

**Assessment of National Professional Standards of Working Folks  
Grammar Schools Teachers at Secondary Level in Khyber  
Pakhtunkhwa**

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**Abstract**

*The quality of education and performance of students depend upon the excellence of teachers, which can be achieved by adopting good standards and practices. In order to improve the quality of teachers, the Government of Pakistan developed National Professional Standards for Teachers (later on NPST) in 2009. The main objective of the study was to assess the teaching practices of Working Folks Grammar Schools (later on WFGS) Teachers at Secondary Level in light of the NPST. The quantitative research design followed in this study. The teachers working in WFGS Schools at district Peshawar, Nowshera, Charsadda and Mardan was the population of this study. The sample size was calculated by using the Rao soft formula and limited to 144 teachers. Data was collected through observational rubric. The data collected for each standard was analyzed through frequency, percentages and chi square test. Findings of the study showed that the teaching practices were not according to the NPST. Therefore, it was suggested that NPST should be followed by the teachers of WFGS schools for improving the quality of teaching. It was recommended that Workers Welfare Board should organize extensive training programs, refresher courses and standards-based performance appraisal system for their teachers to improve their teaching quality and to achieve the learning objectives.*

**Keywords:** national professional standards, rubric, teaching practices, WFGS, training, assessment

**Introduction**

Education plays an important role in the development of any country so it is imperative to strengthen the education sector. Education is a never-ending process and through which all other resources of the country are organized. The high level of public commitment and contribution in the society can be ensured only through education (Bynner et al., 2003). It is the foundation for all those people who hold a high position in society. The success of education system is not possible without well trained and committed teachers (Bhat & Bhat, 2014). In all civilizations of the world, teaching has been viewed as a very deferential profession. In this modern and competitive new world, teacher can

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produce cultured infancies in the society (Rao, 2004). Teaching is considered as a key profession, therefore it is important that to provide teachers with all the equipment that they need to implement modern instructional strategist and improve student learning so that society can progress (Tuinamuana, 2011).

To produce the world class teachers, it is important to have a standard based approach to their development. The standards focused on knowledge, skills and abilities of teachers to boost the learning of the students. Without standards, teaching quality can neither be ensured nor enhanced (Timperley et al., 2007). Like other countries of the world, Pakistan has also professional standards for teachers. The objective of setting these parameters is to build the competencies of teachers so that they can practically use them in their teaching learning process. The Education Ministry of Pakistan with the help of various international organizations introduced NPST for teachers on February 23<sup>rd</sup>, 2009. These standards concentrated on what qualities and skills registered and professional teachers should have. The NPST implemented in Pakistan are including the subject matter knowledge, human growth and development, knowledge of Islamic ethical value and social life skills, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of information communication technology, collaboration and partnership, continuous professional development and code of conduct and teaching of English as a second /foreign language. Each of these ten standards is based on three parts. The first part is Knowledge and understanding that is the subject matter and content. The second is disposition and the third term is performance, the skills that teacher can perform (Pakistan, 2009).

The teaching strategies are changed. The new approaches are developed based on critical thinking. The memorized way of teaching has been shifted to student based centred activities. Now the activity-based training is dominating instead of traditional teaching methods. This modification in teaching approach will be more useful if the teachers having better awareness, understanding and skills of implementing new classroom practices (Barrow et al., 2007). Teacher professional development has been a hot debated topic for the past three decades. Trained and professional teachers always ensured students' learning in school and thereafter in their practical life (Darling-Hammond, 2003). Teaching is a demanding and challenging profession. Therefore, for an effective teaching profession, it is essential that teachers should constantly develop themselves (Ferdowsi & Afghari, 2015). Teachers' professional development programs are designed to enhance the knowledge, services

and motivation. This will increase the learning and achievements of students (Whitworth & Chiu, 2015). Therefore, considering the importance of teachers' professional development, this study is being conducted. There are few studies on general public-school teachers with respect to their competencies from the perspectives of national professional standards, however, there is no research study on the professional competences of WFGS teachers, and therefore, this study was imperative to provide a comprehensive description of these teachers.

