



Reflection of National Professional Standards for Improving Quality Teaching in Pakistan

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Abstract- The purpose of this meditative study is to understand reflection of national professional standard for improving quality teaching in secondary schools of Pakistan. To achieve the study objective; a questionnaire is used for data collection by descriptive survey method. 46 secondary schools from province of Punjab and 10 teachers from each school were selected. Total 460 questionnaires were distributed and 453 were received in a scheduled period. Data was analyzed through multiple regression and correlation matrix analysis in SPSS-20. The results of the study revealed that there is positive reflection of National Professional Standards on secondary school teachers' performance. A correlation matrix among dependent variable and independent variables demonstrates high relationship among each other. Regression analysis result also found that all variables of national professional standard have significant effect on secondary schools teachers for improving quality teaching. The study suggested that national professional standards should be implemented in all level of educational institutions for improving quality teaching in Pakistan.

Key Words: Professional Standards, Quality Teaching, Teacher Education

I. INTRODUCTION

Quality of education is directly depends to great extent on the quality of instructions in classroom. In reality, teacher is considered the linchpin of education system (Villegas-Reimers, 2003). Most of the research studies unpacked that if you want to improve the quality of education, you have to improve the quality of teacher education while the quality of teacher education without qualified teachers is not measurable. For this teacher must be given the proper professional status (Knight, 2002). Teacher education, competencies, skills and ability account for more variation in the learning achievements among the students. Research study found that 40-90 percent of the variation in students learning achievement and performance can be attributed to teacher skills (Stronge, Ward, & Grant, 2011). Being an intellectual, a university teacher is considered the nucleus of society's expectations and a role model for students. Students call those teachers intellectual who possess a spirit of adventure, are committed to make them learn and having potential for heroic achievement and have love for work. Creative work and commitment enhance teacher's dignity and good name among his/her colleagues, students and community (Qasim, 2017). A good university teacher tries to develop a community of intellectual students by creating wisdom, skills and capabilities in them similar to his own. For this he can provide sufficient food for minds and thoughts to inspire them for intellectual works. A good teacher contributes significantly to intellectual development of students involving them actively in activities such as; assignments, research projects, research papers & articles, debates, seminars and conferences. Intellectual property multiplies through commending the dignity of colleagues & their work, and initiative to work with them cooperatively & collaboratively on the principle of common pains and gains. Awareness about cultural diversities and understanding of human behavior certainly help teacher to decide an appropriate approach to teaching learning situations (Stronge, 2018).

A committed and dedicated university teacher loves his/her profession truly and romances intellectualness which, results in academic production through scholarship abilities. Understanding self and surroundings will make a teacher professionally vigilant and progressive to meet the demands of higher education in 21st century. However, it seems crucial for a university teacher to have respect and reverence for others' intellectual property. Any creation of mind in any discipline is the property of the creator who reserves the rights to its use and distribution. A university teacher may benefit from the contribution of others in the respective field without plagiarism and must remain within the boundaries

