Investigating Factors Affecting Teacher Training in Classroom Management at Primary Schools in Tehsil Bhawana, Chiniot (Pakistan)

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Abstract

Teacher training systematically develops attitudes and abilities needed to do the teaching job effectively. Training is extremely beneficial for newbie instructors in understanding the aims and expectations of institutions. The goal of this research is to investigate the role of teacher training in classroom management. The public primary schools of Tehsil Bhawana, district Chiniot, were taken as a study area. All the teachers at public primary schools of Tehsil Bhawana district Chiniot were considered as the population of the study. According to the School Information System (SIS), there are 266 teachers in public primary schools of Tehsil Bhawana. The sample size of 113 teachers was determined by using www.surveysystem.com with a 95% confidence level and a 7% confidence interval. A convenient sampling technique was used to select respondents and collect data. They considered the study objectives, and a well-structured, validated, reliable, and pre-tested questionnaire was used to collect data. Major findings are as follows: Teacher training is helpful in motivating students towards learning with a mean value of 4.50, which lies between agree and strongly agree but slightly inclined towards agree. Political interference reduces the efficiency of teacher training programs with a mean value of 4.48, which lies between agree and strongly agree but somewhat towards agree. Teacher training improves professional development.

Keywords: Teachers Training, Inclusive Education, Classroom Management.

Introduction

Teacher training is a process that utilizes a range of ways to modify attitudes, talents, and behaviours to create effective outcomes in a certain activity (Collin et al., 2013). Teacher training is an individual's progressive development of the attitudes and abilities required to

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execute teaching jobs efficiently (Creemers et al., 2012). It deals with directions for performing certain duties. The teacher is the one who distributes light across the globe. Teacher training is one of the most important needs for providing great education. Quality teachers who are devoted, academically competent, and concerned about their students' development are developed by effective teacher training programs. Excellent instructors are lifelong learners in their disciplines and teach passionately (Mulenga, 2020). Effective teacher training programs are essential for producing quality instructors (Ahmad et al., 2014). It is beneficial for teachers to get a decent education since they play an important part in growing a nation and establishing a competent future society (Siddiqui et al., 2021). Educating teachers improves the teacher-student interaction and encourages pupils to participate actively in learning. As a result, teacher training programs are regarded as one of the most significant components of education that actually assist instructors in making their classrooms effective, efficient, methodical, and inclusive (Subedi, 2015). Teacher training is essential in developing nations such as Pakistan, where there is a low literacy rate, a lack of quality personnel, an absence of accountability, a scarcity of incentives, teacher transfers based on favouritism, political intervention, and the recruitment of underqualified instructors (Azam et al., 2014). In 2013, the Punjab Government and the Pakistan British Council launched the Punjab Education and English Language Initiative (PEELI), extended for three years (2017-2020) to strengthen teachers' ability to work in Punjab's elementary schools. This initiative provided instructors with training skills such as critical thinking, problem-solving, lesson preparation, and student evaluation (Naz et al., 2020).

Similarly, in 2017, the Punjab Government launched the Quaid-e-Azam Academy for Educational Development in conjunction with the School Education Department to help teachers improve their professional abilities. The institution's major goal is to increase the quality of learning by organizing training programs. Training programs offered by the training wing of the school included induction training, on-the-job training, promotion training, early child education training, and leadership and management courses (Iqbal et al., 2021). Given the importance of teacher training, teachers must engage in these training programs for professional growth. Training offers various advantages to instructors, particularly beginning teachers. These training programs assist instructors in understanding organizational goals, instructional tactics, and classroom management strategies, among other topics. Several researches have been undertaken on teacher training in Pakistan (Siddiqui et al., 2021). However, more research is needed on the value of training programs and their influence on classroom management in the setting of elementary schools, where there is a shortage of teaching staff, overcrowded classrooms, a lack of basic equipment, and so on. As a result, this study is being conducted with the following aims. This study will assist the administration in assessing the efficiency and efficacy of teacher training programs. Furthermore, it will investigate educated instructors' challenges and make appropriate recommendations with practical answers.