### **Literature Review**

The standards are used to define rules, initial trainings and certified programs to provide effective side map for the professional development (later on PD). It can be traced back to the founding of the US National Commission on teacher education and professional standards. It was held in 1946. In today's era, there is a vibrant trend in professional growth and development; therefore, the influential instructions are very important. There is a higher need for standards of instruction in the 21<sup>st</sup> century. For the survival and flourishing in this century, the teachers required additional knowledge and skills (Darling-Hammond, 2012). The objective was to raise the status of the teaching profession through these standards (Cochran-Smith et al., 2017). In Pakistan, the performance of teachers has not been given the required privileges. The lower performance of teachers was pointed out in the report of National Commission on Education in 1959. Though, this situations remained continue and with the passage of time the problems have been deteriorated (Hatfield, 2006). In many countries, for Professional Development of Teachers (later on PD) of teachers, standards have been developed to improve the quality of training programs. Standards in the teaching profession are meant to ensure quality of teaching and focused on the PD of teachers both before and during their service. The purpose of these standards is to enable the teachers to play their role in developing the knowledge based society (Suleman & Gul, 2015). The terms of PD and in-service trainings are used as reciprocal for the overall development of a teacher and results oriented achievements (Bourn, 2016).

Past studies based on standards and skills of teachers have suggested that the teachers are changing over time. They are developing their various skills of designing, planning and valuation. Reflective teaching encouraged effective feedback, professional commitment, and applications of the knowledge (Siddiqui, 2007). A study was conducted to investigate teachers' competencies through NPST at the secondary school level in District Lahore. Data was collected from teachers and students.

The study was limited to four standards of human growth, instructional planning, assessment and professional development. The results revealed that teachers and students agreed with assessment knowledge and competencies for problem solving. It was recommended that teachers should be trained according to NPST in Pakistan (Ullah et al., 2023). Tariq et al. (2020), investigated the perceptions of the prospective teachers about the awareness and implementation of NPST. The population of the study consisted of prospective teachers of the pre service, teacher education program, B. ED of the four public sector universities of Azad Kashmir. They identified gaps between the process of policy development and the situation analysis. It was concluded that all stakeholders were not involved in the process of policy formulation. there were no policy agencies in Pakistan. Knowledge can be generated through conducting researches on different issues. This information should be disseminated to the entire community through students and publication. Knowledge is fact-based information processed to apply in practical situations. University teachers may generate ideas instead of depending on available information. They should conduct research on crucial issues for certifying the knowledge (Mushtaq & Mustafa, 2021).

The aim of developing these standards was to improve the quality of education system in the country, but the question arises whether these standards are being followed in real terms or not. Therefore, it has been tried to judge and evaluate the performance of teachers employed in Working Folks Grammar Schools (WFGS) on the basis of NPST. The Worker Welfare Board established the WFGS schools to provide better education to the children of factory workers.

#### *Objective of the study*

To assess the instructional performance of Secondary School Teachers in light of the NPST at Girls' Working Folks Grammar Schools in districts of Peshawar, Nowshera, Charsadda and Mardan.

#### **Research Methodology**

The nature of the study was descriptive. A quantitative research approach has been used. In this study the observational rubric was used. The advantage of this technique is that, it allows gaining an understanding by observing behaviour or event in its possible natural context. It was coded with the rating scale of 4 levels. The digit 1 is used for outstanding. The number 2 shows the good, 3 and 4 are about the satisfactory and unsatisfactory. The observational rubric was defined for each standard.

The population of the study was consisted of female Secondary School Teachers (SST). The teachers were selected from four districts of Peshawar, Nowshera Charsadda and Mardan. The total population of the study was 232.

*Sample and Sampling Technique*

A sample was selected from each school through single stage cluster sampling technique. There was total 6 schools and 24 teachers were selected from each one. The required size of sample was calculated by using the Rao soft sample size calculator (2004). It was consisted of 144 teachers selected from 6 schools.

*Validity and Reliability of the Instrument*

Piloting observations were done in pair to check the validity. The ratings of both observers were compared. Their results were on the same pattern. Cronbach’s alpha coefficient was used to check the reliability. The resulting value was 0.91 for the complete Rubric.

*Data collection*

In pilot study 8 teachers were selected. The primary purpose was to determine the shortfalls of the rubric in its application. The instrument was finalized in the light of recommendations of the pilot study. It was found valid for conducting the study. Before collection of data, to fulfill the ethics of research the permission was obtained from the school principal and staff.

*Data Analysis*

The Statistical Package for the Social Sciences (SPSS) was used for the analysis. Mean, percentage and Chi-Square test were also applied. The teachers’ competency for each standard was evaluated. The whole result of the NPST was also calculated. The results of the study are presented in table 1.

