
Effectiveness of National Professional Standards for Teachers in Teaching Learning Process

Maryam Rozi¹ Najma Khan²



Abstract: *The researcher's topic was "Effectiveness of National Professional Standards for Teachers in the Teaching Learning Process," which aimed to investigate teachers' perspectives of various national professional standards for teachers. To see how effective a national professional standard for teachers is at improving educational quality. The study's target demographic was all 1588 female elementary school teachers. In Tehsil Swabi, there are 843 female elementary school teachers who are accessible. Out of total population 100 female primary school teachers were randomly selected from 25 Government Girls Primary Schools of Tehsil Swabi. The number of participants from each school were four. To collect data from the respondents, a closed ended questionnaire containing 10 items based on Likert scale was developed with the consultation of the supervisor in relation to the objective of the topic. The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyzed data. Finding of the study revealed that Half of the respondents were unaware that National Professional Standard for teachers are introduced in 2009. More than half of those polled had no idea how many National Professional Standards for Teachers exist. Half of the subjects have no idea about level in each national professional standard. Majority of the participants agreed that knowledge and understanding is the 1st level of NPSTs. Maximum of the participants were unaware that disposition is the 2nd level of a NPST. Most of the respondents agreed that subject matter knowledge is important for teacher to improve their subject related knowledge. A large portion of participant believed that human development and growth is considered as a key standard to familiarize teacher with different stages of child development.*

Key Words: National Professionals, Techers, Teaching Learning Process, Government and Primary Schools

Introduction

Background of the Study

Education and teaching practises in a variety of fields are being improved as a result of recent global initiatives. ([Iqbal, 2011](#); [Mason, 2013](#); [Santoro & Kennedy, 2014](#)). The professional status of university teacher educators and the type of training they receive is seen as at least partially responsible for the status of the teaching profession, especially in developing countries. Teaching staff should have access to high-quality, on-going professional development focused on upholding professional teaching standards, according to the findings of this study. ([Santoro & Kennedy, 2016](#); [Tuinamuana, 2011](#)).

¹ PhD Scholar, Quaid-i- Azam University Islamabad, Pakistan.

² MPhil Scholar, University of Loralai, Quetta, Balochistan, Pakistan.

There has been an international focus on teacher quality to better understand what the teacher knows, comprehend, and can do as professional practitioners in their respective fields of study, (Ingvarson, 1998; [Kennedy, 2015](#)). Many countries are setting and enforcing teacher standards because they believe that doing so will lead to an improvement in the country's teaching workforce. States and territories in North and South America; Western Europe; the Caribbean; Canada; Australia; New Zealand; and the South Pacific are all included here ([Hudson, 2009](#); Ingvarson, 2001; [Sachs, 2003](#)). When it comes to preparing teachers for the classroom, there aren't enough formal programmes that prepare them in advance of their employment. They also lack the knowledge and skills necessary to meet the educational needs of their students, according to [Mason.\(2013\)](#); cited in Mason).

After Pakistan gained independence in 1947, post-academic training for teachers became an important government priority, but it was largely based on British programmes. The establishment of both informal and formal virtual learning programmes including the Allama Iqbal Open University and the Provincial Institutes of Teacher Education (PITE), began in the 1980s (AIOU). PTC and Certificate in Teaching certifications and diplomas were introduced in teacher education as one of Pakistan's most significant improvements in the mid-2000s (CT). US Agency for International Development (USAID)-funded preparatory programmes for teachers were introduced in the current landscape of teacher education, including credentials like the Bachelor of Education (Honors) and associate Degree in Education. Besides, they also introduced some advanced diplomas and certificates in the field of education.

To achieve long-term growth and prosperity, Pakistan has made education one of its top priorities following the United Nations' Millennium Progress Goals (MDGs) (United Nations undated). Poor policymaking in Pakistan has left the country vulnerable on many fronts, including the economy, leadership, society, and national security. The educational system in Pakistan is insecure, unreliable, and woefully underfunded ([Richter, 2018](#)). If you look at other countries in this region and the rest of the world, Pakistan's educational numbers don't stack up well at all. Education and social services have suffered due to decades of government underinvestment, with the result that many public schools are in poor physical condition, with a high dropout rate and with limited access to educational facilities. ([Richter, 2018](#)). Since the sincere governmental efforts in this regard literacy rates have steadily improved, with the current literacy rate of 62.3 percent in the last few decades ([Richter, 2018](#)). The Pakistan Bureau of Statistics, Ministry of Statistics (2017-18).