drawn and also develop this sense in his students(Knight, 2002).Teacher is the person who makes or breaks minds of the people. Vision with wisdom makes a university teacher professionally sound and skilled. Vision may enable an individual to perceive the situations or circumstances, their effects & outcomes for appropriate operational planning to save future. The question-answer skill when infused in thinking the outcome is reason-based. Teachers may help students learn the characteristics of good questioning, clarity, accuracy, precision, relevance, depth, breadth and logic. Teacher is expected to enhance the following abilities to become a light house for students(Lierse, 2016).An intellectual teacher is expected to have love and appreciation for art and culture. One of the basic functions of higher education may be developing an aesthetic sense among students and preserving & promoting the cultural heritage. Being a member of society, a university teacher needs to have an aesthetic sense and make students appreciate the cultural art of the society. Academic production of teacher may reflect aesthetic sense and efforts to sustain the cultural values. Teacher may do this through organizing and conducting cultural exhibitions, seminars, annual functions, dinners and competitions among students in the department or at university level. A university teacher is required to have the ability to generate ideas and implement these ideas through creative art. He/she can emphasize and adopt appropriate activities fostering curiosity, imagination, aesthetical experiences and appreciation for learning outcomes. Creative ideas and work of the students may be commended & appreciated openly to encourage their love for beauty(Mishra, 2007). University teachers can generate knowledge through conducting researches on different issues and disseminate it through students and its publication for entire community. Knowledge is fact-based information processed to apply in practical situations(Spencer & Marschark, 2010). It comes from having information and depends upon the perception of individuals for its proper understanding and comprehension. It is the prime responsibility of a university teacher to have information all around and then transform it into knowledge and try to develop the same ability among students. Instead of depending on available information, university teachers may generate ideas and conduct research on crucial issues for validating knowledge(Mushtaq & Mustafa, 2015). Creativity and innovation is the key to successful professional life of university teachers. Teachers are the students' leaders. Therefore, they must be pragmatic, creative and innovative. Innovation and creativity keep a teacher invigorated and energized making teaching an effective activity and earn respect of his students and colleagues. Teachers are desired to show love and ability to generate novel ideas for students and community. They may incorporate creative ideas in curricula, teaching strategies and assessment. Teacher must be able to perceive through imagination the demands of society and group of individuals(Mahmood & Shafique, 2010). A teacher of higher education must constantly rediscover himself and use innovative methodologies, practices and recourses in his teaching. This may be possible through extensive study, research, sharing of ideas & research experiences with others. It is also important that one should be confident enough to experiment and take risks. Being a creative university teacher, he/she should accept new developments and promoting good ideas and practices through vision & wisdom, entrepreneurial activities and responsible attitude(Shakir & Adeeb, 2014).Intelligence and analytical thinking are the key tools in the hands of a university teacher for productive professional life. Teacher can contribute to the world of knowledge by sharing experiences and effective practices with other teachers. Teacher can promote new ideas and practices in conferences, seminars and workshops which provide excellent opportunities to develop networks. Similarly, publication of research work nationally and internationally is an appropriate way to getting your voice heard all over the world and getting feedback for improvement. A good university teacher must accept innovative ideas of others for personal and professional development. It may help improve professional attitude open-mindedness and novelty among students(Fink, 2013).New knowledge and information is constantly being added to the body of knowledge every day. However, every new piece of information is not necessarily correct and each new practice is not necessarily effective or suitable for every educational environment. It is the responsibility of the university teacher to critically study and analyze all advancements in his field before adoption. Critical thinking enables university teacher to examine the consequences, facts, logic and reasoning before accepting some phenomenon(Good & Lavigne, 2017). It adds much to the existing body of knowledge and intellectual climate of the university. Dissemination of knowledge among students is one of the key responsibilities of a university teacher. It is meaningful and comprehensible only when the teacher has gone through diverse and extensive reading, "digestion" and "contemplation" of the knowledge. This helps teacher broaden as well as deepen familiarity with the subject matter. That is how a teacher can select suitable content, plan educational experiences and make the teaching-learning process goal-oriented and purposeful activity(Villegas, 2007).In a society every profession has its own job requirements and objectives. That is why people working in different professions have different responsibilities. Successful working in a profession requires a few skills that should match to the objectives of an institution. For instance, a doctor has to develop expertise that can help diagnosis of a

disease as well as suggest appropriate medication to cure the disease (Billett, 2020). It is the demand of medical profession to have skills in diagnosing and curing. Similarly, profession of an electrical engineer demands to learn ways to produce electricity and become proficient in maintaining the system of its distribution. Likewise, teaching profession also has a few prerequisites. Teachers working in educational institutions have to teach and train. For this purpose it becomes necessary for a teacher to acquire education and the art of training (Salas, Shuffler, Thayer, Bedwell, & Lazzara, 2015).

