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**National Professional Standards for Teachers: Developing Teachers' Professionalism at public Secondary Schools of District Kech Turbat, Balochistan**
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**Abstract**

*The present study was to investigate the Role of National Professional Standards for teachers: Developing teachers' professionalism at secondary level. Population of the study was consisted of all secondary school teachers of District Kech. Convenient sampling technique was used to collect data from 100 males and 100 female secondary school teachers of Turbat District. Instrument was developed by the researcher on five dimensions of NPST (subject matter and knowledge, knowledge of ethical values/Islamic and social skill, instructional planning and strategies and assessment). The study was delimited to these five standards only because of time constraints. Descriptive and inferential statistical techniques were applied to analyze the data. It is concluded that male and female secondary school teachers perceived that National Professional Standards has a significance role to develop professionalism among secondary school teachers. It is further revealed that secondary school teachers have differences of opinions about NPST regarding their age, however, no differences of opinions about NPST in terms of their discipline was found. It is recommended to implement NPSTs for all teachers at secondary level in district kech Turbat, Balochistan.*

**Keywords:** NPST, Professionalism, Secondary Level,

**1. INTRODUCTION**
**1.1. BACKGROUND OF THE STUDY**

According to Ahmad (2011) the world seems to shift paradigm into knowledge-based economy from materialistic views. Every profession is guided through policies, rules and standards in order to enhance quality and coping with the global issues and emerging challenges. For excellent performance professionalism among employees plays a significant role. Tichenor and Tichenor, (2005) stated that still professionalism is difficult to define although it is used in different fields of professional life.

Professionalism in the view of Hoyle (2001) is not an improvement of status but it is defined as quality of services. The achievement of high level of professional standards and attitude towards job is called professionalism which is considered as multi-dimensional concept. Therefore, Boyt, Lusch, and Naylor (2001) professionalism might be defined as selfcontrol, professional autonomy, enhancing living standard, enhancing quality services and occupational status.

In order to improve the quality of educational process Ali (2001) the educational leaders, researchers and policymakers are focusing on professionalism worldwide during the last decade. Hence, excellence in teaching, and professional knowledge are the basic requirements of teaching profession. It included teachers' attitude towards teaching, teaching competencies and comprehension of teaching process. All the matters related to curriculum, students' assessment, care are the issues addressed in teaching profession (Rizvi, 2003).

Wei, Andree, and Darling-Hammond (2009) stated that for a successful education system focused teachers' professionalism as an important area of quality education are the common elements discussed in policies in developing countries. In developing countries education system provides opportunities for CPD, teaching involvements in decision-making in curriculum development and instructions. In across the world professional development becomes the ultimate goal of education. Kramer (2003) in order to develop teachers' disposition, skills and knowledge professionalism emphasizes on preparing prospective teachers in this regard.

## 1.2. STATEMENT OF THE PROBLEM

Despite the crucial role of teachers in shaping the future generation and the existence of National Professional Standards for Teachers (NPSTs) in Pakistan since 2009, a significant disparity appears to exist between the articulated standards and their actual implementation and impact on teacher professionalism, particularly in remote and underserved regions like District Kech Turbat, Balochistan. This research aims to address the following critical issues:

1. Limited Awareness and Inadequate Implementation of NPSTs: While NPSTs provide a comprehensive framework for teacher development across ten domains (including subject matter knowledge, instructional planning, assessment, learning environment, and continuous professional development), there is evidence suggesting that a substantial number of teachers, especially in public sector schools in Pakistan, may have limited awareness of these standards or struggle with their effective integration into daily teaching practices (QJSSH, 2023; Research Gate, 2025).

This lack of awareness and inconsistent implementation is likely more pronounced in geographically challenging areas like District Kech Turbat, where access to information, training, and oversight might be limited.

Persistent Challenges in Teacher Professional Development in Balochistan: The education sector in Balochistan faces formidable challenges, including inadequate infrastructure, a scarcity of qualified teachers, low teacher qualifications and training, and limited professional development opportunities (Bolan Voice, 2024).

These systemic issues create an environment where the effective adoption and utilization of NPSTs for genuine teacher professionalism become exceptionally difficult. Even when training programs are offered, their relevance and sustained impact on classroom practices in this specific context remain questionable (University of Sindh, 2021).

