

## A Study of the Effectiveness of National Professional Standards Adopted by the Punjab School Education Department

Misbah Rehman <sup>1</sup> Muhammad Obaid Aslam <sup>2</sup> Qaisar Abbas <sup>2</sup>

<sup>1</sup> PhD Scholar, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

✉ [sibgharehman83@gmail.com](mailto:sibgharehman83@gmail.com)

<sup>2</sup> Assistant Professor, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

✉ [muhammadobaidaslam@gmail.com](mailto:muhammadobaidaslam@gmail.com)

<sup>3</sup> Assistant Professor, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

✉ [drqaj@yahoo.com](mailto:drqaj@yahoo.com)

**This article may be cited as** Rehman, M., Aslam, M. O., & Abbas, Q. (2025). A Study of the Effectiveness of National Professional Standards Adopted by the Punjab School Education Department. *ProScholar Insights*, 4(4), 144-149.  
<https://doi.org/10.55737/psi.2025d-44135>

**Abstract:** In this research, the effectiveness of the National Professional Standards for Teachers (NPSTs) in Pakistan was evaluated through a descriptive research method. The study's population included all secondary school teachers of Faisalabad Division, and the sample size consisted of 600 teachers. An adapted research instrument in the form of a five-point Likert-based questionnaire with 40 positive statements was used for data collection after ensuring its validity and reliability. All the data were collected by the researcher and analyzed in SPSS, where descriptive statistics were applied to assess the teachers' level of agreement toward the study variables. Results revealed that secondary school teachers had higher levels of awareness and understanding of NPST. Teachers highly agreed on the effectiveness of NPST on their teaching practices, professional development, and students' learning outcomes. Moreover, it was also revealed that there were several obstacles in implementing NPSTs in the school education department. The study recommends that concerned authorities should provide more training on NPSTs and their implementation in the true spirit and that obstacles should be removed for the proper implementation of NPSTs in the school education department.

**Keywords:** Effectiveness, National Professional Standards, Teachers, School Education



### Corresponding Author:

**Qaisar Abbas**

Assistant Professor, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

✉ [drqaj@yahoo.com](mailto:drqaj@yahoo.com)

## Introduction

National Professional Standards (NPS) are known as specific principles or criteria developed for guiding, assessing and improving professional activities in every field including education. The primary aim of National Professional Standards is to produce an effective framework to the professionals of a specific field for expected competencies, knowledge and attitude required for their profession. In the field of education, National Professional Standards are considered as a benchmark for educators, principals and managers for ensuring quality and consistency across different educational institutions. These standards support teachers to achieve high standards of teaching, elevate continuous professional development and improve responsibility in the field of education (Goodwin, 2021; Darling-Hammond, 2017).

The importance of National Professional Standards cannot be ignored because its implementation in education play a significant role in promoting an environment of continuous improvements and accountability. These standards provide a clear benchmark to evaluate teacher performance, identification of areas for professional development and planned development programs. Moreover, these standards also support policy makers, educational managers and training institutes for developing initiatives that parallel with national educational goals. This planned method

promotes the quality of education as well as increase public trust in educational institutions (Australian Institute for Teaching and School Leadership, 2018; Wei, 2017).

The government of Pakistan (2009) has highlighted and emphasized the quality of teacher education in all the policies developed for education. Therefore, considering the importance of quality teachers, the government developed National Professional Standards for Teachers in 2009. The main of NPST is to enhance the effectiveness, efficiency and alignment of teachers' with global developments. These NPST were developed with the financial help of USAID. In this regard, the Policy and Planning Wing of Ministry of Education launched the Strengthening Teacher Education in Pakistan (STEP) project in cooperation with UNESCO. The government initiative in the form STEP played significant role in developing NPST in order to improve teachers' professional development (Ullah et al., 2022). Additionally, Ullah et al. (2022) further state that in order to improve teacher education, quality education, and teaching efficacy, the school education department adopted the National Professional Standards for Teachers, which were developed in 2009 under the Ministry of Education (MoE) Government of Pakistan.

The NPSTs contain 10 essential standards, including (1) subject matter knowledge, (2) human growth and development, (3) knowledge of Islamic ethical values and social life skills, (4) instructional planning and strategies, (5) assessment, (6) learning environment, (7) effective communication and proficient use of ICT, (8) collaboration and partnership, (9) continuous professional development and code of conduct, and (10) teaching of English as a second/foreign language. These standards based on the important components such as knowledge, dispositions, and performance that are expected from educators (Government of Pakistan, 2009; NACTE, 2009; Government of Pakistan, 2017; Altaf & Saeed, 2019).

