

Evaluation of Secondary School Teachers in the Light of Quality Indicators (National Professional Standards for Teachers)

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Abstract

This study aimed to evaluate secondary school teachers in the light of National Professional Standards for Teachers in instructional planning and strategies. The study was descriptive in nature. An observation sheet and three different questionnaires were conducted to collect data from the sampled respondents. The objectives were: to discover the level of efficiency of SSTs with respect to instructional planning and strategies; and to indicate shortcomings of SSTs as per National Professional Standards. The population of the study consisted of all the heads, teachers, and students of higher/high schools of Hazara Division. Respondents from thirty-six boys and fifteen girls' high schools were selected as sample from population. The collected data was tabulated, analyzed and interpreted by using mean score and percentage. It was found that maximum SSTs were aware of standards of teaching and having moderate knowledge, commitment, and engagement in instructional planning and strategies. It was recommended that Directorate of Curriculum and Teachers Education of Khyber Pakhtunkhwa may arrange a comprehensive capacity building teacher training program for SSTs in connection with improving their efficiency in instructional planning and strategies. The administrators of institutions may monitor teaching-learning process with a vision to increase the commitment and engagement of SSTs. The curriculum designers and developers may design and develop the curriculum for teacher education in such a way that the teachers' efficiency may be improved especially in the ten indicated standards which have been prescribed by the Policy and Planning Wings Ministry of Education Islamabad for teachers.

Key words: National Professional Standards, Instructional Planning, Teaching-learning process

Introduction

Education is the agent of change, and it brings peace and prosperity among the masses. Education increases the mental approach of individuals and leads them towards advancement and stability. Man has earth and the galaxy, discovered the useful resources of the earth, and brought about the positive changes in the living style of the humanity. These positive aspects of the man are because of the development in education.

According to Aristotle, education is to create a sound mind in a sound body. Therefore, the importance of study materials included in the curriculum of Greek was evaluated in terms of its

efficiency to get trained soul, mind, and body (Khalid, 1998).

Teacher education enhances the process of learning through effective programs. These education programs increase the capability of teachers and enhance their expertise and practices. Effective teachers use their experiences and lead the students towards the attainment of useful knowledge. Hence an effective teacher education program can improve the proficiency of teachers and get them ready to chase the aims of education (Hillard, 2001).

A comprehensive education system depends on the knowledge and skills of teachers. Effective teachers impart quality education to individuals. To assess the proficiency of teachers, the researcher needs professional standards for it. By utilizing National Professional Standards, the researchers will acquire useful knowledge about the capability of teachers. In 2009, like advanced nations, Pakistan has also enacted standards for teachers which are called National Professional Standards.

In this study secondary teachers were evaluated to realize whether they were accordance with the National Professional Standards or not. These professional standards for teachers have been prescribed by Policy and Planning Wing Ministry of Education Government of Pakistan. In these standards the Education Ministry has prescribed the following scales for teachers. These are: "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 Partnerships; Continuous Professional Development and Code of Conduct; Teaching of English as Second/Foreign Language" (Policy and Planning Wing Ministry of Education Government of Pakistan, 2009, p.10-18).

Problem Statement: The study was designed to find out the efficiency level of SSTs in the light of National Professional Standards for teachers prescribed by the Government of Pakistan.

Objectives: The objectives of the research work were:

- i. To discover the level of efficiency of SSTs with respect to instructional planning and strategies in the light of National Professional Standards for teachers.
- ii. To highlight the shortcomings of SSTs in the light of National Professional Standards for teachers.

Research questions: The below written statements were observed in the research work:

- i. What is the level of efficiency of SSTs with respect to instructional planning and strategies in the light of National Professional Standards for teachers?
- ii. What are the shortcomings of SSTs in the light of National Professional Standards for teachers?

Significance: The current study has great significance in teacher education on the following facts. The NPSTs are the ambition of Pakistani nation about the efficiency of teachers. The current study aimed at evaluating the teachers at secondary level in the light of these National Professional Standards. That is why this study will help the teachers in realizing their shortcomings. This realization will get them prepared to overcome their weaknesses. Hence, this study will also help the curriculum developers in developing useful curriculum for teachers which may help in training teachers according to these professional standards.

Importantly, it will help the government by giving useful recommendations to conduct in-service training to improve the knowledge of teachers in getting them prepared to combat the challenges of education.

