. The impact of technology on content acquisition is influenced by teachers' willingness to adapt teaching methods.21

---

17 Johannes Metzler and Ludger Woessmann, "The Impact of Teacher Subject Knowledge on Student Achievement: Evidence from Within-Teacher Within-Student Variation," *SSRN Electronic Journal* (2010): 24.

18 Montoro, Vincent. Professional Development, Teacher Learning, and National Standards: A Mixed-Method Multiple-Case Study of the Professional Learning Experiences of Christian School Teachers. Graduate research, 2012, 19.

19 Muhammad Khurshid, "Effectiveness of New PTOC Training on the Classroom Performance of Female School Teachers in Rawalpindi Division" (M.Phil thesis, 1998).

20 Douglas N. Harris and Tim R. Sass, "Teacher Training, Teacher Quality and Student Achievement," *Journal of Public Economics* 95, no. 7–8 (August 2011): 798–812.

21 Amy L Baylor and Donn Ritchie, "What Factors Facilitate Teacher Skill, Teacher Morale, and Perceived Student Learning in Technology-Using Classrooms?" *Computers & Education* 39, no. 4 (December 2002): 395–414, https://doi.org/10.1016/s0360-1315(02)00075-1.

Erickson and Brandes (2005) demonstrate that their small-scale program aims to enhance the professional development potential of participants by fostering collaboration among classroom teachers and teacher educators. The objectives include improving the learning environment for both students and teachers in the classroom, offering professional development for educators to serve as role models for schools and teachers, and cultivating extensive applied knowledge of learning and teaching issues in classroom settings.22

Research questions

How do head teachers perceive the impact of the QAEDs teacher training programs on encouraging students to participate in class discussions?

What is the perceived effect of the QAEDs in service training programs on teachers' participation in professional activities?

Methodology

In this descriptive research, the study focuses specifically on the head teachers of primary and elementary schools in government schools across Punjab, as sourced from the official website (https://sis.punjab.gov.pk/). The target population includes all male and female head teachers of district Muzaffargarh, Kotaddu, and Rahim Yar Khan. Employing stratified random and convenience sampling, a sample of 350 primary school head teachers and 31 heads of middle schools was selected.

Table 1.

Distribution of received Sample Size of Government School Heads by District.		
District	N	%
Muzaffargarh	126	42.6
Kot Adu	61	20.6
Rahim Yar Khan	109	36.8
Total	296	100.0

Table 1 displays, the sample size distribution of government school heads across districts. It highlights participant percentages from Muzaffargarh (42.6%), Rahim Yar Khan (36.8%), and Kot Adu (20.6%).

---

22 Galen Erickson et al., "Collaborative Teacher Learning: Findings from Two Professional Development Projects," *Teaching and Teacher Education* 21, no. 7 (October 2005): 787–98. https://doi.org/10.1016/j.tate.2005.05.018

Table 02. Teachers apply different teaching strategies.

	N	%	Valid %	Cumulative %
Always	147	49.7	49.7	49.7
often	142	48.0	48.0	97.6
Uncertain	4	1.4	1.4	99.0
Never	3	1.0	1.0	100.0
Total	296	100.0	100.0	

Table no 2 shows that out of 296 survey participants, 49.7% teachers always apply teaching strategies, 48.0% often apply them, 1.4% were uncertain, and 1.0% never apply them. The cumulative percent column highlights that 97.6% of participants always or often apply teaching strategies. In summary, many participants incorporate teaching strategies frequently, with a minimal percentage expressing uncertainty or never applying them.

Table 3. Teacher informs the students about the objectives of the lesson.

	N	%	Valid %	Cumulative %
Always	177	59.8	59.8	59.8
often	115	38.9	38.9	98.6
Uncertain	2	.7	.7	99.3
Never	2	.7	.7	100.0
Total	296	100.0	100.0	

Table no 3 explains the head teachers' replies on informing students about lesson objectives. Among 296 head teachers, 59.8% always inform students, 38.9% often do, and only 0.7% never do. The majority exhibit positive behaviour in communicating lesson objectives, as indicated by the data.

Table4. Teacher provides reliable information to the students.

	N	%	Valid %	Cumulative %
Always	165	55.7	55.7	55.7
often	128	43.2	43.2	99.0
Uncertain	1	.3	.3	99.3
Never	2	.7	.7	100.0
Total	296	100.0	100.0	

Table no 4 details head- teachers' responses on providing reliable information to students. Of the surveyed head teachers (N=296), 55.7% teachers always provide reliable information, 43.2% often do, and only 0.7% never do. The majority assert delivering reliable information, with some variability in reported frequency.

Table 5. Educators listen to students' problems.