Although the NPSTs were implemented more than ten years ago, there are still concerns about how well these standards serve to enhance instructional strategies and improve student achievement in the public schools of the Punjab. Since the NPSTs offer a strong standard for professional competence, implementation issues such as low awareness, insufficient training, and budget limitations have been identified in a number of situations. Therefore, the present study aims to examine the effectiveness of these standards adopted by the Punjab school education department.

## Literature Review

The worldwide movement towards improving educational quality through regulated teacher competences is represented by the establishment of professional standards for educators. The NPSTs have been developed in Pakistan to address shortcomings in teacher performance and preparation. They incorporate regional factors such as Islamic ethical norms while adopting from foreign models (Government of Pakistan, 2009). Numerous research have examined these standards' awareness, application, and effects, especially in Punjab. According to research, although the NPSTs are seen as a significant step toward raising the quality of teachers, their actual efficacy is still constrained by gaps in training and distribution.

Hanushek and Rivikin (2010) highlights that National Professional Standards provide guidance to the teachers to focus on necessary skills including classroom management, teaching techniques and planning, and students engagement in order to achieve the aim of effective teaching. Moreover, teachers' professional standards encourage them to adopt practices that promote active learning and adaption of teaching techniques to meet diverse students' learning needs.

Hanushek and Rivikin (2010), discovered a strong positive link between National Professional Standards and educational outcomes. These standards develop a framework that help educators in developing competencies required for enhancing students' outcomes. Many studies proved that there had positive link between professional standards and teachers' quality. There had also link between standards and students' learning as well as academic outcomes.

According to outcomes of a study conducted by Altaf and Saeed (2019), that teachers in the public sector had subject-matter expertise, but they lack lesson planning and appropriate assessment. Their study suggested that



educators in the public sector be made aware of the National Professional Standards and that they be required to organize their lessons in accordance with them.

According to an investigation by Ullah et al. (2023), teachers showed some awareness of the NPSTs, but they were not effectively implementing them in the classroom, especially in areas like professional conduct, instructional planning, assessment, and human growth and development. Additionally, Parveen et al. (2022) discovered that most of the educators lacks subject matter integration as well as assessment practices. A number of international examples in Pakistani research highlight the need for strong implementation mechanisms, such as certification, continuous evaluation, and curriculum alignment, in order to achieve successful teacher standards. According to Mushtaq and Mustafa (2021), the NPSTs in Pakistan are in line with prophetic teaching methods and national development goals, but they encounter difficulties whenever it comes to being implemented in classrooms. Rozi and Khan (2021) found that nearly half of the participants were not aware that the National Professional Standards for Teachers and the number of National Professional Standards for Teachers was unknown to them. Mehmood et al. (2021) found in their investigation, the majority of educators agreed that they had high knowledge about NPSTs. Arif et al., (2025) that the training on the basis of NPST increased teachers' teaching practices, and confidence. It was also revealed that teachers' with good self-efficacy showed significant implementation of NPST strategies in their teaching learning.

Tasneem et al. (2023) carried out a study in which they collected data from 239 schoolteachers through a survey questionnaire in Pakistan. They found that most teachers in the school education department knew about the National Professional Standards. In addition, they found that teachers have the necessary knowledge of the subject, assessment expertise. Moreover, in a systematic review of 125 studies conducted by Ventista and Brown (2023) regarding forms of teacher professional development that led to positive outcomes for students, they revealed that training, ongoing coaching, and collaborative professional development promote students' skills and learning outcomes.

Ahmad et al. (2025) reported that the usage of NPSTs in schools shows uneven implementation due to a lack of consistent capacity-building programming and inadequate resource availability. In order to effectively implement these standards school education, educators require consistent organizational support, professional development programs, and regular training. In order to ensure that students learn in accordance with national and international educational standards, removing these gaps is essential to improving the quality of instruction.