Statement of the Problem

Teachers with adequate resources are critical to the success of any educational institution. A good education system may be harmed by barefoot teachers, whereas a harmed education may be honed by competent teachers. The National Professional Standards for Teachers (NPST) were tested in this study to see how well they worked in the classroom.

Objectives of the Study

The study's Objective were as follows:

1. To explore the perceptions teachers regarding different national professional standards for teachers.
2. To see how effective a national professional standard for teachers is at improving educational quality.

Research Question

1. What are teachers' views on the various national standards for teachers?

2. How national profession standards for teachers are effective in enhancing quality of education?

Significance of the Study

All parties involved in the teaching-learning process will benefit from this research.

Delimitation of the Study

All stakeholders in the teaching-learning process will benefit from the current research.

Review of Related Literature

Revamping Teacher Education Program

In academic literature, mainstream and social media, as well as reports from foreign funders and international organisations operating in Pakistan, teacher education programmes across Pakistan have been reported to produce instructors with sub-par training. According to Sahito & Vaisanen, thousands of pre-service teachers graduate each year with insufficient professional knowledge and understanding of subject and delivery (2018). Because of this, Pakistan's Education Policy 2017 prioritises improving quality teacher education as one of its top priorities (Government of Pakistan, 2017). Meeting the National Standards for Teachers will require modernising and replacing outdated teacher education programmes with newer, more structured ones and providing professional development courses for in-service teachers ([Chang, 2014](#)).

Since its inception, Pakistan's teacher education system has been widely criticised by stakeholders and powerful interest groups (see for example, [Akram & Zepeda, 2015](#); [Butt, 2008](#); [Dilshad, 2010](#); World Bank, 2006). Schooling in Pakistan, according to scholars, is not adequately prepared for the realities of school life. They argue that Pakistan's government isn't doing enough to prepare teachers for their roles in the classroom ([Ali, 2011](#); Levine, 2006). Contemporary teacher education programmes tend to emphasise theory and content rather than bridge the gap between theory and practise ([Ahmed, 2008](#)). To put it another way, teacher education programmes have not kept pace with the changing needs of schools. It is because of this that teachers lack the ability to teach effectively, leading to a lack of knowledge about children's learning and the proper development and implementation of effective teaching programmes ([Iqbal & Shams, 2012](#)). The lack of consistency in teacher education course material has had little impact on Pakistani professional standards.

Immediate action was taken in 2008 in response to the country's teacher shortage through a joint initiative between the Pakistani Ministry of Education's Policy and Planning Division and UN Educational, Scientific, and Cultural Organization (UNESCO). The STEP initiative's primary goal is to establish professional standards for Pakistani teachers through consultation with a variety of stakeholders (hereafter referred to as "Professional Standards" or simply "Standards"). As part of a global movement to improve teacher quality, this action was taken in order to improve educational quality and, as a result, impact students' learning outcomes in a wide range of fields ([Akram & Zepeda, 2015](#))

The most important goal of this endeavour was to achieve consensus on Professional Standards based on teacher-valued knowledge, abilities, and dispositions at the national, regional, and international levels. Teachers in Training, Master Teachers, Teacher Educators, and Other Educational Professionals Teacher educators, and other educational specialists' abilities, skills, and attributes are all described in the Professional Standards, which have been approved by the United States Department of Education. Teachers' education programmes as well as policies, techniques and systems for accrediting programmes were also developed to assist in the development of these Standards ([Butt, 2008](#)).

Concerned groups in Pakistan have been debating the quality of teacher preparation on a regular basis in recent years (Akram & Zepeda, 2015; Butt, 2008; Dilshad, 2010; Government of Pakistan, 2009). Professional competences in teacher education have been defined in accordance with the National Professional Standards for Teacher Education (NPSTE). These Teacher Professional Standards also serve as a policy directive for the development of outstanding frameworks for teaching categories. Standards have the potential to standardise and elevate the status of the profession. / (Leonard, 2012).

