

## Elementary School Teachers' Perception about National Professional Standards and its Implementation in District Multan

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**Abstract:** The study's primary goal was to assess how district Multan's elementary school teachers feel about the National Professional Standard. The Ministry of Education (MoE) approved the National Professional Standards (NPS) on February 23, 2009, with assistance from USAID in the Strengthening Teacher Education Programme (STEP). Data was collected from 234 elementary school teachers selected through random sampling technique. Survey design of research was used to collect the data. Questionnaire was employed as tool to explore the teachers' perception about the NPS. The collected data were tabulated and analyzed through mean, standard deviation and T-test by using SPSS (Statistical Package for Social Sciences). It was found that majority of the teachers were aware of the NPS and they possessed necessary subject matter knowledge and knowledge of assessment and pedagogical skills. It was recommended that continuous professional development trainings should be conducted, especially when new content is introduced.

**Keywords:** National Professional Standards, Teachers Training, Elementary level.

### 1. Introduction

In order to provide quality education to the masses, it is necessary for instructors to continue their professional development, which benefits students' academic progress. In schools, colleges, and universities alike, teachers are crucial forces in advancing high-quality education. As change agents, they are effective. Without professional trained teachers' active involvement and ownership, no educational reform is likely to be successful. In order to respect and adequately compensate teachers at all levels of the educational system, they should also have access to training, ongoing professional development, and support, including through open and distance learning, as well as be able to participate in locally and nationally developed professional development programmes. To find, recruit, train, and keep good teachers, more definite and realistic tactics must be implemented. These tactics ought to take into account the new role that educators play in putting pupils on the path to a knowledge-based, technologically advanced economy. In order to create engaging, collaborative learning environments, teachers must be able to recognize the range of students' learning preferences as well as their physical and intellectual growth.

Glatthorn (1995) suggests that "Teacher development" is the professional advancement a teacher makes as a result of progressively accumulating more teaching experience. Guskey (2000) defines professional development (PD) as the concept that encompasses all those activities, functions, and processes through which professional knowledge is expanded, the attitude of the teacher is improved, and the teacher's skills and behaviour are developed, all of which enhance the learning process.

Continuous professional development, in the words of Melanie Allesn (2009), refers to the practice of keeping track of and recording the skills, knowledge, and enjoyment that teachers acquire above and beyond any prior formal or informal education. It's a description of what they encounter, discover, and then put into practice. Because of this, CPD can be broadly defined as "one involves ongoing diverse activities that aim to grow teacher educators' intellectual talents, self-self-belief, mind-set, values, and hobbies as well as competencies and capabilities for enhancing character and to carry out the responsibilities of the teaching career well in accordance with the changing in times and wishes of the prospective teachers and society. "The one that includes the ones sports that expand a person's abilities, expertise, knowledge, and different traits as an instructor" is how CPD is defined. The OECD (2009) defines expert development of instructors as "activities that expand teachers' capabilities, understanding, and different characteristics as a trainer."

According to Levin (2014), professional development is now more appropriately referred to as professional learning, which is "ongoing, frequently intensive, and always focused on enhancing Student learning." "Expert development includes all-natural learning from experiences and those aware and purposeful activities that are intended to be of direct or indirect benefit to the Person, group, or faculty and which, via those, contribute to the quality of instruction in the classroom.

It is the method by which educators, both individually and collectively, evaluate, reaffirm, and strengthen their commitment to the moral purpose of teaching; and by which they significantly gain the knowledge, skills, and emotional intelligence required for the best professional questioning, planning, and practice with students, colleagues, and younger people at every stage of their teaching careers.

There are numerous ways to achieve professional development, with teacher training being one of them and serving as the primary method of PD. Garet, et al. (2001) conducted research on other methods of PD, including seminars, networks of personal types, peer coaching, and study groups. In addition, a variety of additional activities, such as reading journals and publications, watching different videos and documentaries, and participating in or observing peer teaching, are often used as sources of professional development. According to Haider et al. (2015), instructors' abilities do not work together because of strategic knowledge, pedagogy, student engagement, and the teachers' unique styles.

In 2015, Haider et al. conducted research on the ESTs' competency as defined by the Pakistani state's NPST. The study was carried out in the Lodhran District using the observational research methodology. The study found that the ESTs had a mediocre understanding of their subject and that they needed to undergo teacher preparation.