Teaching profession requires greater control and command at subject and professional competency that is a key hallmark of teaching profession. Teaching is a full time profession not a part time job or relaxed activity. It has comparable status with all other professions. Therefore, it requires an important feature of professionalism to demonstrate professional status and integrity to the students. Professional competency is based on professional ethics. It helps in generating a sense of common identity and shared values among the occupational groups (Timperley & Alton-Lee, 2008). A teacher has to compete with his colleagues without having biases. It all depends upon the way he thinks. This practice tends to guide him towards ethical code. A teacher must try to adopt such a technique that suits his students and that is different from other colleagues so that he might be able to make distinction and his method might become innovative. His teaching technique must be simple, applied, informative and elaborative. Technique of teaching must surely be student oriented as the benefit will ultimately go to the students. The teacher's moral obligation is to complete the teaching task in time and in the manner that students feel saturated and satisfied (Goodwin, 2010). Professionalism reflects itself in our habits. We tend to make different habits and break them. But in adopting professionalism, we must keep in mind that these habits must be permanent and rationalized (Lierse, 2016). University teacher has to be content specific and need specific according to the demand of the subject. In teaching profession a teacher has to face two types of responsibilities: first, professional responsibilities, and second, social responsibilities. Main professional responsibility of a teacher is to provide quality information within positive environment in the classroom. Another professional responsibility of a teacher at higher level is to treat every student as an individual. Social responsibilities on the other hand, involve a process of personality development (Blase, 2001). Recently salary package of university teachers has been revised in Pakistan and within national context they are highly paid. Teacher is better paid due to the complexity and sensitivity of his work. Higher Education Commission (HEC) in Pakistan is making teachers realize their role and responsibilities. The 21st century has put great demands on society in general and higher education in particular, to prepare and equip students with competencies to meet personal, national and international demands by addressing the core issues of expansion of labor market, socio-economic development, geo-political, and environmental nature. Universities are given role to carve out leaders of tomorrow from the students of today by developing in them critical thinking, analytical approach, team spirit, charismatic leadership and power of decision making and negotiations. It is possible only when higher education teachers do not limit themselves to subject learning but use themselves as mentor to create leadership as well as human values by internalizing love for patience, mutual tolerance, standing for justice, respect for humanity and work with and for people. (Mishra, 2007).

II. CURRENT RESEARCH

Teacher education plays very important role to improve the quality of education while teacher is the linchpin of education system. Research studies revealed that if you want to improve the quality of education, you have to improve the quality of teacher education. The focus of this exiting research is to study the reflection of National Professional Standards for Teacher Education in Pakistan. The main objective of this meditative study is to understand reflection of national profession standards to improve the quality in teaching at secondary school level and to study the role of National Professional Standards for Teacher Education. To achieve the research objective following research questions were designed and formulated:

- a. What is the effect of national professional standards in improving quality of teaching?
- b. How to evaluate secondary school teachers' competencies based on National Professional Standards documents.

III. METHOD

The purpose of this meditative study is to understand reflection of national professional standard for improving quality teaching in secondary schools of Pakistan. The nature of the study was descriptive while quantitative research technique was used to achieve the study objectives. Out of 46 secondary schools from six districts of Punjab were selected by using multi-stage sampling technique to gauge the

competencies of teachers. Total 453 classroom observations were directly made to evaluate the performance of the teachers. More than ten sources of verifications were further used to gather data from teachers, students, head teachers, colleagues, students' parents, portfolios, individual conference and from the focused group discussion. Observation sheet was designed on the base of prescribed national professional standards for teachers in Pakistan including the nine professional standards and 123 teacher competencies. All the observations were conducted in natural setting while considering the research ethics.

IV. RESULTS

Data was analyzed through multiple regression and correlation matrix analysis in SPSS-20. Multiple regression analysis was used to study the reflection of national professional standard for improving quality teaching by secondary school teachers (see Table 1). In this analysis Continuous professional development and code of conduct variable took as a dependent variable and Subject Matter Knowledge, Human Growth and Development, Knowledge of Islamic Ethical Values/Social Life Skills, Instructional Planning and Strategies, Assessment, Learning, Environment, Effective communication and proficient use of information communication technologies, Collaboration and Partnership were taken as independent variables. The results of descriptive statistics analysis in regression showed that the rate of Continuous professional development (M= 40.4481), Subject Matter Knowledge (M=33.1854), Human Growth and Development (M = 39.3267), Knowledge of Islamic Ethical Values/Social Life Skills (M = 37.6799), Instructional Planning and Strategies (M = 51.6998), Assessment (M = 34.8300), Learning, Environment (M = 39.6159), Effective communication and proficient use of information communication technologies (M = 40.0464), Collaboration and Partnership (M = 27.2031), is highly exists in the secondary school teachers. Table 1. Mean Scores displaying Reflection of national professional standard for improving quality teaching by secondary school teachers (N=453)

S. no.	Subscale	Mean	SD
S1	Subject Matter Knowledge	33.1854	7.45791
S2	Human Growth and Development	39.3267	10.40163
S3	Knowledge of Islamic Ethical Values/Social Life Skills	37.6799	9.30180
S4	Instructional Planning and Strategies	51.6998	12.12610
S5	Assessment	34.8300	8.46700
S6	Learning Environment	39.6159	10.67347
S7	Effective communication and proficient use of information communication technologies	40.0464	10.86665
S8	Collaboration and Partnership	27.2031	8.09803
S9	Continuous professional development and code of conduct	40.4481	9.95899