Review of The Related Literature: A literature review is given in the following lines.

EDUCATION: Education provides useful training to pupils. It imparts complete comprehension of their aims in life and gets them trained to achieve their goals. Education is an instrument to develop the behavior of individuals and helps them in developing the well-balanced Islamic society (Bhatti, 1987).

Through education nations develop their understanding by developing the understanding of the individuals. Education is a social institution which provides learning and training to individuals, gets

them prepared in having complete knowledge of aim in life, and equips them with the expertise to achieve their aims (Iqbal, 1996). This can be seen at various levels of the educative process.

Secondary Education: Secondary education occupies significant place in the field of education. It bridges primary and higher education. Therefore, it is obvious that social development depends on the useful secondary education. Hence, it provides necessary human resources for the economic growth of society, and it is also a significant part of the entire education system (Bibi, 2005). In view of this, there is a dire need to have a sound teacher education system.

Teacher Education: An effective teacher education is essential for the uplift of education. The effectiveness of education depends upon the effectiveness of teachers. Contrary to the past teacher education is regarded vital, and everyone has admitted the value of teacher education. In ancient times it was general view that teachers do not need any type of training, because during the service what they experience is more valuable than any knowledge imparted to them in the institutions (Farrant, 1999).

Research in education has rendered lots of services in highlighting the valuable role played by teachers. Literature shows that the significance of education for the development of masses attracted officials to pay attention to education, and hence teacher education got focus on this connection as envisaged by (Khan, 2011). Here the role of teachers cannot be undermined.

Teachers in the process: Education policies place the services of teachers at the top. The present improvement in different fields has increased the significance of teachers and urged upon the comprehensive teacher education programs (Farrant, 1999).

Teachers play great significant role in remolding the habits, beliefs, and behavior of individuals. Teachers are considered social engineers and strive for the development of social order, beliefs and values of individuals. Teachers reserve and convert social norms to coming generations and play role in keeping on the light of civilization (Henry, 2003). In this respect certain characteristics are needed for ensuring affective teaching.

Effective Teachers: One of the characteristics of an effective teacher is that he/she always uses simple and familiar terms. He/she communicates with his/her pupils in such a manner that they may get the information easily. Teachers applying familiar terms and simple language are mostly liked by the pupils. If the difficult terms are used so they explain those terms properly (Roy, 2001).

Majority of teachers are experts in their subjects concerned. They may have the efficiency to impart properly their knowledge to students at the level of comprehension (Challanhan, 1987). To communicate effectively what is intended is a matter of skill which an effective teacher must have.

Research Methodology: This study was descriptive and dealt with SSTs in Hazara Division. The researchers have tried their level best to study and analyze SSTs with respect to National Professional Standards for Teachers. The researcher also tried to interpret the current position of teachers.

Population: The population consisted of the heads, teachers, and students of secondary schools at public sector of Hazara Division, where in a total of six districts having 414 high schools and 68 higher secondary schools.

Sample: A cluster sample was applied to collect the data. Thirty-six boys and fifteen girls' secondary schools were chosen from population as sample. Thus, two teachers, twenty students, and a head from each secondary school were incorporated in the sample.

Research Instrument: As this study was descriptive, therefore, after the literature, an observation sheet and three survey questionnaires were developed for the collection of data from heads, teachers, and students at secondary schools.

Data Analysis: To collect data, an observation sheet and questionnaires were constituted and applied to the sample heads, teachers, and students of secondary schools. The detail of analysis is given below:

Table No. 1: knowledge regarding Instructional Planning and Strategies

S. no.	Statements	Responses					Mean
		Lowest	Low	Moderate	High	Highest	
1	Objectives	2 (3.9%)	11 (21.6%)	19 (37.3%)	6 (11.8%)	13 (25.5%)	3.333
2	Skills	2 (3.9%)	8 (15.7%)	13 (25.5%)	18 (35.3%)	10 (19.6%)	3.509
3	Appropriate resources	1 (2%)	12 (23.5%)	16 (31.4%)	15 (29.4%)	7 (13.7%)	3.294
4	Instructional technologies	2 (3.9%)	15 (29.4%)	15 (29.4%)	9 (17.6%)	10 (19.6%)	3.196
5	Techniques instructional methods	3 (5.9%)	11 (21.6%)	12 (23.5%)	18 (35.3%)	7 (13.7%)	3.294
6	Instructional approaches	2 (3.9%)	10 (19.6%)	19 (37.3%)	14 (27.5%)	6 (11.8%)	3.235
7	Effect of homework	1 (2%)	8 (15.7%)	19 (37.3%)	13 (25.5%)	10 (19.6%)	3.451
8	Classroom management	0 (0%)	12 (23.5%)	12 (23.5%)	13 (25.5%)	14 (27.5%)	3.568
9	Teaching disciplines	2 (3.9%)	6 (11.8%)	22 (43.1%)	13 (25.5%)	8 (15.7%)	3.372