Methodology

This portion of the study discusses the research design, the targeted population, the sampling technique, the equipment used for data collecting, the validity, reliability, the data gathering procedure, the method of data analysis, and the ethical considerations. The researcher focuses on measuring and conceptualizing fundamental results obtained from a recent survey. The technique includes methods used during the study to get consistent data. It consists of the tools to collect reliable information for a research endeavor. Thus, the primary goal of this section is to discuss the numerous instruments and procedures used for gathering, analyzing, and interpreting data related to the current study.

Study Population: This research was conducted in all the boys' public primary schools in Tehsil Bhawana, District Chiniot. All primary school teachers were the population of this study. There were one hundred and sixty-one (161) public primary schools in the study area, out of which sixty-seven (67) were public and ninety-four (94) were public schools. According to the School Information System (SIS), in sixty-seven (67) public primary schools, there were Two Hundred Sixty-Six (266) teachers currently working, which served as the population for this study.

Sample Size and Sampling Technique: The sample size of one hundred and thirteen (113) teachers was determined using www.surveysystem.com with a 95% confidence level and a 7% confidence interval. To get a representative sample for the study, 113 teachers were selected conveniently from public primary schools of Tehsil Bhawana, district Chiniot.

Reliability: To determine the reliability of the research instrument (questionnaire), the data from six (6) respondents (teachers) in the pretesting was collected to maintain internal consistency. Cronbach's alpha value was 0.940, which shows that the research instrument was reliable and appropriate for the study.

Data Collection and Analysis: After delivering the study instrument, the researcher gathered data using an online Google form and manual methods. The researcher briefed the respondents about the study's aims. This allowed them to clarify key sections of the questionnaire, ensuring it was filled out. Variables were employed in the research. After editing and coding, the acquired data was loaded into an SPSS spreadsheet. The Statistical Packages for Social Sciences were used for data analysis in the social sciences. The data was evaluated using tabular and percentage methods.

Challenges in Data Collection: Data collection is often used to collect information in business decisions, strategic planning, and research. The collection of data provides information about certain parameters regarding study objectives. Data collection is considered the most specialised process during research in social sciences and other fields. Collected data should be accurate to ensure research results. Data may be collected through online surveys, mail questionnaires, and face to face interviews and google forms. Challenges often faced during the collection of data include data quality issues. Generally, data collection measures a design to minimize problems. The challenges faced during data collection were insufficient knowledge of respondents to use Google Forms and no interest in research. Most of the respondents were found more reluctant to give the required information. Only a few respondents looked very accommodating and fascinating. The administration of institutions also showed a non-cooperative attitude.

Results and Discussions

This section explains in detail the results used in this descriptive study. Data analysis or interpretation is the most important step in scientific research for concluding. These steps are necessary for generalization and prediction, which are the goals of scientific research, to be achieved. The characteristics of the respondents' attitudes toward the phenomena under investigation are used to draw generalizations and conclusions.

Demographic Characteristics of Respondents

Socio-economic characteristics like age in years, education, marital status, and teaching experience of the respondents. These demographic characteristics directly or indirectly affect the respondents to achieve their academic goals.

Table 1: Demographic information of respondents

Sr.	Age in years	Frequency (*f*)	Percent (%)
1	20-25	4	3.5
2	26-30	37	32.7
3	31 and above	72	63.7
Marital status		**Frequency (*f*)**	**Percent (%)**
4	Married	95	84.07
5	Unmarried	18	15.93
Position by profession		**Frequency (*f*)**	**Percent**
6	Head Teacher	25	22.1
7	Teacher	88	77.9
Qualification		**Frequency (*f*)**	**Percent (%)**
8	M.Phil.	21	18.6
9	Masters	82	72.6
10	Undergraduate	10	8.8
Professional Qualification		**Frequency (*f*)**	**Percent (%)**
11	B.Ed.	74	65.5
12	C.T	8	7.1
13	M.Ed.	26	23
14	Others	5	4.4
Professional experience		**Frequency (*f*)**	**Percent (%)**
15	11-15 years	22	19.5
16	16-20 years	6	5.3
17	21 years and above	11	9.7
18	6-10 years	56	49.6
19	Up to 5 years	18	15.9
Total		**113**	**100**

Discussion

Above table describes that majority of the respondents (63.7%) had age 31 years or above, majority of respondents (84.07%) married, majority of respondents (72.6%) Master qualified and majority of respondents (65.5 %) had B.Ed. as professional qualification.