Due to low levels of teacher competence, a lack of classroom-based support for teachers, poor textbook and learning material quality, a lack of systems to evaluate student learning outcomes, uneven supervision, a lack of resources for essential teaching and learning materials, and weak sector governance and management, the quality of education provided by the public sector in Pakistan has been subpar. According to research, supportive school management and organization as well as high-quality teaching have a major impact on school progress and ultimately student learning. The literature also implies that a teacher's effectiveness is typically influenced by the standard of their training, education, and access to post-training support.

When examining professional growth, one must consider the experiences' content, the methods by which it will be accomplished, and the environments in which it will take place (Ganser, 2000). For all governments to attain quality education, teacher professional development is professional development in Pakistan. These researchers discovered that the factors that most significantly affect teachers' quality and performance include their educational backgrounds, merit-based hiring practices, adequate performance

monitoring systems, incentives, and growth-oriented career structures. Pakistan must establish a world-class educational system from the preschool years through the graduate levels if it hopes to compete successfully in the global knowledge economy and turn the untapped talent of its populace into a valuable resource. Without world-class teachers, especially at the basic levels of Kachi - 10 grades, a world-class education is not conceivable.

Quality learning is contingent upon quality teachings by professionals who are dedicated to the principles of continuous professional development in the following areas:

- Acquisition of current and recent content knowledge of the subjects they teach.
- Use of broad knowledge of instructional tools, strategies and pedagogical skills.
- Ethical monitoring and assessing of student learning outcomes.
- Cultivating in students the ethical scholarly dispositions.

The standards-based approaches to development of teachers and other professional educators demand attention to:

- Broad scholarly preparations in liberal arts, humanities, Social and natural sciences.
- In depth knowledge of subjects to be taught.
- Familiarity with curriculum design and materials that organize and present content knowledge.
- Knowledge of general and content-specific methods of teaching and evaluating learning outcomes.
- Knowledge of learning theories, stages and style of human development and age.
- Specific motivation strategies

## 2. Professional Standards for Teachers in Pakistan

Following are the professional standards for teachers in Pakistan (NPS, (2009).

Standard 1. Subject matter knowledge

Standard 2. Human growth and development.

Standard 3. Knowledge of Islamic ethical values/social life skills.

Standard 4. Instructional planning and strategies.

Standard 5. Assessment.

Standard 6. Learning environment.

Standard 7. Effective communication and proficient use of information communication Technology.

Standard 8. Collaboration and partnership.

Standard 9. Continuous professional development and code of conduct.

Standard 10. Teaching of English as second/foreign language (ESL/EFL)

### 2.1 Composition of Professional Standards

Each standard has three parts.

- Knowledge and understanding (Content)  
What teacher knows
- Behaviors, Attitude and values.
- Performance (Skills) What teacher can do and should be able to do.

### 2.2 Objectives of the Study

The present study aimed to achieve the following objectives.

- To explore the perceptions of elementary school teachers about national professional standards in district Multan.

- To explore the perceptions of elementary school teachers on status of implementation of national professional standards in district Multan.
- To find out the difference between the perceptions of the male and female teachers about implementation of the professional development standards in district Multan.
- To find out the difference between the perception of the elementary school teachers belonging to urban and rural areas on implementation of professional development standards.

### 2.3 Research Questions of the Study

The present study intended to answer the following questions:

- What do the elementary school teachers from district Multan think about the status of implementation of the professional development standards for teachers?
- What are the perceptions of elementary school teachers on status of implementation Of national professional standards in district Multan?
- What are the differences between the perception of male and female elementary school teachers about implementation of professional development standards for teachers?
- What are the differences between the perceptions of the elementary school teachers teaching in urban and rural schools about implementation of professional development standards for teachers?

### 2.4 Significance of the Study

The present study is significant in following

1. The present study explored the status of the implementation of Pakistan National Professional Development Standards. It has established the extent to which the standards for professional development of teachers on the ground which can be used as guide to determine what to do next and how to ensure full implementation of national standards for professional development of teacher
2. Results of the study will also be helpful for the future researchers who plan to explore the implementation of professional development standards for teacher development in Pakistan. The present study has set a background on which future researchers can paint the picture by exploring in depth and breadth of the topic or they can conduct the similar studies in other districts or provinces of Pakistan

## 3. Population of the Study

Population refers to the set or group of all the units on which the findings of the research are to be applied (Shukla, Satishprakash, 2020). 1042 elementary school teacher of elementary schools from rural and urban areas were the population of the study.