In table 1 statement No. 1 (lowest = 3.9%, low = 21.6%, moderate = 37.3%, high = 11.8% and highest = 25.5%) indicates the heads' view (mean score = 3.333) regarding SSTs that they had moderate knowledge with respect to the aims, goals, and objectives of education/curriculum and their significance in instructional planning.

Statement No.2 (lowest = 3.9%, low = 19.6%, moderate = 15.7%, high = 25.5% and highest = 35.3%) depicts the heads' view (mean score=3.51) that SSTs had high knowledge about rules of acquiring reading, writing, and arithmetic proficiencies at various periods of development.

Statement No.3 (lowest = 2%, low = 23.5%, moderate = 31.4%, high = 29.4% and highest = 13.7%) indicates the heads' view (mean score=3.29) that SSTs had moderate knowledge regarding the presence of suitable means and materials for instructional planning along with the utilization of instructional technology to improve the heed and thoughts of students.

Statement No. 4 (lowest = 3.9%, low = 29.4%, moderate = 29.4%, high = 17.6% and highest = 19.6%) indicates the heads' view (mean score=3.29) that SSTs had moderate knowledge about managing instructional technologies relevant to the requirement, progress and previous knowledge of students.

Statement No. 5 (lowest = 5.9%, low = 21.6%, moderate = 23.5%, high = 35.3%, and highest = 13.7%) depicts the heads' thoughts (mean score = 3.29) that SSTs had moderate knowledge regarding the expertise for improving/changing instructional methodologies, materials and the environment to help all the pupils learn.

Statement No. 6 (lowest = 3.9%, low = 11.8%, moderate = 19.6%, high = 37.3%, and highest = 27.5%) indicates the heads' judgment (mean score = 3.23) that SSTs had moderate knowledge with connection to the various instructional approaches and the utilization of different technologies, to improve students' understanding and thinking.

Statement No. 7 (lowest = 2%, low = 15.7%, moderate = 37.3%, high = 25.5%, and highest = 19.6%) shows the heads' opinion (mean score = 3.45) that SSTs had moderate knowledge regarding the effect of homework and other outdoor school activities.

Statement No. 8 (lowest = 0%, low = 23.5%, moderate = 23.5%, high = 25.5%, and highest = 27.5%)

indicates the heads' view (mean score = 3.56) that SSTs had high knowledge about classroom management and general teaching methodologies.

Statement No. 9 (lowest = 3.9%, low = 11.8%, moderate = 43.1%, high = 25.5%, and highest = 15.7%) shows the heads' thoughts (mean score = 3.37) that SSTs had moderate knowledge with respect to the particular methodology of teaching various disciplines of knowledge.

Table No. 2: teachers' commitment to IPS (Instructional Planning and Strategies)

S. no.	Statements	Responses					Mean
		Lowest	Low	Moderate	High	Highest	
10	Goals and objectives	2 (3.9%)	8 (15.7%)	14 (27.5%)	16 (31.4%)	11 (21.6%)	3.509
11	Development of critical thinking	2 (3.9%)	11 (21.6%)	18 (35.3%)	13 (25.5%)	7 (13.7%)	3.235
12	Pedagogy of care	3 (5.9%)	5 (9.8%)	17 (33.3%)	20 (39.2%)	6 (11.8%)	3.411
13	Teamwork	0 (0%)	6 (11.8%)	19 (37.3%)	12 (23.5%)	14 (27.5%)	3.666
14	Solution of students' academic problems	1 (2%)	8 (15.7%)	18 (35.3%)	15 (29.4%)	9 (17.6%)	3.451

In table 2 statement No. 10 (lowest = 3.9%, low = 15.7%, moderate = 27.5%, high = 31.4%, and highest= 21.6%) reveals the heads' view (mean score = 3.50) that SSTs had high commitment about achievement objectives of the curriculum which they teach.