Roles of teacher training programs for classroom management in promoting learning among the students

Training is the acquisition of knowledge, skills and attitude through study or experience. Teacher trainings are the programs organized by government, semi-governmental and non-governmental organizations to improve the knowledge and skills of teachers regarding their professional life. Teacher trainings play a pivotal role in promoting learning among students.

Table 2: Distribution regarding role of teacher training to promote learning among student

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Role of teacher trainings	Mean	S.D	Remarks
1	Teacher training helps in motivating student towards learning	4.50	0.709	Agree
2	Teacher training helps in building confidence among students	4.43	0.639	Agree
3	Teacher training helps in controlling disruptive behavior of students	4.42	0.753	Agree

4	Teacher training helps in improving communication skills of students"	4.34	0.775	Agree
5	Teacher training helps in developing cultural competence among students	4.32	0.794	Agree
6	Teacher training helps in developing higher order thinking skills among students	4.31	0.682	Agree
7	Teacher training helps in developing self-regulation abilities among students	4.16	0.714	Agree
8	Teacher training helps in developing problem-solving abilities among students	4.13	0.881	Agree
9	Teacher training helps in developing social competence among students	4.06	0.948	Agree
10	Teacher training helps in developing planning and decision-making skills among students	3.94	1.136	Agree

Discussion

The role of teacher training for classroom management in promoting learning among students is depicted in the above table. Collected data shows that the role of teacher training in motivating students towards learning was agreed upon in the overall response. It means that teacher training programs for classroom management promote education among the students and help with social competence, cultural competence, and self-regulation abilities. My findings were consistent with those of Gibbs and Coffey (2004), who discovered that teacher training increases how instructors adopt a student-centered approach and improves teachers' attitudes, improving students' learning. The study's findings were consistent with those of Barber (2004), who discovered that training aids in developing innovations to develop work competitive practices and build student confidence. The results were also consistent with those of Perry et al. (2007), who discovered that teacher training aids in controlling disruptive behavior among students and promoting social interaction. The study's findings were comparable to those of Hussain et al. (2010), who discovered a substantial association between teacher training and student learning.

Furthermore, the research findings were consistent with those of Ikram et al. (2020), who found that teacher training considerably influenced student learning. The study's findings were consistent with those of Harsono et al. (2019), who found that trained instructors perform better and can establish a favorable classroom learning atmosphere. Professional development programs assist instructors in developing a positive learning environment and structure their classrooms based on the requirements of the pupils. As a result, students focus on the lectures and materials offered at the school rather than engaging in off-topic chat or using their mobile phones. The study's findings contrasted with those of Harris and Sass (2011), who discovered that teacher productivity rises with experience in service.

Factors affecting the efficiency of teacher training programs

A circumstance or a fact that may affect the result of any project or programmed is called a factor. There are different factors which influence the efficiency of teacher training programs. These factors may be classified into four categories: social factors, personal factors, economic factors, and managerial factors. These factors may have a positive or negative impact on the results of a programmed.

Social Factors: The circumstances affecting an individual's lifestyle and well-being are called social factors. These factors impact various aspects of human life. The social factors have a key influence on the successful conduct of teacher training programs.

Table 3: Distribution regarding social factors affecting efficiency of teacher training programs

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Social factors affecting efficiency of teacher training programs	Mean	S.D	Remarks
1	Political interference reduces the efficiency of teacher training programs	4.48	0.708	Agree
2	Difference between languages of trainers and trainees reduces the efficiency of teacher training programs	4.27	0.826	Agree
3	Overcrowded training sessions decrease the efficiency of teacher training programs	4.27	0.805	Agree
4	Diminishing interest of participants reduces the efficiency of teacher training programs	4.01	0.829	Agree
5	Social commitment reduces the participation of teachers in teacher training programs	3.73	1.079	Agree

Discussion

Depicts the social factors affecting efficiency of teacher training programs. Collected data shows that impact of political interference on efficiency of teacher training programs is tended to agree according to respondent responses. My study's findings were also consistent with Cole's (2004) findings, which found that external conditions, internal change, the availability of proper trainers, and workers' access to representatives of the organization and area in which they are being trained all have an impact on the efficiency of teacher training programs. Furthermore, my research findings were consistent with those of Nadeem et al. (2011), who discovered that political interference, a lack of teaching and learning materials, a low salary, a lack of library facilities, an overwork load, a professional attitude of teachers, a lack of cooperation, working relationships with head teachers and staff, and a working environment all have an impact on the efficiency of teacher training programs.