3. Gap Between Policy Intent and Ground Realities: The NPSTs were formulated to enhance the quality of education and ensure continuous professional development (Research Gate, 2025). However, the ground reality in public secondary schools in District Kech Turbat might diverge significantly from these policy

objectives. There's a critical need to understand how these standards are perceived and enacted by teachers and school administrators, and what barriers prevent their full realization in a region grappling with its unique socio-economic, infrastructural, and security challenges (Research Gate, 2024).

4. Unexplored Impact on Teacher Professionalism and Student Outcomes in Kech Turbat: While some studies generally indicate a positive reflection of NPSTs on teacher performance in other parts of Pakistan (ilkogretim-online.org, 2023), there is a dearth of specific research focusing on District Kech Turbat. It is crucial to determine if and how the existing implementation of NPSTs contributes to the professional growth, improved teaching practices, and ultimately, enhanced student learning outcomes in the public secondary schools of this particular district. Without this understanding, targeted interventions and policy adjustments remain elusive.

In essence, the problem lies in the potential disconnect between the aspirational framework of National Professional Standards for Teachers and the complex, challenging realities faced by public secondary school teachers in District Kech Turbat, Balochistan. This research seeks to bridge this knowledge gap by comprehensively investigating the awareness, implementation, challenges, and impact of NPSTs in this specific context to inform more effective strategies for teacher development and professionalism.

### **1.3. RESEARCH OBJECTIVES**

The primary objectives of this research would likely be to:

1. Assess the current level of awareness and implementation of National Professional Standards for Teachers (NPSTs) among teachers and school administration in public secondary schools of District Kech Turbat.
2. To Examine the perceived impact of NPSTs on the professional development, teaching practices, and overall professionalism of teachers in the specified region.
3. To Identify the challenges and facilitators encountered in the implementation and effective utilization of NPSTs for teacher development in public secondary schools of District Kech Turbat.
4. To Explore the relationship between the level of adherence to NPSTs and student learning outcomes/academic performance in public secondary schools of District Kech Turbat.

### **1.4. RESEARCH HYPOTHESIS**

\* H01: There is no significant level of awareness or implementation of National Professional Standards for Teachers among teachers and school administration in public secondary schools of District Kech Turbat.

\* H02: The implementation of National Professional Standards for Teachers has no significant impact on the professional development t, teaching practices, or overall professionalism of teachers in public secondary schools of District Kech Turbat.

\* H03: There are no significant challenges hindering the effective implementation of National Professional Standards for Teachers for teacher development in public secondary schools of District Kech Turbat.

\* H04: There is no significant relationship between the level of adherence to National Professional Standards for Teachers and student learning outcomes/academic performance in public secondary schools of District Kech Turbat.

### **1.5. SIGNIFICANCE OF THE STUDY**

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.

The National Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organizations', professional associations and the public. Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. 12 Teachers can use the Standards to recognize their current and developing capabilities, professional aspirations and achievements.

## **2. LITERATURE REVIEW**

Teaching experience and comprehending pedagogical skills of teachers through training promotes professionalism in teacher education process. In education policies professionalism is considered an important area in order to enhance quality of education. By devising educational policies, professional standards and benchmarks the teaching profession is developed in many countries. For example, the major focus of teacher education policies in Finland is based on a research-oriented approach which will heighten teachers' professionalism. In the United Kingdom policy-makers put efforts to develop standards and linked them towards the development of professionalism (Webb et al., 2004).

In a society, there are some standards known as demands or targets, now days it is need of to keep uniformity in those standards. Shami (2006) defined standard as, statements which clearly explain the expectations, beliefs and practices about the level of provided services. Standards are mostly used to define the pre services, introductory trainings and certification system to provide an effective side map of professional development. In teacher education, standards are mainly used to ensure quality and focused on the significance of professional development of teachers in pre service and during service. Standards in teacher education are the professional requirements and skill development of teachers through which they may be able to contribute in developing of knowledge based economy. Government took productive initiatives in collaboration with several international organizations like "United Nations Educational, Scientific and Cultural Organization" (UNESCO) in launching of projects like "Stretching Teacher Education in Pakistan" (STEP) sponsored by "U.S. Agency for International Development "(USAID). For the development of professional standers in teacher education stakeholders were called from all provinces of Pakistan. These standards were designed to define important skills, attributes and important details which are requirement of teacher education. These standards also provide guidelines about important points for accreditation of different institutions and teachers. Every standard must have three points, first is knowledge and understandings which included what teachers should know, 2nd is dispositions which state the attributes and behavior and last is performances on the base of skills.