	N	%	Valid %	Cumulative %
Always	182	61.5	61.5	61.5
often	109	36.8	36.8	98.3
Uncertain	1	.3	.3	98.6
Never	4	1.4	1.4	100.0
Total	296	100.0	100.0	

Table no 5 outlines the responses on listening to students' problems by the teachers among 296 individuals. A majority (61.5%) reported "Always," 36.8% reported "Often," and only 1.4% reported "Never" listening. One respondent (0.3%) was uncertain. Cumulatively, 98.3% listened "Always" or "Often" to students' problems.

Table 6. Teachers encourage the students to hold discussion in the class.

	N	%	Valid %	Cumulative %
Always	153	51.7	51.7	51.7
often	135	45.6	45.6	97.3
Uncertain	6	2.0	2.0	99.3
Never	2	.7	.7	100.0
Total	296	100.0	100.0	

Table no 6 shows that encouraging students to hold discussions among 296 individuals. A majority (51.7%) reported "Always," 45.6% reported "Often," and only 0.7% reported "Never." Additionally, 2.0% were uncertain. Cumulatively, 97.3% encouraged class discussions "Always," "Often," or "Uncertain" frequencies.

Table 7. Teachers Follow new techniques for teaching the subjects.

	N	%	Valid %	Cumulative %
Always	157	53.0	53.0	53.0
often	126	42.6	42.6	95.6
Uncertain	7	2.4	2.4	98.0
Never	6	2.0	2.0	100.0
Total	296	100.0	100.0	

Table no 7 responses on following new teaching techniques among 296 participants. The majority teachers (53.0%) always follow, 42.6% often follow, 2.4% are uncertain, and 2.0% never follow. Cumulatively, 95.6% always or often follow new techniques, while 4.4% are uncertain or never follow. This indicates a significant openness among respondents (ranging from 42.6% to 53.0%) to explore and adapt to diverse teaching methodologies.

Table 8. Teachers develop the assessment questions.

	N	%	Valid %	Cumulative %
Always	137	46.3	46.3	46.3
often	154	52.0	52.0	98.3
Uncertain	3	1.0	1.0	99.3
Never	2	.7	.7	100.0
Total	296	100.0	100.0	

Table no 8 defines the participants' responses on developing assessment questions. The majority (98.3%) teachers always or often engage in this practice—46.3% always and 52.0% often. A small percentage (1.7%) indicated uncertainty or never developing assessment questions. This implies active participant involvement in the assessment process, demonstrating commitment to crafting high-quality questions for evaluating student learning outcomes.

Table 9. Teachers use rubrics for assessment.

	N	%	Valid %	Cumulative %
Always	105	35.5	35.5	35.5
often	177	59.8	59.8	95.3
Uncertain	7	2.4	2.4	97.6
Never	7	2.4	2.4	100.0
Total	296	100.0	100.0	

Table no 9 explains that the respondents (95.3%) teachers consistently or frequently use rubrics for assessment. This widespread adoption suggests that incorporating rubrics is a prevalent practice among participants. A minor proportion reported uncertainty (2.4%) or never using rubrics (2.4%). The data underscores the widespread recognition and utilization of rubrics as an effective tool in the assessment practices within the teaching and learning context.

Table 10. Teachers apply Bloom and SOLO taxonomies.

	N	%	Valid %	Cumulative %
Always	100	33.8	33.8	33.8
often	181	61.1	61.1	94.9
Uncertain	6	2.0	2.0	97.0
Never	9	3.0	3.0	100.0
Total	296	100.0	100.0	

Table 10 analyses data on the application of Bloom and SOLO taxonomies, depicting the frequency and percentage of participant responses. According to the 296 participants, 33.8% teachers consistently apply these taxonomies, 61.1% (181) often apply them, 2.0% (6) were uncertain, and 3.0% (9) never apply them. The data indicates a substantial utilization of Bloom and SOLO taxonomies in the teaching and assessment practices of the participants. However, the presence of

participants who were uncertain or never applied these taxonomies highlights a potential need for additional training and support in their application.

Table 11. Teachers participate regularly in all professional activities.

	N	%	Valid %	Cumulative %
Always	126	42.6	42.6	42.6
often	157	53.0	53.0	95.6
Uncertain	4	1.4	1.4	97.0
Never	9	3.0	3.0	100.0
Total	296	100.0	100.0	

Table 11 provides the frequency and percentage of respondents participating in all professional activities. Among 296 respondents, 42.6% always participate, 53.0% often participate, 1.4% are uncertain, and 3.0% never participate. This indicates a majority actively engaging in professional activities, contributing to their continuous development and growth in the field.

Table 12. Teachers conduct Parents Teacher Meeting (PTM).