Personal Factors: The factors refer to individual's characteristics, qualities, and attributes that can influence behaviours, attitudes, preferences, and decision-making. These factors vary from person to person and can include biological, psychological, and sociological aspects.

Table 4: Distribution regarding personal factors affecting the efficiency of teacher training programs

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Personal factors affecting the efficiency of teacher training programs	Mean	S.D	Remarks
1	If participants are healthy training would be more effective.	4.55	0.534	Agree
2	Psychological problems of teachers affect the efficiency of teacher training program.	4.42	0.717	Agree
3	If needs of participants are fulfilled training would be more effective.	4.35	0.731	Agree
4	Time available influences the efficiency of teacher training programs.	4.25	0.575	Agree
5	Distance of venue from residence of participants affects the efficiency of teacher training programs.	4.12	0.863	Agree

Discussion

Impact of personal factors on efficiency of teacher training programs is depicted in above table. Collected data shows that impact of health conditions of participants on efficiency of training programs is more effective, efficient and helps in reduce Psychological problems. My findings

were consistent with those of Poulou (2005), who discovered that psychological disorders in teachers impair the effectiveness of teacher training programs. Furthermore, he claims that educational psychology is critical to delivering effective teacher training programs. Educational psychology courses should be incorporated in teachers' professional development programs. Educational psychology simply serves as a foundation for the interaction of educational psychology with teacher training programs. The inclusion of educational psychology in teacher professional development programs fosters a sense of effectiveness and motivation, and as a result, professional growth occurs.

Economic Factors: Economic factors refer to the conditions and variables that affect the economic environment and have an impact on individuals, businesses, and overall economic activities. These factors influence financial decisions, consumer behaviour, and the functioning of markets.

Table 5: Distribution regarding factors affecting the efficiency of teacher training programs

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Economic factors	Mean	S.D	Remarks
1	Lack of facilities reduces the efficiency of teacher training program	4.44	0.755	Agree
2	Lack of appropriate material for training diminishes the efficiency of teacher training program	4.30	0.801	Agree
3	Less budget decreases the efficiency of teacher training program	4.27	0.747	Agree
4	Lack of advance technology diminishes the efficiency of teacher training program	4.14	0.822	Agree
5	Lack of incentives reduces the efficiency of teacher training program	4.05	0.990	Agree

Discussion

Impact of economic factors on efficiency of teacher training programs is depicted in above table. Collected data shows that impact of lack of facilities, lack of appropriate material for training and less budget decreases the efficiency of teacher training program. The study's findings were consistent with those of Dalton et al. (2000) and Nadeem et al. (2011), who discovered that a lack of resources, inadequate budgeting, and a lack of teaching and learning materials reduces the efficiency of teacher training programs. Lack of resources and bad budgeting are significant hurdles to the successful implementation of training programs. Furthermore, the findings of my investigations were consistent with those of Rueda and Cerero (2019), who discovered that a lack of advanced technology, economic conditions of the institutions, and teacher attitudes are the most important elements influencing the efficiency of teacher training programs.

Managerial Factors: Managerial factors refer to the elements and actions within an organization that are directly influenced by managerial decisions and practices. These factors can have a significant impact on the overall functioning, performance, and success of a business. Five-point Likert scale was used to measure the managerial factors affecting the efficiency of teacher training programs.

Table 6: Distribution regarding managerial factors affecting the efficiency of teacher training programs

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Managerial Factors	Mean	S.D	Remarks
1	Lack of trainer's experience lessens the efficiency of teacher training programs	4.50	0.670	Agree
2	Lack of appropriate trainers decreases the efficiency of teacher training program	4.48	0.836	Agree
3	If trainer voice reach clearly to every participant training program would be more effective	4.41	0.650	Agree
4	Not clear objectives are a factor that affect the efficiency of teacher training program	4.35	0.777	Agree
5	Use of irrelevant training techniques downsizes the efficiency of teacher training programs	4.35	0.904	Agree
6	Management behavior influences the efficiency of teacher training programs	4.34	0.727	Agree
7	Irrelevant curriculum reduces the efficiency of teacher training programs	4.33	0.911	Agree
8	Lack of conducive environment reduces the efficiency of teacher training program	4.33	0.871	Agree
9	Lack of supervision decreases the efficiency of teacher training program	4.20	0.937	Agree
10	Relevance of theory with practice affects the efficiency of teacher training programs	4.20	0.878	Agree
11	Long sessions diminish the efficiency of teacher training programs	3.99	0.977	Agree