Brief details of NPSTs have been implemented in Pakistan are including subject matter knowledge; human growth and development; knowledge of Islamic ethical value /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 the teaching of English as a second /foreign language. These standards are, in fact, the main pillars of quality instruction but the question arises whether they are followed with the same spirit and interest as expected. That's why an effort has been made to evaluate the teachers in light of the mentioned standards.

## 2.1 Theoretical Framework: National Professional Standards for Teachers (NPST)

The transition from a subject expert to an effective educator relies on more than just raw data; it requires the ability to translate complex concepts into understandable lessons. This synthesis of theory explains the evolution of teacher professionalism, particularly as it relates to your research in District Kech.

### 1. Pedagogical Content Knowledge (PCK): The Shulman Model

Lee Shulman (1986, 1987) identified a "missing paradigm" in education: the gap between knowing a subject and knowing how to teach it. He argued that a mathematician and a math teacher possess different types of knowledge. PCK is the "specialized toolkit" that allows teachers to bridge this gap.

Core Pillars of Shulman's PCK:

- \* Representational Knowledge: Accessing a vast library of analogies, examples, and demonstrations to make abstract ideas concrete.

- \* Student Cognition: Recognizing what makes specific topics difficult and anticipating the common misconceptions students bring to the table.

- \* Curricular Knowledge: Mastery of the specific tools, sequences, and programs designed for a particular grade level.

### 2. The Magnusson Expansion (1999)

Magnusson, Krajcik, and Borko refined Shulman's work into a more granular model, often used to evaluate science education. They proposed five essential pillars that define a teacher's professional "map":

- \* Teaching Orientations: The overarching philosophy (e.g., discovery-based vs. traditional lecture).

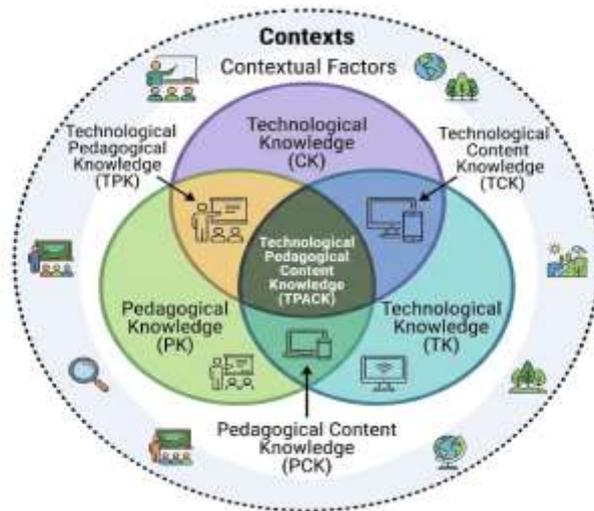
- \* Curriculum Knowledge: Understanding how a topic fits into the broader educational journey (vertical and horizontal alignment).

- \* Assessment Knowledge: Identifying what to measure and the best instruments for specific subject matter.

- \* Instructional Strategies: Employing subject-specific methods, such as lab work or field studies.

### 3. The Digital Era: The TPACK Framework (2006)

As technology became inseparable from the classroom, Mishra and Koehler (2006) expanded PCK into TPACK (Technological Pedagogical Content Knowledge). This framework suggests that modern teaching exists at the intersection of three domains: Content, Pedagogy, and Technology. In this view, technology is not an "extra" but a fundamental tool that changes how content is represented and consumed.



(Mishra & Koehler, 2006)

4. Implications for Professional Standards

These theories shift the definition of a “good teacher” from a mere lecturer to a facilitator of knowledge. For your study on the National Professional Standards for Teachers (NPST) in District Kech, these frameworks provide the “why” behind your five research dimensions:

- \* Subject Matter Mastery: Is no longer sufficient on its own; it must be paired with instructional planning.
- \* Professional Capital: High-quality instruction requires bridging the gap between academic knowledge and classroom practice.
- \* Targeted Development: Professional growth should focus on subject-specific strategies rather than generic teaching tips.

**Methodology**

The present study was to investigate the role of National Professional Standards for teachers in developing teachers’ professionalism at secondary level. The nature of the study was descriptive while quantitative research technique was used to achieve the study objectives. Population of the study was consisted of all secondary school teachers in District Kech Turbat. Convenient sampling technique was used to collect data from 100 males and 100 female secondary school teachers District kech Turbat, Balochistan. Instrument was developed by the researcher on five dimensions of NPST (subject matter and knowledge, Knowledge of Ethical Values/Islamic and Social Skill, and assessment). The researcher was used to adopted questionnaires used by (Sumera Munawar, et al., 2020). Reliability of the instrument was calculated by using Cronbach’s Alpha which was 0.873. The study was delimited to these three standards only because of time constraints. Descriptive and inferential statistical techniques were applied to analyze data.