A correlation matrix among dependent variable and independent variables demonstrates high relationship (see Table 2). Outcomes of correlation coefficient shows that independent variables respectively; Subject Knowledge ($r = .531, p < .01$), Human Growth and Development ($r = .720, p < .01$), Knowledge of Islamic Ethical Values/Social Life Skills ($r = .642, p < .01$), Instructional Planning and Strategies ($r = .569, p < .01$), Assessment ($r = .544, p < .01$), Learning Environment ($r = .674, p < .01$), Effective communication and proficient use of information communication technologies ($r = .572, p < .01$), Collaboration and Partnership ($r = .668, p < .01$) highly correlated with dependent variable Continuous professional development and code of conduct.

Table 2. Correlation Matrix among Dependent and independent Variables

Dependent Variables	Independent Variables							
	S1	S2	S3	S4	S5	S6	S7	S8
	.531							
		.720						
			.642					
				.569				
					.544			
						.674		
							.572	
								.668
Significance level	.000	.000	.000	.000	.000	.000	.000	.000

Correlation is significant at the 0.01 level (2-tailed).

Multiple regression analysis used to study the Reflection of national professional standard for improving quality teaching (see table 3). The results exposed that all variables have significant effect on secondary

schools teachers for improving quality teaching. In the regression model; standardized coefficient (Beta values) presented that one unit increase in the Subject Matter Knowledge, Human Growth and Development, Knowledge of Islamic Ethical Values/Social Life Skills, Instructional Planning and Strategies, Assessment, Learning Environment, Effective communication and proficient use of information communication technologies, Collaboration and Partnership will causes the (53%, 72%, 64%, 57%, 54%, 57%, 67%) increases in the Continuous professional development and code of conduct for improving quality of teaching.

Table 3. Regression Analysis for Reflection of national professional standard for improving quality teaching

Standard no.	Predictors	B-value	t-value
S1	Subject Matter Knowledge F=177.373 (12,654), $p < .000$, R2 .282	.532	13.318
S2	Human Growth and Development F=486.146 (23,255), $p < .000$, R2 .519	.72	22.049
S3	Knowledge of Islamic Ethical Values/Social Life Skills F=316.916 (18,501), $p < .000$, R2 .413	.642	17.802
S4	Instructional Planning and Strategies F=215.430 (14,491), $p < .000$, R2 .323	.569	14.678
S5	Assessment F=189.971 (13,286), $p < .000$, R2 .296	.544	13.783
S6	Learning Environment F=375.800 (20,376), $p < .000$, R2 .455	.674	19.386
S7	Effective communication and proficient use of information communication technologies F=219.520 (14,676), $p < .000$, R2 .327	.572	14.816
S8	Collaboration and Partnership F=363.849 (20,017), $p < .000$, R2 .447	.668	19.075

*The value is significant at the level of .05

V. DISCUSSION AND CONCLUSION

In present research we tried to discuss observed data for the reflection of national professional standard for improving quality teaching. This inclusive study has both theoretical and policy implication among secondary schools teachers in Pakistan. Secondary schools' teachers need to play a role to accomplish government initiative for promoting the quality of education through national professional standard and code of conduct. The results of the study explored that teacher professional skills are positively linked with teacher subject knowledge, psychology of students and knowledge of Islamic values. Data further identified that teacher assessment skills, effectiveness of communication and application of teaching strategies has positive impact on teacher performance. Present study concluded that the occurrences of all nine professional teaching standards are relevant and performance based standards. With the help of these nine national professional standards government of Pakistan can improve the quality of education especially quality of teacher education. The result found that independent variables are highly correlated with dependent variable Continuous professional development and code of conduct. The results in the regression model; standardized coefficient (Beta values) presented that one unit increase in the Subject Matter Knowledge, Human Growth and Development, Knowledge of Islamic Ethical Values/Social Life Skills, Instructional Planning and Strategies, Assessment, Learning Environment, Effective communication and proficient use of information communication technologies, Collaboration and Partnership will causes the highly increases in the Continuous professional development and code of conduct for improving quality of teaching.

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