**Table 1: Data of Evaluation of Teachers’ Teaching in the Light of NPST**

Standard	Symbol	Outstanding		Good		Satisfactory		Unsatisfactory		Total	$\chi^2$	P value
		1	2	3	4							
Knowledge of subject matter	f	%	f	%	f	%	f	%	f	%		
	SMT	23	15.97	42	29.2	55	38.2	24	16.7	144	100	71.9

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Human Growth & Development	HGD	15	10.42	51	35.4	53	36.8	25	17.4	144	100	46.9	0.000
Knowledge of Islamic Values	KIV	18	12.50	50	34.7	15	10.4	61	42.4	144	100	27.3	0.000
A. Instructional Planning	IPL	12	8.33	51	35.4	23	16.0	58	40.3	144	100	43.6	0.000
B. Instructional Strategies	IST	17	11.81	46	31.9	19	13.2	62	43.1	144	100	45.5	0.000
Assessment	ASS	10	6.94	62	43.1	22	15.3	50	34.7	144	100	131	0.000
Learning- Environment	LEV	16	11.11	43	29.9	65	45.1	20	13.9	144	100	53.5	0.000
A. Effective - communication	ECO	12	8.33	52	36.1	17	11.8	63	43.8	144	100	72.2	0.000
B. Proficient use of - ICT	ICT	15	10.42	52	36.1	15	10.4	62	43.1	144	100	98.4	0.000
Collaboration & Partnerships	CAP	8	5.56	54	37.5	20	13.9	62	43.1	144	100	105	0.000
Continuous Professional Development	CPD	6	4.17	55	38.2	15	10.4	68	47.2	144	100	94.2	0.000
Teaching of English as a -second language	TES	8	5.56	52	36.1	10	6.9	74	51.4	144	100	47.3	0.000

### Interpretation of Data

The analysis of assorted levels for the NPST 1 “Teachers’ subject matter knowledge” has indicated that large number of SST was given the satisfactory level of 3. It was 38.2% of the selected sample. It shows that most of the respondents are aware of national curriculum framework.

On the basis of the NPST 2 data, the highest level of teachers was rated at level- 3 (satisfactory). It was 36.8% of the total of the selected SST and the overall results about Human growth and development are satisfactory.

Data of NPST 3 shows unsatisfactory results (42.4 %) of t level- 4. The results reveal that most of the teachers are not clear about basic knowledge of Islamic values.

For NPST 4-A and 4-B, data shows that majority of the teachers (40.3 %) and (43.1%) were categorized at level-4 (unsatisfactory). In totality the analysis of this standard shows that about 42% of the teachers have no knowledge that how to properly plan and apply appropriate instructional strategies.

The related data of NPST 5 shows that (43.1%) of the teachers were assessed at 2 (good). The results indicated that a sizeable number of teachers have knowledge about the assessment of students.

For NPST-6 data indicates that (45.1 %) of teachers has a rating of 3. The results show that a large number of teachers are capable of creating an effective and cohesive learning environment.

Because of the data analysis of NPST 7-A about 43.8 % of the respondents were placed at level- 4 of the assessment (unsatisfactory). It means that more than 40% of the teachers are not skilled for effective communication. The data related to the second part of the standard (7-B) shows that (43.1%) of the teachers were characterised at level-4.

On the basis of the combined results of this standard, it is concluded that about (43.45%) of the teachers did not use the ICT while teaching the class.

Data of NPST 8 shows that there is a huge gap between SST and parents of students. The teachers have limited knowledge that how to involve parents and community towards the contribution of teaching and learning. On the basis of data, they are at level -4 (43.1%) which is unsatisfactory.

Data of NPST- 9 shows that the large number of teachers that is 47.2% was rated at level-4 (unsatisfactory). It means that about 50% of the teachers have fragile knowledge towards professional development. Data of NPST-10 shows that 51.4% of the respondents were given 4 which is unsatisfactory. The analysis displays that majority of teachers have very little knowledge about English cannot teach it as a second national language.

The overall results indicated that 9.25% teachers were rated at level -1. About 35.3% of the teachers were at level-2. The number of teachers at level-3 was 19.03% and the performance of remaining 36.42% was not according to NPST and categorized in level-4. In all items from 1 to 10 the value of  $p$  is 0.000 which is less than the alpha level 0.05; it means that the results of the study are significant.