Teaching English is mandated by the country's government as a second language in Pakistan, which has established a set of ten professional standards. These standards cover everything from content knowledge to understanding Islamic values, as well as instructional planning and strategy and assessment. They also cover things like classroom management. (Government of Pakistan, 2009b). Three aspects of each of these Standards relate to the teacher's abilities: knowledge, attitudes, and values, as well as performance (what the teacher can do and should be able to do). Pre-service training for teachers and their accreditation and certification were regulated by the Ministry of Education in 2009, collaborating with USAID and UNESCO. All of these standards are associated with the National Professional Standards for Teachers. Government officials were mostly interested in a system for evaluating teachers' knowledge, content, and abilities in light of the National Curriculum's professional standards. With these concepts in mind, teachers can plan and deliver relevant and sensitive instruction to all students.

Teachers' education programmes have been restructured to incorporate the National Professional Standards for Teachers into their curricula (NACTE, 2009). According to the 2017 National Education Policy, teacher education curricula should include current material knowledge, skills, and attitudes related to the Professional Standards (Government of Pakistan, 2017). Work in progress, however, because these standards have yet to be incorporated into teacher education programmes. (Akram & Zepeda, 2015). The National Professional Standards for Teachers appear to have been implemented at a slower pace than expected because of a lack of integration into university teacher training programmes.

High-quality professional development in Pakistan linked to national Professional Standards can be critical in raising national teaching standards despite significant scepticism, according to the primary hypothesis of this study. For example, it has been reported that focusing on how teachers connect with their students in the implementation of the classroom curriculum is more valuable when acquiring teacher knowledge and the momentum for learning (Darling-Hammond & Baratz-Snowden, 2007). While teacher development is critical, some have questioned the Standards' ability to define the professional learning attributes teachers must possess in order to be effective practitioners.

Considering that teacher educators are critical to changing education, this essay aims to examine the views of teacher educators on how and whether or not Professional Standards have any consequences or relevance. That's why we're here, looking into what's stopping the Professional Standards from being incorporated into teacher training programmes in Pakistan, and how we might overcome the obstacles we've encountered so far. An investigation into the use of Professional Standards in pre-service teaching will be conducted as a primary goal of this study. The following are some discussion starters: Pakistan's National Professional Standards for Teachers, in the eyes of teacher educators, what is their significance and value. Are these Standards well integrated into university teacher education programmes, according to the respondents?

National Professional Standard for Teacher Education

The quality of teacher preparation is critical to improving educational outcomes in Pakistan, a goal

shared by the country's leadership. Policy and planning staff at the Ministry of Education (Gov. of Pakistan) worked with UNESCO and USAID to develop the National Professional Standards for Teachers (NPSTs) in February 2009, as part of the STEP project to improve teacher training in Pakistan.

- Members of the National Steering Committee met to formally endorse the NPSTs.
- In the beginning, these were designed for new primary school teachers, but they have since been adopted by teachers in secondary school as well as teacher educators.

Standard-1: Subject Matter Knowledge

1-A: Knowledge and Understanding: Teachers are well-versed in the subject matter they teach.:

- A complete comprehension of the subject matter
- Educational framework of the Country
- Concepts, theories, and a brief history of the subject matter
- Research findings and current trends at the national and international level.
- The subject's connection to other fields and its practical application in everyday life

1-B Dispositions

In addition to providing value, teachers are dedicated to the following goals:

- Use a variety of methods to help students acquire and construct knowledge.
- Put into practice what you've learned in the classroom.

1-C: Performance and Skills

Teachers demonstrate their knowledge and understanding through their teaching.:

- Using many perspectives to effectively explain the information.
- Using many perspectives to effectively describe the subject

Standard-2: Human Growth and Development

2-A: Knowledge and Understanding

- What students learn, how they learn and how they develop their mental habits.
- To know the differences among students individually.
- Various style of educational learning.
- Motivational techniques that will help you get and use them to their fullest potential.

2-B: Dispositions

Teacher's commitment and give value to:

- The educability of all youths and children.
- Treatment of all students equally.
- That all children and adolescents can learn and succeed at a high level.

2-C: Performance and Skills

Teachers engage in educational activities.:

- Students' intelligence, motivation, cognitive style, and achievement levels differ, so use learning theories to accommodate these differences.

- Adoptive collaboration and cooperation for mutual solving of the problem.

Standard-3

Knowledge of Skill of Islamic Social Life and Ethical Values

3-A: Knowledge and Understanding

Teachers understanding and knowledge regarding:

- The Islamic code of conduct including (prayers, ethics, and belief) considering Quran and Sunnat. The ethics which are wordily promoted and accepted.
- Fundamental principles of Islamic values and ethics in the textbooks.