Similarly, Saqib and Mushtaq (2025) examined the role of NPSTs in developing ethical values in teachers by involving 200 teachers for quantitative data and 10 teachers for qualitative data through questionnaires and semi-structured interviews. This study was conducted in the Punjab Province of Pakistan. The results revealed an alarming situation regarding the existing levels of ethical values practiced by teachers in the Punjab Education Department. It was also discovered that teachers were not performing according to the principles and norms documented in the National Professional Standards for Teachers. The authors suggested that teachers need to follow the guidelines mentioned in the NPSTs and demonstrate positive dispositions during the teaching-learning process. The study recommends that in-service training should be initiated for the professional development of teachers working in the School Education Department.

### Objectives of the Study

- (1) To evaluate teachers' level of awareness and understandings about National Professional Standards.
- (2) To assess the effectiveness of National Professional Standards on teachers' teaching practices, professional development and students' learning outcomes.
- (3) To identify the challenges in implementing NPSTs in the School Education Department.

### Research Methodology

A descriptive research design was applied in this research in order to gather quantitative data from the study's participants. All the teachers of the school education department working in the public sector secondary schools of Faisalabad Division formed the population of this research. The sample size consisted of 600 teachers teaching at public secondary schools of four districts of Faisalabad, i.e., Faisalabad, Jhang, Chiniot, and Toba Tek Singh. In order



to select the said sample size, the researcher used a simple random sampling approach. An adapted research instrument in the form of a questionnaire based on a five-point Likert scale was used to collect data from the participants of the study. There were 40 positive statements included in the instrument to measure the teachers' levels of agreement or disagreement. The instrument's reliability as well as validity was confirmed before its implementation. The researcher used experts' opinions for validity purposes, while pilot testing was used for reliability purposes. The entire data were collected by the investigator through personal visits to the sampled secondary schools of Faisalabad Division. The collected data were analyzed in SPSS, and descriptive statistics were used to discover the answers to the research objectives. The data analysis provided following findings.

## Results and Findings

**Table 1**

*District-wise Participation of the Teachers*

Districts	Frequency	Percent	Valid Percent	Cumulative Percent
Faisalabad	168	28.0	28.0	28.0
Jhang	147	24.5	24.5	52.5
Chiniot	143	23.8	23.8	76.3
Toba Tek Singh	142	23.7	23.7	100.0
Total	600	100.0	100.0	

The data of Table 1 shows the statistical outcomes relevant to teachers' participation in this study on the basis of their districts. Results show that teachers from Faisalabad district were 168 with 28%, from Jhang district were 147 with 24.5%, from Chiniot district were 143 with 23.8%, and from Toba Tek Singh district were 142 with 23.7%. Results declared that teachers participated from Faisalabad district were higher in numbers as compared to other districts.

**Table 2**

*Gender-wise Participation of the Teachers*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	274	45.7	45.7	45.7
Female	326	54.3	54.3	100.0
Total	600	100.0	100.0	

Results reported in Table 2 demonstrate the teachers' participation in this research according to their gender. There were 274 teachers with 45.7% who belonged to the male gender, whereas 326 with 54.3% belonged to the female gender. These outcomes discovered the teachers who belonged to the female gender were higher in numbers as compared to their counterpart.

**Table 3**

*Summary of Mean Scores and Std. Deviation of Teachers' Responses towards the Study's Variables (N=600).*

S#	Variables	Items	M	S.D	Perceived level of agreement	Rank
1.	Awareness & Understanding about NPST	10	3.6980	.73234	High	4 <sup>th</sup>
2.	Effectiveness of NPST on teaching practices and professional development	10	3.9482	.58819	High	1 <sup>st</sup>
3.	Effectiveness of NPST on students learning outcomes	10	3.8622	.56850	High	2 <sup>nd</sup>
4.	Challenges in implementing NPST	10	3.8409	.57494	High	3 <sup>rd</sup>
	Total	40	3.8373	.61599	High	-

Criteria for mean scores:

1. Between 1.00-1.80 = Very Low;
2. Between 1.81-2.60 = Low;
3. Between 2.61-3.40 = Moderate;
4. Between 3.41-4.20 = High;
5. Between 4.21-4.50 = Very High).