**Table 1. Subject Matter Knowledge**

Sr No	Statements	M	SD
1	Teacher understands basic concepts related to the subject they are teaching.	4.31	0.80
2	Teacher uses several different sources other than books..	4.40	0.85
3	Teacher takes into consideration the prior knowledge of the students.	4.20	0.99
4	Teacher elaborates the content with the help of everyday examples.	4.25	1.01
5	Teacher uses appropriate tools for teaching.	4.25	0.90

Scale = 1-Strongly Disagree, 2-Disagree, 3- Undecided 4--Agree, 5- Strongly Agree

Table 1 shows teachers' perceptions about subject matter knowledge at secondary level. It is indicated that 88% teachers were satisfied about their understanding of basic concepts related to the subject they are teaching on the other hand 93.5% teachers use several different sources other than books, moreover 88% teacher take into consideration the prior knowledge of the students, furthermore, 87% teachers elaborate the content with the help of everyday examples. Majority 85% teacher uses appropriate tools for teaching.

**Table 2. Knowledge of Ethical Values/Islamic and Social Skill**

<i>Sr No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	Teacher knows Islamic ethical values.	4.14	0.98
2	Teacher encourages the students to promote Islamic values inside and outside the classroom.	3.87	1.10
3	Teacher inculcates the Islamic values among the students at the beginning of his lesson.	3.80	1.23
4	Teacher teaches Islamic and moral values to the students with the help of examples from everyday life.	3.83	1.05
5	Teacher incorporates such morals that can help students to become good human beings.	3.99	1.03

Table 2. shows teachers' perceptions about knowledge of ethical values/Islamic and social skill. It is considered that 71% teachers know Islamic ethical values. So, 79% teachers encourage the students to promote Islamic values inside and outside the classroom. On the other hand 70.5% teachers inculcate the Islamic values among the students at the beginning of his lesson. Moreover 69.5% teachers teach Islamic and moral values to the students with the help of examples from everyday life. Finally, 74.5% teachers incorporate such morals that can help students to become good human beings.

**Table 3. Assessment**

<i>Sr No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	Teacher knows different assessment methods	3.53	1.00
2	Teacher assesses the students' learning through formative assessment	4.10	0.99
3	Teacher believes in assessing students via different activities	3.85	1.16
4	Teacher exhibits fair assessment to the students	4.03	1.08
5	Teacher involves the students in self- assessment	3.94	1.26

Table 3. shows teachers' perceptions about assessment. It is indicated that 73% teachers know different assessment methods. It is pointed that 79% teachers assessed the students' learning through formative assessment. Moreover, 71% teachers believe in assessing students via different activities, on the other hand 83% teachers exhibit fair assessment to the students. More, 56.5% teachers involve the students in self- assessment.

### 3. Conclusion

Objective of the present study was to investigate the Role of National Professional Standards for teachers: Developing teachers' professionalism at secondary level. It is concluded that male and female secondary school teachers perceived that National Professional Standards has a significance role to develop professionalism among secondary school teachers. Findings of the study revealed that teachers said that NPSTs are not followed in secondary schools properly because teachers are not well-aware of the standards to meet. A study conducted by Rahim and Saif (2009) an evaluation of "National

Professional Standards” in which they concluded that NPSTs are not implementing in many institutes properly. It is observed that teachers have no proper link of their training with their instructional strategies, portfolio, instructional strategies in the class etc. which may show their professionalism. Teachers were also not able to tell the names of their students because of poor interaction in the class. It is showed the lack of awareness and command over NPSTs. It is further revealed that secondary school teachers have differences of opinions about NPST regarding their age but they have no differences of opinions about NPST in terms of their discipline. It is concluded that in secondary schools, teachers should practice NPSTs in their classrooms in order to develop professionalism among them which would lead teaching and learning process towards progress.

#### 4. Recommendations

1. Education department need to develop a plan for trainings to develop professionalism among teachers on NPSTs.
2. Teachers’ should be aware of the significance about NPSTs through workshops, seminars, conferences and media.
3. A sound professional development among secondary school teachers is recommended to make their concepts clear about pedagogies, classroom instructions and individual professional growth.
4. Teachers should motivate towards quality instructions by adopting NPSTs.

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