3-B: Dispositions

Teachers give value and are committed to:

- Teachers should produce awareness among the people that ‘Quran’ and ‘Surma’ are the only salvation and valid sources for knowing about Islamic beliefs and values in true sense.
- They should also teach about tolerance and celebration of diversity.
- How to solve conflicts diplomatically.

3-C: Performance and Skills

Teachers engage in activities to:

- Teachers should Create such a serene and peaceful environment which is suitable for learning. Through a convincing dialogue they should practice Islamic code of conduct by their own way of behaviors and guiding with the learners to practice value and the ethical and Islamic values.
- For the sake of avoiding misunderstandings that could lead to the mischaracterization and even the demonization of Islam and other religions, educators should put Islamic teachings into practise in various classrooms throughout the school.

Standard-4: Instructional Strategies and Planning

4-A: Knowledge and Understanding

Teachers know and understand:

- The teachers should know about the aims, goals, and objectives of education as well as of curriculum regarding specific subject
- The teachers must know about how to create instructional strategies based on students’ mentality, desire, needs, development progress and previous knowledge.
- Teaching regarding general methods.
- The teachers should know about the specific approaches of teaching in different areas of the subject

4-B: Dispositions

Teachers give value and are committed to:

- Pedagogy of cooperation, collaboration, and care.
- Cooperating learning and teamwork.
- Numerous ways to solve problems

Standard–5: Assessment

5-A: Knowledge and Understanding

Teachers know and understand:

- The teachers should know about the different types of assessments and to assess various students' learning and performance.
- Improve teaching and learning via the result of assessments.
- Assessment-related different issues, including reliability, validity, scoring concerns and business.

5-B: Dispositions

Teachers give value and are committed to:

- The belief that students' learning outcomes (SLO's) are the foundation for progress and the insufficiencies are opportunities for learning.
- Objective assessment, fair and reporting to students and their families.

Standard–6: Learning Environment

6-A: Knowledge and Understanding

Teachers know and understand:

- How learning takes place in classrooms.
- How the classroom environment influences learning and promotes positive behavior for all
- How classroom participation supports students' commitment to learning?

6-B: Performance and Skills

Teachers engage in activities to:

- Maintain a learning community in which students assume responsibility for themselves and one another.
- Create a cooperative classroom climate for all students which is socially, emotionally, and physically safe.
- Use instructional time effectively.

Standard-7: Effective Communication and Proficient Use of Information Communication Technologies

7-A: Knowledge and Understanding

Teachers know and understand:

- The importance of verbal, nonverbal and written communication in the teaching and learning process.
- How to use computers as instructional, research and evaluation tool.
- Now to use available diverse technical tools (artwork, videos, cameras, phones, computers, etc.) in their classrooms.

7-B: Dispositions

Teachers give value and are committed to:

- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.

- Use educational and informational technology to enhance different aspects of teaching and learning.

Standard-8: Collaboration and Partnerships

8–A: Knowledge and Understanding: Teachers know and understand:

- The importance of effective school-home interactions that contribute to high-quality teaching and learning.
- Different approaches to collaborate effectively with parents, professionals and community.

8-B: Dispositions

Teachers give value and are committed to:

- Recognizing the role of parents, guardians, and other family members as a child's teacher.
- Being willing to work with parents) families and other professionals to improve the over a, learning environment for students.
- Facilitate intellectual, physical, and ethical development of students through cooperative learning and interaction with community institutions.

Related Studies

The majority of teachers, according to Shakir, Aslam, and Habib (2012), are unaware of the national curricular framework. The majority of teachers thought they were unaware of even one NPST criterion.

"Teacher educators' opinions of professional standards: Implementation problems in Pakistan," according to Shaukat and Chowdhury (2020). The majority of teachers thought professional standards were adequate for strengthening the teaching-learning process, according to the study's findings.

Research Methodology

Nature of the Study

The research was descriptive in nature, and the researcher gathered information about the current state of the study's subject.

Population of the Study

The study's target population consisted of all 1588 female elementary school instructors. In Tehsil Swabi, 843 female primary school teachers are among the population that can be reached.

Sample of the Study

From the entire population, 100 female primary school teachers were chosen at random from Tehsil Swabi's 25 Government Girls Primary Schools. A total of four students from each school took part in the event.

Research Instrument

A closed ended questionnaire with 10 items based on a Likert scale was prepared with the supervisor's input to collect data from the respondents in regard to the subject's objective.