	N	%	Valid %	Cumulative %
Always	177	59.8	59.8	59.8
often	113	38.2	38.2	98.0
Uncertain	3	1.0	1.0	99.0
Never	3	1.0	1.0	100.0
Total	296	100.0	100.0	

Table no 12 describes that 59.8% of respondents reported teachers always conduct Parent Teacher Meetings (PTMs), while 38.2% reported PTMs are often conducted. Only 2% were uncertain or reported PTMs are never conducted. This suggests PTMs are a common and regular practice, fostering communication between parents and teachers. Regular PTMs are crucial for discussing student progress and identifying areas for improvement. The data indicates teachers' commitment to a collaborative relationship with parents, ensuring the academic success of students.

Table 13. Teachers get feedback from students.

	N	%	Valid %	Cumulative %
Always	161	54.4	54.4	54.4
often	129	43.6	43.6	98.0
Uncertain	1	.3	.3	98.3
Never	5	1.7	1.7	100.0
Total	296	100.0	100.0	

Table no 13 highlights, 54.4% of respondents reported teachers always get feedback from students, while 43.6% reported teachers often get feedback. Only 1.7% reported teachers never get feedback. This indicates a positive trend, with the

majority of teachers seeking and incorporating student feedback. Teachers' willingness to receive feedback suggests an openness to improving teaching practices and fostering a learning environment that aligns with students' needs and experiences.

Table 14. Teachers provide regular feedback to students and parents.

	N	%	Valid %	Cumulative %
Always	121	40.9	40.9	40.9
often	163	55.1	55.1	95.9
Uncertain	7	2.4	2.4	98.3
Never	5	1.7	1.7	100.0
Total	296	100.0	100.0	

Table 14 explains that (40.9%) reported teachers always provide regular feedback to students and parents, while 55.1% reported it often. A small percentage (2.4%) were uncertain, and 1.7% reported it never happens. This suggests that the teacher is perceived as communicative and responsive, emphasizing the importance of regular feedback for student and parent engagement. The overall positive feedback practices contribute to a supportive learning environment.

Table 15. Teachers use student centred teaching approaches.

	N	%	Valid %	Cumulative %
Always	132	44.6	44.6	44.6
often	156	52.7	52.7	97.3
Uncertain	4	1.4	1.4	98.6
Never	4	1.4	1.4	100.0
Total	296	100.0	100.0	

Table 15 reveals, (97.3%) respondents reported that teachers often or always using student-cantered teaching approaches, with 44.6% stating they always do so. This indicates a strong emphasis on creating a student-focused learning environment. A small percentage (1.4%) reported never using student-centered approaches, underscoring the widespread recognition among teachers of the importance of incorporating student-cantered methods into their teaching practices.

Findings:

The survey findings offer valuable insights into the practices and perspectives of teachers concerning various aspects of teaching and educational leadership. In terms of district-wise distribution, the majority of head teachers are from Muzaffargarh (42.6%), followed by Rahim Yar Khan (36.8%) and Kot Adu (20.6%). Regarding the application of teaching strategies, a significant portion of teachers (97.6%) reported applying them either always or often. The communication of lesson objectives is predominantly positive, with 59.8% always communicating them. When it comes to delivering reliable information, 55.7% of head teachers believe teachers always provide it. The data also suggests that a high percentage of teachers (61.5%) are attentive to students' problems. Furthermore,

teachers actively encourage class discussions (51.7% always, 45.6% often) and are open to exploring new teaching techniques (95.6%). Teachers actively engage in developing assessment questions (46.3% always, 52.0% often) and widely recognize rubrics as effective assessment tools (95.3%). Additionally, a substantial proportion of teachers apply Bloom and SOLO taxonomies (33.8% always, 61.1% often) and actively participate in professional activities (42.6% always, 53.0% often). Conducting Parent-Teacher Meetings (PTMs) is a common and regular practice (59.8% always, 38.2% often). Teachers also seek and incorporate feedback from students (54.4% always, 43.6% often), provide regular feedback to students and parents (40.9% always, 55.1% often), and focus on creating a student-centred learning environment (97.3% often or always). The findings collectively underscore the commitment of teachers to fostering a positive and effective educational environment.

Conclusion

The study illuminates specific aspects related to head teachers' perceptions of the QAED's CB programs. Regarding the first research question on the impact of the QAED's programs on encouraging students to participate in class discussions, the study reveals positive insights. A substantial number of teachers actively encourage class discussions, with 51.7% indicating "always" and 45.6% expressing "often." These findings underscore a positive impact of the QAED's programs on fostering an environment where student participation in class discussions is not only encouraged but actively promoted. The QAED's initiatives significantly contribute to creating an interactive learning environment and fostering student engagement. A majority of head teachers (42.6% "always" and 53.0% "often") confirm that they actively participate in professional activities, indicating a positive influence of the academy's programs on enhancing teachers' commitment to ongoing professional development. The findings suggest that the academy's initiatives play a vital role in motivating and sustaining teachers' active engagement in various professional activities, contributing to their continuous growth and development in the educational field. This study aligns with research questions by providing insights into how head teachers perceive the impact of the QAED, s programs on encouraging student participation in class discussions and enhancing teachers' participation in professional activities.