### 3.1 Sample

A part of population that represents it completely is known as sample (Shukla, 2016). A simple random sample is meant to be an unbiased representation of a group. 234 elementary school teachers from urban and rural areas were selected as the sample of the study.

### 3.2 Data Collection

After review of the related literature, one survey type questionnaire was developed by the researcher for collection of the data. The survey questionnaire was pilot tested to establish the reliability and was also validated by the subject experts.

### 3.3 Instrument of the Study

The instrument was questionnaire on five point Likert scale, the mostly frequently used for rating scales for surveys often employed to assess the degree of intensity from best to worst of opinions, ranging from "Strongly Agree" to "Strongly Disagree" in which the participants were requested to mark the opposite box (Ong'anya & Ododa, 2009).

### 3.4 Validity of Instrument

#### Step 1 Experts Opinion

The developed research instrument was shared with the expert of the field of research and development in the area of education. Their opinions were incorporated regarding the improvement.

#### Step 2 Pilot Testing

Questionnaire was distributed to 15 respondents for pilot testing. Respondents were conveniently selected. Before applying instruments on large scale, questionnaire was pilot tested to reveal and to omit errors wherever essentials.

### 3.5 Reliability of the Instrument

To find out the reliability of the research tool Cronbach's Alpha coefficient was used.

**Table 1.** Cronbach's Alpha

Scale Factor	No. of Items	Coefficient
Scale	35	.85

Cronbach's Alpha shows that it is the enough reliability which is more than .7 and it is consider suitable reliability for the research tool.

## 4. Data analysis

The collected data will be coded and tabulated by using SPSS software for analysis. The questionnaire were coded as, strongly Agree =5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Descriptive and inferential statistics were used to analyze the data. After the completion of data analysis, findings will be written, conclusions will be drawn and recommendations will be made.

## 5. Findings

**Table 2.** Perceptions about the NPST

Sr. No.	Statement	Mean	S.D.
1	CPD (Continuous Professional Development) Should be held for elementary teachers.	4.40	.82
2	there is a high need for teacher education and Teacher trainings for new content.	4.20	.82
3	the teachers are ready to enhance their Professional skills.	4.20	.82
4	Teachers actively participate in professional Trainings.	4.13	.91
5	The teachers like to interact with media, Magazines and researchers for quality of education.	4.14	.91
6	The teachers at elementary schools are always Encouraged for trainings.	4.19	.84

7	English language skill must be taught to The teachers.	4.04	1.04
8	The teachers are willing to deliver the new Content they learned in trainings.	4.14	.98
		Total scale 4.18	.89

Table 2 shows perceptions about professional standards .Continuous professional trainings were held at elementary level and there were high need of teacher education as mean score were noted 4.40 and 4.20 respectively. Overall mean score 4.18 and standard deviation .89 noted that teachers agreed about the high need of teachers education and active participation of teachers in continuous professional development.

**Table 3.** Perceptions about implementation of NPST

Sr. No.	Statement	Mean	S.D.
1	In my view the teachers possess Necessary subject matter knowledge.	3.75	1.10
2	Teachers do possess the necessary Knowledge of human growth and development.	3.96	.96
3	Teachers possess the required the knowledge of Islamic ethics and values.	4.03	1.04
4	Teachers are appropriately trained for Instructional planning and strategies.	4.05	1.09
5	Teachers are trained appropriately assess The students.	4.04	1.03
6	Teachers make sure that conducive Learning environment in created in the schools.	4.12	.99
7	Teachers possess necessary knowledge and training for the needed Communication skills.	3.99	.96
8	Teachers promote collaboration With in the school among the teachers.	4.03	1.10
9	Teachers encouraged to participate in Continuous professional development programs.	3.94	1.06
10	Teachers are appropriately trained to teaching English as Second Language.	4.05	1.08
Total score		3.99	1.04

Table 3, shown professional of elementary school teachers about implementation of professional standards. The Mean value 3.99 shown that professional are moderately implemented .overall teachers more skilled in Islamic ethic and values, instructional, planning , assessments , communications skills and promote collaboration as mean score 4.03,4.05,4.03,4.08 and 4.03 respectively. Improvement needed in subject matter knowledge and human growth and development as mean value noted 3.75 and .9 respectively.