Data Collection

The data was collected by the researcher in-person visiting the sample schools. The questionnaire was delivered to the respondents, and the completed questionnaire was collected from them after a two-day period.

Data Analysis Tool

The information gathered was presented in a table format. The statistical tools of frequency and percentage were employed to analyse the data.

Analysis of Data

Table 1. National Professional Standards for Teachers are Introduced in 2009

	SA	A	U	DA	SDA
Frequency	20	10	30	30	10
Percentage	20	10	30	30	10

Table 1 showed 40% of the respondents were unaware that National Professional Standard for teachers are introduced in 2009.

Table 2. The Number of National Professional Standard for Teachers are Ten

	SA	A	U	DA	SDA
Frequency	10	13	31	30	16
Percentage	10	13	31	30	16

Table 2 elaborated 46% of the respondents did not know about the number of National Professional Standards for Teachers.

Table 3. There are three level in each standard.

	SA	A	U	DA	SDA
Frequency	5	19	25	11	40
Percentage	5	19	25	11	40

Table 3 indicated 51% subjects have no idea about level in each national professional standard.

Table 4. Knowledge and Understanding is the 1st level of a Standard

	SA	A	U	DA	SDA
Frequency	22	28	18	12	20
Percentage	22	28	18	12	20

Table 4 explored 50% of the participants agreed that knowledge and understanding is the 1st level of NPSTs.

Table 5. Disposition is the Second level of NPSTs

	SA	A	U	DA	SDA
Frequency	10	12	10	20	48
Percentage	10	12	10	20	48

Table 5 indicated 68% of the participant were unaware that disposition is the 2nd level of a NPST.

Table 6. Subject Matter Knowledge is Effective in Improving Teachers' Command on Subject

	SA	A	U	DA	SDA
Frequency	40	30	12	18	0
Percentage	40	30	12	18	0

Table 6 described 70% respondents agreed that subject matter knowledge is important for teacher to improve their subject related knowledge.

Table 7. Human Development and Growth is Considered as a Key Standard to Familiarize Teacher with Different Stages of Child Development.

	SA	A	U	DA	SDA
Frequency	35	45	10	3	7
Percentage	35	45	10	3	7

Table 7 indicated 80% participant believed that human development and growth is considered as a key standard to familiarize teacher with different stages of child development.

Table 8. Knowledge of Islamic Ethical Values and Social Life Skills are most Important for Students to Adjust Themselves in Classroom Environment as well in Society

	SA	A	U	DA	SDA
Frequency	32	32	10	16	10
Percentage	32	32	10	16	10

Table 8 explored 63% participants believed that Knowledge of Islamic Ethical Values and Social Life Skills are most important for students to adjust themselves in classroom environment as well in society.

Table 9. Instructional Planning and Strategies Plays a Pivotal Role in Ensuring Quality of Education

	SA	A	U	DA	SDA
Frequency	30	48	5	10	7
Percentage	30	48	5	10	7

Table 9 elaborated 78% of the subjects agreed that Instructional Planning and Strategies plays a pivotal role in ensuring quality of education.

Table 10. Classroom Assessment is Effective in Determining Learning Progress of the Students During and at the End of Instructional Process

	SA	A	U	DA	SDA
Frequency	40	32	8	10	10
Percentage	40	32	8	10	10

Table 10 elaborated 72% of the participants believed that classroom assessment is effective in determining learning progress of the students during and at the end of instructional process.

Table 11. Learning Environment is Effective in Promoting Quality Instructional Practices Inside and Outside of the Classroom

	SA	A	U	DA	SDA
Frequency	28	36	10	12	4
Percentage	40	32	8	10	10

Table 11 explored 74% of the subjects perceived that Learning environment is effective in promoting quality instructional practices inside and outside of the classroom.

Table 12. Intuitive Communication and Skilled Use of Data In order to make the learning process dynamic, communication technologies play a significant role.

	SA	A	U	DA	SDA
Frequency	33	43	4	13	17
Percentage	33	43	4	13	17

Table 12 highlighted 76% of the participants viewed that Effective Communication and Proficient Use of Information Communication Technologies plays a significant role in making learning process a dynamic one.

Table 13. Collaboration and Partnerships between School and Community is an Effective Source of Achieving the Goal of Quality Education

	SA	A	U	DA	SDA
Frequency	18	47	13	12	10
Percentage	18	47	13	12	10

Table 13 described 65% of the respondents perceived that Collaboration and partnerships between school and community is an effective source of achieving the goal of quality education.