### **Findings and Discussion**

Based on the analysis of data, the following findings are derived. Finding of the first standard SMT shows that majority of teachers have satisfactory knowledge about the subject and its contents and they teach with proper preparation. On the basis of results, they are given rating 3, which is satisfactory. The importance of SMT can never be ignored. It is of prime importance for the enhancement of teachers' professional capabilities. Proficient teachers should have all the knowledge of essential

concepts related with contents. They must have the capabilities to explain the subject in different ways.

A second standard finding that is HGD indicates that a large number of teachers are aware of the knowledge of individual differences. They are rated at level 3 (satisfactory). To enhance students' confidence and learning potential, the teachers should apply motivational approaches. The democratic values should be practiced to maintain the learning momentum of the class.

The knowledge of the large number of teachers about the Islamic values is not satisfactory and they are ranked at level 4 (unsatisfactory). The knowledge about this standard enables the teachers to understand Islamic values and accordingly instruct the social values to the students. The findings of standards 4-A and 4-B indicated that about 60% of the teachers have unplanned lessons and don't apply proper instructional strategies. They are graded in level-4 (unsatisfactory). The knowledge of this standard promotes students' learning more effectively through accessible resources.

Regarding standard 5 the results show that majority of teachers have a knowledge about the assessment techniques. They assessed their students on planned pattern and are categorized in level-2. With the help of various assessment techniques, teachers can learn about the knowledge and skills of the students and accordingly they provide information for their advancement and development.

Following the results of six standards it is concluded that the majority of the educators were aware how to create the healthy learning environment and rated as satisfactory (level-3). It can be shown when there is strong association between the teacher and the student. The class room environment must be congenial where the students might feel comfortable and participate directly in classroom activities. The findings of Part A and B of seventh standard related to information communication technology have unsatisfactory knowledge about this standard. They don't use information technology in their classroom teaching and are classified at level 4. This standard is about the basic skills required by the teachers to make learning process effective.

The result of the 8 standards shows the huge gap between teachers and parents. They do not engage parents and community to help students in their learning process and are classified at level 4 (unsatisfactory). The findings of the data specified that a large number of educators have unsatisfactory adherence towards their professional development and are ranked as level-4. On the basis of the results of the last standards, the large number of teachers has shown unsatisfactory



results (level-4). Teachers don't know how to teach English as foreign language.

All these findings are supported by the study of Munawar et al., 2020, in which they concluded that the secondary school teachers (SST) perceived that NPST play an important role in developing professionalism among them. The findings of their study have shown that SST have limited knowledge about NPST therefore, therefore they are not followed these standards in real sense. The results are supported by the study of Khan and Islam (2015) which showed that the majority of teachers in district Peshawar were not performing in the context of NPST. Therefore, it was recommended that there should be wide spread programs for the awareness of teachers about NPST. Most of the time, the teachers were not given the required resources and they could not create teaching and learning materials at their own. They were not using any teaching support material. Study further revealed that there were a small number of teachers who adopted their teaching style according to cultural context. Their purpose was to achieve the prescribed learning objectives and it can be ensured that maximum number of students can participate in class activities.

Another study Khan and Islam (2015) determined that NPST are not applying in many schools. It was observed that teachers do not implement training learning in their instructional strategies in the classroom. The interaction between students and teachers was so weak that teachers were unable to remember their students' names. This shows the absence of awareness and implementation of NPST by teachers. It was recommended that all teaching should be conducted in the light of these standards.

### **Conclusion**

Undoubtedly, education plays a vital role to improve human capital and help in the development of the society. It is generally believed that NPST can provide a solution to all unclear questions. However, they can only provide guidance for teachers, principals, and policymakers. These are the guiding tools for helping the teachers to make their teaching more effective to reach the desired outcomes for their students. From the findings of the study, the conclusion can be derived that teachers have little knowledge and they lack the competencies as required by NPST. They needed to increase their knowledge and use it properly in their practical teaching profession. This will develop professionalism among them and will improve the teaching and learning process.

*Recommendations*

Based on the findings and discussion of this research study, the following are the recommendations.

- All the SST must be ethically and professionally trained, so that they can perform their duties with due diligence.
- Standard based performance appraisal system should be introduced.
- SST should be facilitated with audio visual aids and training workshops for enhancing their communication skill.

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