Discussion

Impact of managerial factors on efficiency of training programs is depicted in above table. Collected data shows that irrelevant curriculum, unavailability of conducive environment, lack of supervision and long sessions of training are the managerial factors that decreases the efficiency of training programs. The findings of the study were consistent with those of Punia and Kant (2013), who discovered that training content and trainer experience influence the efficiency of teacher training programs. The lack of support from top management and peers, as well as individual variances among participants, contributes to the deficiencies of teacher training programs. Similarly, the study's findings were consistent with those of Tasdemir et al. (2020), who discovered that curriculum and the applicability of theory to practice influence the effectiveness of teacher training programs. Furthermore, the findings were consistent with research conducted by Siddiqui et al. (2021), who discovered that concerns with policy and planning, recruitment of inappropriate trainers, a lack of resources, accountability, and merit reduce the efficiency of teacher training programs.

The acquisition of knowledge skills and attitude through study or experience is called teacher training while on the other hand the strategies and techniques used by teachers to create a productive learning environment for students is called classroom management. Both teacher training and classroom management are key components of an educational system. For effective learning, it is essential that more skilled should be teachers and higher order classroom management. A skilled teacher has abilities to manage their classrooms effectively and it is only possible through effective teacher trainings system. Five-point Likert scale was used to analyse the link between teacher training and classroom management.

Table 7: Distribution regarding link between teacher training and classroom management

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Link between teacher training and classroom management	Mean	S.D	Remarks
1	Teacher training improves professional development of teachers	4.52	0.656	Agree
2	It improves teaching as profession of teachers	4.48	0.780	Agree
3	It helps in creating a safe and structured classroom	4.46	0.778	Agree
4	It enhances ability of a teacher to perform in classroom	4.45	0.640	Agree
5	It helps in proper delivery of lesson	4.44	0.625	Agree
6	It improves communication skills of teachers	4.43	0.705	Agree
7	It enhances time management capacities of teachers	4.42	0.786	Agree
8	It promotes instructional strategies of teachers	4.41	0.648	Agree
9	It help in controlling problem behavior of students	4.40	0.762	Agree
10	It enhances the interest of teachers in teaching profession	4.39	0.818	Agree
11	It helps in using audio/ visual aids appropriately	4.36	0.768	Agree
12	It helps in developing classroom rules	4.35	0.706	Agree
13	It convinces teachers to adopt new management strategies	4.32	0.658	Agree
14	It change's philosophy of teaching	4.31	0.877	Agree
15	It helps in designing seating arrangement helpful in learning	4.24	0.711	Agree
16	It changes teacher's beliefs regarding classroom teaching	3.87	0.987	Agree

Discussion

Relationship between teacher training and classroom management is depicted in above table. Collected data shows that proper uses of AVIDs, management and teaching strategies regarding classroom teaching can build friendly-learning environment and enhances the interest of teachers in teaching profession. The findings of the study were consistent with those of Piwowar et al. (2013), who discovered that classroom management is one of the areas of effective teaching. Effective classroom management improves student learning by increasing motivation, engagement, and attention. Teachers' professional development programs have the challenge of developing classroom management abilities based on their knowledge and real-world scenarios. Teacher training programs built on the lecture method, role acting, and micro teaching increase instructors' classroom management skills and their capacity to handle disruptive student behavior. The findings were also consistent with those of Coles et al. (2015), who discovered that teacher trainings increase teaching abilities, modify instructors' perceptions about classroom teaching, and boost student learning. Furthermore, the study's findings were consistent with those of Shaaban and Abou Ali (2018), who found that in-service teacher training programs increase instructors' topic knowledge, planning and organization skills, and teaching methods. Teacher training programs also develop critical thinking and problem-solving skills in teachers, indicating a strong relationship between teacher training programs and classroom management. These findings are consistent with those of Infurna (2020), who discovered that teacher training programs aid in the development of relationships with students in order to promote learning among them.