**Table 4.** Difference in opinion of the elementary school teachers regarding the implementations of the national professional standards for the teachers in Pakistan between the gender

Groups	N	M	df	T	Sig
Male	135	31.262	232	4.908	.08
Female	99	29.3518	228		

\*P < .05 Level of Significance

Table 4, shows that there is no significant difference in the opinion of the elementary school teachers regarding the implementations of the national professional standards for the teachers in Pakistan between the gender.

**Table 5.** Difference in opinion of the elementary school teachers regarding the implementations of the national professional standards for the teachers in Pakistan between the respondents urban and rural residential area.

Living Area	N	M	Df	T	Sig
Rural	121	6.69	2086	-1.401	.09
Urban	113	7.01	2114		

\*P < .05 Level of Significance

Table 5, shows that there is no significant difference in the opinion of the elementary school teachers regarding the implementations of the national professional standards for the teachers in Pakistan between the respondents of the urban and rural area.

## 6. Discussion

The majority of instructors desired trainings to be held since there is a great demand for teacher training, according to table 1's opinions of professional standards. Table 2's findings led to the conclusion that professional standards are only minimally applied. Subject matter expertise and human growth and development are areas that need improvement. According to Table 3, there are no gender differences in the primary school teachers' opinions supporting the adoption of national professional standards for teachers in Pakistan. According to Table 4, there are no appreciable differences between respondents from urban and rural areas regarding elementary school teachers' opinions on the application of professional standards. The National Professional Standards are not effectively implemented, and the majority of instructors are not aware of them, according to the findings (Khan, R., and Islam, S., 2015). In their study on the imperatives of professional standards: future teacher vision through quality, Mahmood and Salfi (2012) discussed what the professional standards are for teachers, why they are important for teachers, and how these standards are essential for improving the caliber of teachers and teaching.

Research on Secondary Level Teachers' Professional Competencies in Subject Matter Knowledge was done by Ghazi, Shahzada, Shah, and Shauib (2013). They talked on the subject-matter expertise of secondary school teachers employed in various districts and their professional proficiency. The study's methodology was quantitative. Seven hundred instructors from secondary schools served as the study's samples. The study came to the conclusion that seminars might be held by the government and schools to enhance the subject expertise of the teachers. The study also recommended that teachers use internet resources to keep their knowledge current and tie the subject matter information to real-world experiences. In light of

the teachings of the Holy Prophet (SAWW), Mushtaq and Mustafa (2015) performed study on the National Professional Standards for Teachers in Pakistan. The analysis demonstrated Pakistan's efforts to raise quality teaching at the secondary level. Being Muslims, we ought to keep in mind the Mohammad (SAWW) who is all Muslims' genuine spiritual leader and he (SAWW) taught all aspects of the human experience.

Considering National Professional Standards for Teachers in Pakistan can fairly be implemented. It is an admitted fact that the educators are the best guide for the youth of a country. In order for them to shape the future of the nation by laying a strong intellectual foundation, we should subject them to regular training sessions. All relevant authorities must move on with their educator training programs since they are essential to development and long-term success. Every instructor should keep up with the most recent changes to the academic requirements.

Another study in the same field found that secondary school teachers had some familiarity with the National Professional Standards. The findings of the comparisons revealed that new secondary school instructors employed after 2012 were deemed to be more competent, knowledgeable, and active than other teachers (Altaf&Saeed 2019). According to the findings, the majority of instructors are aware of the National Professional Standards, demonstrating that they are performing up to expectations. Only a small percentage of teachers exhibit poor attitude.

#### 6.1. Recommendations

As a result of findings and discussion the following recommendations were made.

Focus should be given on teacher education

Trainings on latest content should be conducted.

Evaluation programs should launch to make sure that teachers have updated their knowledge.

Refresher courses, Seminars, Workshops, Conferences, are recommended to update the knowledge of teachers.

Trainings should be arranged at the time of induction and in service.

**Data Availability Statement:** Data can be provided on request.

**Conflicts of Interest:** The authors declare no conflict of interest.

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