Table 14. Continuous Professional Development and Code of Conduct Serves as a Basic Pillar to Enhance Quality of Education

	SA	A	U	DA	SDA
Frequency	24	39	14	8	15
Percentage	24	39	14	8	15

Table 14 determined 63% of the subjects perceived that Continuous professional development and code of conduct serves as a basic pillar to enhance quality of education.

Table 15. Teaching of English as Second/Foreign Language (ESL/EFL) is effective in preparation of learners to compete in global perspective.

	SA	A	U	DA	SDA
Frequency	12	40	10	8	28
Percentage	12	40	10	8	28

Table 15 determined 62% of the subjects perceived that Teaching of English as Second/Foreign Language (ESL/EFL) is effective in preparation of learners to compete in global perspective.

Findings

1. Table 4.1 showed 40% of the respondents were unaware that National Professional Standard for teachers are introduced in 2009.
2. Table 4.2 elaborated 46% of the respondents did not know about the number of National Professional Standards for Teachers.
3. Table 4.3 indicated 51% subjects have no idea about level in each national professional standard.
4. Table 4.4 explored 50% of the participants agreed that knowledge and understanding is the 1st level of NPSTs
5. Table 4.5 indicated 68% of the participant were unaware that disposition is the 2nd level of a NPST.
6. Table 4.6 described 70% respondents agreed that subject matter knowledge is important for teacher to improve their subject related knowledge.
7. Table 4.7 indicated 80% participant believed that human development and growth is considered as a key standard to familiarize teacher with different stages of child development.
8. Table 4.8 explored 63% participants believed that Knowledge of Islamic Ethical Values and Social Life Skills are most important for students to adjust themselves in classroom environment as well in society.
9. Table 4.9 elaborated 78% of the subjects agreed that Instructional Planning and Strategies plays a pivotal role in ensuring quality of education.
10. Table 4.10 elaborated 72% of the participants believed that classroom assessment is effective in determining learning progress of the students during and at the end of instructional process.
11. Table 4.11 explored 74% of the subjects perceived that Learning environment is effective in promoting quality instructional practices inside and outside of the classroom.
12. Table 4.12 highlighted 76% of the participants viewed that Effective Communication and Proficient Use of Information Communication Technologies plays a significant role in making learning process a dynamic one.
13. Table 4.13 described 65% of the respondents perceived that Collaboration and partnerships between school and community is an effective source of achieving the goal of quality education.
14. Table 4.14 determined 63% of the subjects perceived that Continuous professional development and code of conduct serves as a basic pillar to enhance quality of education.
15. Table 4.15 determined 62% of the subjects perceived that Teaching of English as Second/Foreign Language (ESL/EFL) is effective in preparation of learners to compete in global perspective.

Conclusion

According to 50% of the respondents, the National Professional Standards for Teachers were implemented in 2009. More than half of those surveyed were unaware of the number of National Professional Standards for Teachers. Half of the subjects are unaware of the level of each national professional standard. The majority of participants stated that the first level of NPSTs is concerned with knowledge and comprehension. The majority of the participants were unaware that the NPST's second level includes disposition. According to the majority of respondents, subject matter expertise

is critical for teachers to improve their subject-related knowledge. A large percentage of participants believed that human development and growth should be a critical criterion for instructors to learn about the various stages of child development. According to the majority of participants, knowledge of Islamic Ethical Values and Social Life Skills are the most important for students to accommodate themselves in the classroom and in society. The majority of participants agreed that instructional preparation and techniques are crucial to attaining educational excellence. The majority of participants believed that classroom evaluation is important both during and after the educational process in determining students' learning progress. The majority of participants agree that the learning environment promotes high-quality teaching practises both inside and outside the classroom. A large percentage of participants said that effective communication and proficient use of information communication technologies were essential components in making the learning process dynamic. According to the majority of respondents, teamwork and collaborations between school and community are successful ways to achieve the goal of quality education. Continuous professional growth and a code of conduct, according to the majority of participants, are critical for increasing educational quality. Teaching English as a second/foreign language (ESL/EFL) is advantageous in preparing students to compete in a global environment, according to the majority of participants.