Statement No. 11 (lowest = 3.9%, low = 21.6%, moderate = 35.3%, high = 25.5%, and highest = 13.7%) reflects the heads' opinion (mean score = 3.23) that SSTs had high commitment about the improvement of critical thinking, problem-solving, and performance efficiencies in students.

Statement No. 12 (lowest = 5.9%, low = 9.8%, moderate = 33.3%, high = 39.2%, and highest = 11.8%) shows the heads' view (mean score = 3.41) that SSTs had moderate commitment about the pedagogy of cooperation, care, and collaboration.

Statement No. 13 (lowest = 0%, low = 11.8%, moderate = 37.3%, high = 23.5%, and highest 27.5%) indicates the heads' views (mean score = 3.66) that SSTs had high commitment regarding cooperative learning and teamwork.

Statement No. 14 (lowest = 2%, low = 15.7%, moderate = 35.3%, high = 29.4%, and highest = 17.6%) indicates the heads' view (mean score = 3.45) that SSTs had moderate commitment about using the various methods for the solution of the academic problems of students.

Table No.3: Engagement about Instructional Planning and Strategies.

S.n o.	Statements	Responses					Mean
		Lowest	Low	Moderate	High	Highest	
15	Instructional recognition	3 (5.9%)	5 (9.8%)	17 (33.3%)	21 (41.2%)	5 (9.8%)	3.392
16	Instructional planning	4 (7.8%)	12 (23.5%)	14 (27.5%)	16 (31.4%)	5 (9.8%)	3.117
17	Teaching resources evaluation	3 (5.9%)	4 (7.8%)	15 (29.4%)	24 (47.1%)	5 (9.8%)	3.470
18	Homework planning	2 (3.9%)	7 (13.7%)	18 (35.3%)	15 (29.4%)	9 (17.6%)	3.431

19	Strategies identification	2 (3.9%)	6 (11.8%)	18 (35.3%)	19 (37.3%)	6 (11.8%)	3.411
20	Addressing learning styles	2 (3.9%)	7 (13.7%)	18 (35.3%)	17 (33.3%)	7 (13.7%)	3.392
21	Student encouragement	2 (3.9%)	7 (13.7%)	20 (39.2%)	16 (31.4%)	6 (11.8%)	3.333
22	Lessons preparation	3 (5.9%)	7 (13.7%)	16 (31.4%)	21 (41.2%)	4 (7.8%)	3.313
23	Assessment utilization	2 (3.9%)	9 (17.6%)	17 (33.3%)	18 (35.3%)	5 (9.8%)	3.294
24	Learning experiences	3 (5.9%)	7 (13.7%)	13 (25.5%)	26 (51.0%)	2 (3.9%)	3.333

In table 3 statement No. 15 (lowest = 5.9%, low = 9.8%, moderate = 33.3%, high = 41.2%, and highest = 9.8%) indicates the heads' opinion (mean score = 3.39) that SSTs had moderate engagement in activities about identification and design of instruction proper to development period, style of learning, needs and strengths of students.

Statement No. 16 (lowest = 7.8%, low = 23.5%, moderate = 27.5%, high = 31.4%, and highest = 9.8%) shows the heads' view (mean score = 3.11) that SSTs had moderate engagement in activities regarding managing instruction relevant to classroom knowledge, culture of community and school.

Statement No. 17 (lowest = 5.9%, low = 7.8%, moderate = 29.4%, high = 47.1%, and highest = 9.8%) reveals the heads' view (mean score = 3.47) that SSTs had moderate engagement in activities to evaluate materials of curriculum and other means of teaching and for their rightness and usefulness for delivering special concepts and ideas.

Statement No. 18 (lowest = 3.9%, low = 13.7%, moderate = 35.3%, high = 29.4%, and highest = 17.6%) reflects the heads' judgment (mean score = 3.43) that SSTs had moderate engagement in activities regarding managing out of the class activities and homework to make speedy, larger and steady learning of students.

Statement No. 19 (lowest = 3.9%, low = 11.8%, moderate = 35.3%, high = 37.3%, and highest = 11.8%) depicts the heads' view (mean score = 3.41) that SSTs had moderate engagement in activities about recognition of strategies to develop learning abilities that enable materials useful for students.