Recommendations

The study "Impact Assessment of Quaid-e-Azam Academy for Educational Development Punjab's Capacity Building Programs on Teachers Performance: A Head Teachers' Perspective" suggests many recommendations to improve the effectiveness of educational development programs. The first recommendation is to tailor capacity-building initiatives to address specific needs, such as improving communication of lesson objectives, encouraging student participation, and enhancing information delivery reliability. Second, QAED should incorporate specialized modules focusing on advanced student-centered teaching approaches, such as fostering class discussions and addressing student problems.

Another recommendation is to establish structured feedback mechanisms for head teachers and educators, such as regular surveys, focus group discussions, or feedback sessions, to understand the evolving needs of teachers and inform

program development. Additionally, QAED should emphasize the importance of effective assessment practices, providing additional resources and training modules on assessment question development, rubric usage, and the application of Bloom and SOLO taxonomies.

Furthermore, QAED should facilitate forums for peer learning opportunities, fostering a community of practice among educators. It should also strengthen its focus on parent-teacher collaboration by offering guidance on maximizing the impact of Parent-Teacher Meetings (PTMs).

Lastly, QAED should establish a systematic and continuous evaluation process for its capacity-building programs, regularly assessing the impact on teaching practices and student outcomes. Providing comprehensive resources for teachers on implementing student-centred approaches, conducting effective PTMs.

Bibliography

Baylor, Amy L., and Donn Ritchie. "What Factors Facilitate Teacher Skill, Teacher Morale, and Perceived Student Learning in Technology-Using Classrooms?" Computers & Education 39, no. 4 (December 2002): 395–414. https://doi.org/10.1016/s0360-1315(02)00075-1.

Erickson, Galen et al. "Collaborative Teacher Learning: Findings from Two Professional Development Projects." Teaching and Teacher Education 21, no. 7 (October 2005): 787–98. https://doi.org/10.1016/j.tate.2005.05.018.

Everard, K., Geoffrey Morris, and Ian Wilson. "Effective School Management Fourth Edition." London: Paul Chapman, 1990. https://core.ac.uk/download/pdf/34221694.pdf.

Glatthorn, Allan. Teacher development. In L. Anderson (Ed.), International encyclopedia of teaching and teacher education (London: Pergamon Press, 1995), 14.

Harris, Douglas N. and Tim R. Sass. "Teacher Training, Teacher Quality and Student Achievement." Journal of Public Economics 95, no. 7–8 (August 2011): 798–812.

Hatam, Amir, Iqbal, Muhammad, & Nabi, Habi bun. (2016). "Impact of Capacity Building of Teachers of Government Boys' Primary School on Class Room Teaching in District Swat, Pakistan." Elixir Social Studies. 91. 38252-38254.

Hayon, L. K. "Curriculum for Teachers' Professional Development." London: Pergamon Press, 1989. 83–85.

Johnston, Jenny and Stephanie George. "A Tool for Capacity Building: Teacher Professional Learning about Teaching Writing." Teacher Development 22, no. 5 (2018): 685-702. Accessed June 25, 2022. doi: 10.1080/13664530.2018.1484389.

Malik, Samina. "Teachers' Capacity Building: Need Analysis of a Pakistani University." Pakistan Journal of Social Sciences (PJSS) 34, no.2 (2014): 701-114.

Matachi, Atsushi. "Capacity Building Framework." Accessed June 25, 2022. https://unesdoc.unesco.org/ark:/48223/pf0000151179.

Metzler, Johannes and Ludger Woessmann. "The Impact of Teacher Subject Knowledge on Student Achievement: Evidence from Within-Teacher Within-Student Variation." SSRN Electronic Journal, 2010. 24. https://doi.org/10.2139/ssrn.1631134.

Montoro, Vincent. "Professional Development, Teacher Learning, and National Standards: A Mixed-Method Multiple-Case Study of the Professional Learning Experiences of Christian School Teachers." Graduate research, 2012. 19.

OECD. Creating Effective Teaching and Learning Environments: First Results from TALIS. Paris: Organization For Economic Co-Operation and Development, 2009.

Ornstein, Allan.C. & Miller, H. L. Looking into Teaching. Chicago: Rand McNally College Publishing Company, 1988.

United States. "Statistics of Land-Grant Colleges and Universities (Congressional Record, 1954)." 1954.

United States. "Statistics of Land-Grant Colleges and Universities (US Department of Health, Education and Welfare Office of the Education, 1954): 40-42.

United States. "Statistics of Land-Grant Colleges and Universities (US Department of Health, Education and Welfare Office of the Education, 1954): 40-42."