Recommendations

The following suggestions were made based on the study's findings:

1. In-service teacher trainings may be provided by the government to familiarize instructors with the National Professional Standard for Teachers.
2. Curriculum or course content might be designed according to the three level of National Professional Standards.
3. Follow up might be carried out to determine the reflection of NPSTs in teachers performance.
4. National professional standard for teachers' manual might be translated in Urdu for better understanding of teachers.

References

- Ahmed, M. (2008). Comparative perspectives on initial primary teacher education and training in England and Pakistan. Unpublished doctoral dissertation, University of Hull, UK.
- Ali, T. (2011). Understanding how practices of teacher education in Pakistan compare with the popular theories and narrative of reforms of teacher education in international context. *International Journal of Humanities and Social Science*, 1(8), 208-222. <http://www.ijhssnet.com/journal/index/250>
- Akram, M., & Zepeda, S. J. (2015). Development and validation of a teacher self assessment instrument. *Journal of Research and Reflections in Education*, 9(2), 134-148. <https://www.ue.edu.pk/beta/jrre/articles/92005.pdf>
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE. [2nd ed.] <https://au.sagepub.com/en-gb/occe/node/52658/>
- Butt, M. H. (2008). *Draft proposed national professional standards for teachers in Pakistan*. The United Nations Educational, Scientific and Cultural Organization (UNESCO). http://miyaichi.up.seesaa.net/image/Pakistan20Quality20Standards20_April20182008_20draft.pdf
- Bryman, A. (2012). *Social research methods (4th ed.)*. Oxford University Press. [5th ed.] <https://global.oup.com/uk/orc/sociology/brymansrm5e/>
- Chang, F. H. (2014). *Globalizing teacher education in Pakistan: Its impact on program implementation*. In Proceedings of INTCESS14 - International Conference on Education and Social Sciences. Istanbul, Turkey 3-5 February. http://www.ocerints.org/intcess14_epublication/papers/106.pdf
- Chung, H., & Kim, H. (2010). Implementing professional standards in teacher preparation programs in the United States: Preservice teachers' understanding of teaching standards. *KEDI Journal of Educational Policy*, 7(2), 355-377.
- Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New York: Pearson. <https://www.pearson.com.au/9781486023462>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>
- Darling-Hammond, L. & J. Baratz-Snowden (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111-132. <https://files.eric.ed.gov/fulltext/EJ750647.pdf>
- Dimmock, C. (2000). *Designing the learning-centred school: A cross-cultural perspective*. London: Falmer Press.
- Dimmock, C. (2002). *Cross-cultural differences in interpreting and doing research*. In M. Coleman & A. R. J. Briggs (Eds.), *Research methods in educational leadership and management* (pp.28-42). London: Paul Chapman Publishing. [3rd ed.] <https://au.sagepub.com/engb/occe/research-methods-in-educational-leadership-and-management/book236072>
- Dilshad, R. M. (2010). Assessing quality of teacher education: A student perspective. *Pakistan Journal of Social Science*, 30(1), 85-97. <http://pjss.bzu.edu.pk/website/journal/article/5e94c37534b3b/page>
- Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developing world*. Oxford: Pergamon Press.