Statement No. 20 (lowest = 3.9%, low = 13.7%, moderate = 35.3%, high = 33.3%, and highest 13.7%) indicates the heads' thoughts (mean score = 3.39) that SSTs had moderate engagement in activities to address various learning styles.

Statement No. 21 (lowest = 3.9%, low = 13.7%, moderate = 39.2%, high = 31.4%, and highest = 11.8%) shows the heads' view (mean score = 3.33) that SSTs had moderate engagement in activities about students' encouragement to follow their curiosities and investigations and help students join learning to their own goals.

Statement No. 22 (lowest = 5.9%, low = 13.7%, moderate = 31.4%, high = 41.2%, and highest = 7.8%) reflects that heads were of the opinion (mean score = 3.31) SSTs had moderate engagement in activities regarding creating effective lessons by preparing instructional activities and materials, including a large of community and technology means, to improve gain of lesson objectives.

Statement No. 23 (lowest = 3.9%, low = 17.6%, moderate = 33.3%, high = 35.3%, and highest = 9.8%) reveals the heads' view (mean score = 3.29) that SSTs had moderate engagement in activities regarding utilizing formal and informal methodologies of assessment, understanding regarding pupils, pedagogical knowledge, and research as means for active reflection, evaluation and revision of practice.

Statement No. 24 (lowest = 5.9%, low = 13.7%, moderate = 25.5%, high = 51.0%, and highest = 3.9%) indicates the heads' view (mean score 3.33) that SSTs had moderate engagement in activities about development of interdisciplinary learning abilities that permit students to mix knowledge,

proficiency and methodologies of inquiry from different subject areas.

Conclusions

- i. SSTs had moderate knowledge about aims, goals, and objectives of education, curriculum and their significance in instructional planning, and high knowledge regarding the rules of acquiring reading, writing, and arithmetic abilities at various periods of development.
- ii. SSTs had average knowledge about the presence of proper means and materials for instructional planning along with the utilization of instructional technology to improve pupils' heed and thoughts as well as average knowledge regarding planning instructional technologies relevant to pupils' requirement and progress and previous knowledge.
- iii. SSTs had moderate knowledge about the expertise for improving/changing instructional methodologies, materials and the environment to help all pupils learn. Thus, their knowledge was also moderate about the various instructional approaches and the utilization of different technologies, to improve students' understanding and thinking.
- iv. Knowledge of SSTs was average about the effect of homework as well as out of school activities, high about teaching methodologies and classroom arrangement, and moderate about the teaching methodology of various disciplines of knowledge.
- v. SSTs had high commitment to the achievement of curriculum goals and objectives which they teach, improvement of critical thinking, problem-solving and performance abilities in pupils. Moreover, their commitment to the pedagogy of cooperation, care, and collaboration was moderate.
- vi. The commitment of SSTs was high about cooperative learning and teamwork, and on average about use of various ways for the solution of academic problems of pupils.
- vii. SSTs had moderate engagement in activities about recognition of strategies to develop learning skills that enable teaching materials useful for pupils and moderate in activities to address various styles of learning.
- viii. SSTs had moderate engagement in activities about students' encouragement to follow their curiosity and investigations, helping students join their learning to their own objectives also average in organizing useful lessons by arranging instructional activities and materials, including many communities and technology means, to improve gain of lesson objectives.

Recommendations: based on conclusions the following recommendations are presented:

- i. SSTs may be given in-service training the areas such as: aims, goals, and objectives of education coupled with an understanding about curriculum and instructional planning. Similarly, appropriate resources and materials for instructional planning be ensured with an understanding of the use of instructional technologies and approaches to teaching.
- ii. Proper monitoring of SSTs in terms of pedagogy of care, collaboration and cooperation; regarding utilization of multiple ways to solve students' academic problems.
- iii. SSTs may be provided with in-service training so that their engagement may be improved in the following areas:

In activities about planning and recognition of instruction proper to development stage of students, style of learning, requirements and strength; In activities about organizing instruction relevant to classroom knowledge, culture of community and school; In activities about evaluation of curriculum materials and resources of teaching for their understanding, rightness and usefulness for imparting special concepts and ideas; In activities regarding making plan for out of class activities and homework to make speedy, vast and steady learning of students.

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