Challenges in execution of teacher training for classroom management: Education is a continuous process. It helps in boosting up socio-economic development and political and administrative change. Importance of education can never be over emphasized because there is much contribution of education in total national income. Teacher trainings and performance is keystone of a successful education system. There are numerous challenges being faced by administration for successful conduction of teacher training programs. Some of them are lack of availability of master trainers, lack of proper supervision, political interference, lack of financial resources and policy implementation.

Table 8: Distribution regarding challenges in execution of teacher training for classroom management

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Sr.	Challenges in implementation of teacher training in classroom management	Mean	S.D	Remarks
1	Lack of availability of master trainers is a challenge in implementation of teacher training in classroom management	4.47	0.656	Agree
2	Lack of proper supervision of training is a challenge in implementation of teacher training in classroom management	4.34	0.739	Agree
3	Lack of financial resources is a challenge in implementation of teacher training in classroom management	4.30	0.833	Agree
4	Policy implementation is a challenge in implementation of teacher training in classroom management	4.22	0.799	Agree
5	Individual learning problems is a challenge in implementation of teacher training in classroom management	4.19	0.865	Agree
6	Availability of audio/visual aids is a challenge in implementation of teacher training in classroom management	4.19	0.785	Agree
7	Availability of physical infrastructure is a challenge in application of teacher training in classroom management	4.17	0.895	Agree
8	Administrative support is a challenge in implementation of teacher trainings in classroom management"	4.05	0.915	Agree

Discussion

Challenges in executing teacher training programs in classroom management are depicted in the above table. The challenge of the availability of master trainers, proper supervision, policy implementation, and physical infrastructure are observed as challenges in teacher training programs. The study's findings were consistent with Perry's (2007) research, which discovered that management support and a robust feedback system are the most difficult aspects of implementing teacher training in classroom management. Furthermore, the findings revealed were similar to the findings of Azam et al. *(*2014), who showed that there are several challenges to the successful conduct of teacher training for classroom management in Pakistan, such as financial constraints, shortage of facilities, lack of supervision, absence of accountability, shortage of incentives, lack of motivation, teachers transfer based on favouritism and nepotism, political interference, the appointment of underqualified teachers.

Similarly, the findings were consistent with research conducted by Khan et al. (2016), who discovered that lack of access to education, low quality of education, and the appointment of qualified trainers are the hurdles in implementing teacher training in classroom management.

Summary

Education is a systematic learning process in which one individual imparts information to another, known as a pupil. When learning objectives are not accomplished, the teaching technique is a significant aspect that produces a problem. The government organizes many training programs to help instructors enhance their teaching techniques. Teacher training helps to raise educational standards. Teacher training is critical in developing nations such as Pakistan, where there is a shortage of instructors, classrooms are overcrowded, and teachers are transferred based on favouritism. The study's primary goal was to investigate teacher training's role in classroom management. The research was descriptive and would be conducted using a survey approach. The study was carried out at Tehsil Bhawana, district Chiniot. The research population consisted of teachers working in Tehsil Bhawana's public elementary schools.

Conclusion

The current study has allowed the researcher to assess the efficacy of teacher training programs and the elements that restrict their efficiency. The current study results show that teacher training is extremely effective in classroom management. Teacher training assists instructors in regulating problem student behavior and building a safe and regulated classroom environment that allows teachers to deliver lessons appropriately.

Furthermore, the findings show that overcrowded classrooms, political interference, language barriers, participants' declining interest, their needs and available time, and a lack of appropriate materials, facilities, incentives, advanced technology, and a conducive environment all impede the effectiveness of training programs. The findings demonstrated the relationship between teacher training and classroom management by boosting communication and time management abilities. Physical infrastructure, administrative assistance, and financial resources are examples of factors that impede the implementation of the teacher training process.

Suggestions

Based on the findings, the following recommendations will help to organize effective teacher training programs. The recruitment of master trainers should be based on merit, with as little political involvement as feasible. Participants' needs should be met so teachers can pay close attention in class. There should be appropriate reading materials provided. Proper monitoring must be provided. Duration should be defined as short enough. Training should be provided solely to normal-minded instructors; teachers with psychiatric issues should not be permitted to participate.

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