- Hoodbhoy, P. (1998). *Preface*. In P. Hoodbhoy (Ed.), *Education and the state*. Fifty years of Pakistan (pp.1-22). Karachi: Oxford University Press.
- Hudson, P. (2009). How can preservice teachers be measured against advocated professional teaching standards? *Australian Journal of Teacher Education*, 34(5), 65-73. <https://doi.org/10.14221/ajte.2009v34n5.6>
- Huma, A. (2016). Cultural scripts resist reforms in teacher education. *Journal of Education and Practice*, 7(18), 26-31. <https://www.iiste.org/Journals/index.php/JEP/article/view/31204>
- Ingvarson, L. (1998). Professional standards: A challenge for the AATE? *English in Australia*, 122, 31-44.
- Iqbal, H. M. & Pell, A.W. (2016). *Education reforms in Pakistan: Policy options from national assessment surveys*. Lahore: Centre for Human Excellence.
- Iqbal, M. (2011). Comparative analysis of teacher education programs at Pakistan and UK. *European Journal of Social Sciences*, 21(2), 227-236.
- Kennedy, M. M. (2005). *Inside teaching: How classroom life undermines reform*. Cambridge, MA: Harvard University Press. <https://www.jstor.org/stable/j.ctvjk2v64>
- Korthagen, F. A. J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36(4), 407-423. <https://doi.org/10.1080/02607476.2010.513854>
- Koster, B., & Dengerink, J. J. (2008). Professional standards for teacher educators: How to deal with complexity, ownership and function. Experiences from the Netherlands. *European Journal of Teacher Education*, 31(2), 135-149. <https://doi.org/10.1080/02619760802000115>
- LeCompte, M. D., & Schensul, J. J. (Eds.) (1999). *Ethnographer's toolkit (Vol. 1-7)*. Walnut Creek, CA: SAGE. [2nd ed.] <https://rowman.com/ISBN/9780759124448/Ethnographer's-Toolkit-Second-Edition>
- Leonard, S. N. (2012). Professional conversations: Mentor teachers' theories-in-use using the Australian National Professional Standards for teachers. *Australian Journal of Teacher Education*, 37(12). <https://doi.org/10.14221/ajte.2012v37n12.7>
- Levine, A. (2006). *Educating school teachers*. The Education Schools Project. http://www.edschools.org/pdf/Educating_Teachers_Report.pdf
- Mayer, D., Mitchell, J., Macdonald, D., & Bell, R. (2005). Professional standards for teachers: A case study of professional learning. *Asia-Pacific Journal of Teacher Education*, 33(2), 159-179. <https://doi.org/10.1080/13598660500121977>
- Mason, K. O. (2013). Teacher involvement in pre-service teacher education. *Teachers and Teaching: Theory and Practice*, 19(5), 559-574. <https://doi.org/10.1080/13540602.2013.827366>.
- McMahon, M., Forde, C., & Dickson, B. (2015). Reshaping teacher education through the professional continuum. *Educational Review*, 67(2), 158-178. <https://doi.org/10.1080/00131911.2013.846298>
- Meyer, J. W., Kamens, D. H. & Benavot, A. (1992). *School knowledge for the masses: World models and national primary curricular categories in the twentieth century*. London: The Falmer Press. <https://doi.org/10.4324/9781315225173>
- Niaz, I. (2010). *The culture of power and governance of Pakistan 1947-2008*. Karachi: Oxford University Press. <https://oup.com.pk/academic-generalbooks/pakistan-studies/theculture-of-power-and-governance-of-pakistan-1947-2008.html>
- Ribould, M. (2005). Education in Pakistan and the World Bank's program. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp.139-144).

- Richter, S. (2018). A system dynamics study of Pakistan's education system: Consequences for governance. *The Electronic Journal of Information Systems in Developing Countries*, 85:e12065. <https://doi.org/10.1002/isd2.12065>
- Sachs, J. (2003). Teacher professional standards: Controlling or developing teaching? *Teachers and Teaching: Theory and practice*, 9(2), 175-186. <https://doi.org/10.1080/13540600309373>
- Sahito, Z., & Vaisanen, P. (2018). Quality in teacher education: Evidence from the Universities of Sindh, Pakistan. *Journal of Language Teaching and Research*, 9(5), 916-927. <https://doi.org/10.17507/jltr.0905.04>
- Santoro, N., & Kennedy, A. (2016). How is cultural diversity positioned in teacher professional standards? An international analysis. *Asia Pacific Journal of Teacher Education*, 44(3), 208-223. <https://doi.org/10.1080/1359866X.2015.1081674>
- Tuinamuana, K. (2011). Teacher professional standards, accountability, and ideology: Alternative discourses. *Australian Journal of Teacher Education*, 36(12), 72-82. <https://doi.org/10.14221/ajte.2011v36n12.8>
- Wang, J., Lin, E., Spalding, S., Klecka, C. L. & Odell, S. J. (2011). Quality teaching and teacher education: A kaleidoscope of notions. *Journal of Teacher Education*, 62(4) 331- 338. <https://doi.org/10.1177/0022487111409551>
- Watkins, D. (2000). Learning and teaching: A cross-cultural perspective. *School Leadership & Management*, 20(2), 161-173. <https://doi.org/10.1080/13632430050011407>
- Whitty, G. (2006). Teacher professionalism in a new era. Presented at General Teaching Council for Northern Ireland Annual Lecture, Belfast, March. https://www.academia.edu/32413649/Teacher_professionalism_in_a_new_era
- World Bank. (2006). *Simplified implementation completion report*. The Islamic Republic of Pakistan. Report No. 35465. <https://documents1.worldbank.org/curated/en/668371468091796522/pdf/35465.pdf>