It is noticeable from the statistical outcomes reported in Table 3, which shows the study variables, items included in each variable, overall mean score and standard deviation, perceived level of teachers' agreement towards each study variable, and the rank of each variable. These results exposed that teachers have strong knowledge and understanding about the National Professional Standards for Teachers with (Mean = 3.6980) and (S.D. = .73234). This variable stood high and ranked 4th among the other variables. The results discovered that teachers have a positive attitude towards the effectiveness of the National Professional Standards on their teaching practices and professional development with (Mean = 3.9482) and (S.D. = .58819). This variable stood high and ranked 1st among the other variables. According to the statistics of the above table, it is visible that regarding the effectiveness of NPST on students' learning outcomes, teachers have strong positive attitudes with (Mean = 3.8622) and (S.D. = .56850). This variable stood high and ranked 2nd among the other variables. The results found that teachers agreed with the challenges in implementing NPST in the school education department with (Mean = 3.8409) and (S.D. = .57494). This variable stood high and ranked 3rd among the other study variables. The overall mean score and standard deviation of all variables were computed as (Mean = 3.8373) and (S.D. = .61599) with a high perceiving degree by the teachers.

## Discussion

The present study found that secondary school teachers had higher levels of awareness and understanding regarding the National Professional Standards for Teachers developed by the Ministry of Education, Government of Pakistan, in 2009 for teacher preparation, which is in line with the findings of Ullah et al. (2023), as they discovered similar results in their investigation. This study further found that most of the teachers agreed on the effectiveness of NPST on their teaching practices, professional development, and students' learning outcomes. It was also found that there were many challenges in implementing the National Professional Standards in the school education department. These findings are consistent with the findings of Rozi and Khan (2021), Ullah et al. (2022), and Mehmood et al. (2021), as these authors also discovered similar results that are consistent with the results of the present investigation.

## Conclusions

The primary goal of this study was to find out how teachers believed about the effectiveness of the National Professional Standards (NPST), which were developed and introduced by the Ministry of Education in 2009 and adopted by the Punjab School Education department. The study evaluated teachers' knowledge and awareness of NPST, its influence on their professional development and instructional practices, its influence on students' learning outcomes, and its challenges in implementing NPST in the school education department. Based on the findings, this study concluded that secondary school teachers had strong awareness and understanding of NPST and highly agreed on the helpfulness of NPST on their teaching practices and professional development. In addition, the teachers showed a high positive agreement regarding the effectiveness of NPST on students' learning outcomes in terms of their knowledge, understanding, and skills enhancement. This study also concluded that there were several challenges they faced in implementing NPST in the school education department. The study recommends that more training should be provided regarding the implementation of NPST into teaching practices, and concerned officials should remove the obstacles to implement NPST in its true spirit in the school education department.

## References

- Ahmad, S., Murad, S., Sarwar, N., Ashraf, M., Iqbal, S., & Akhtar, N. (2025). Assessing Secondary School Teacher Knowledge and Understanding of National Professional Standards for Teachers in Peshawar. *Review Journal of Social Psychology & Social Works*, 3(1), 721–729. <https://doi.org/10.71145/rjsp.v3i1.141>
- Altaf, F., & Saeed, M. (2019). Exploring the Practices of Government Secondary School Teachers about National Professional Standards for Teacher. *Global Social Sciences Review*, IV(IV), 494-500. [https://doi.org/10.31703/gssr.2019\(IV-IV\).60](https://doi.org/10.31703/gssr.2019(IV-IV).60)
- Arif, M., Fatima, H., Ismail, A., Gul, A., & Li, Y. J. (2025). Assessing the NPST effectiveness in Pakistan's primary teacher training and professional development: A theoretical and empirical examination. *Professional Capital in Education*, 1(1), 1–18. Retrieved from <https://journals.symphonypub.com/index.php/pce/article/view/88>.
- Australian Institute for Teaching and School Leadership. (2018). *Australian professional standards for teachers*. Melbourne: AITSL.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309. <https://doi.org/10.1080/02619768.2017.1315399>
- Goodwin, A. L. (2020). Teaching standards, globalisation, and conceptions of teacher professionalism. *European Journal of Teacher Education*, 44(1), 5-19. <https://doi.org/10.1080/02619768.2020.1833855>
- Government of Pakistan (2009). *National Educational Policy 2009*. Islamabad: Ministry of Education.
- Government of Pakistan (2017). *National education policy 2017-2025*. Islamabad: Ministry of Education.
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100(2), 267-271. <https://doi.org/10.1257/aer.100.2.267>
- Mehmood, K., Bangash, A. H., & Awan, K. (2021). Effectiveness of Monitoring and Evaluation System in Context of Continuous Professional Development of Secondary School Teachers as a National Professional Standard for Teachers in Pakistan. *Research Journal of Social Sciences and Economics Review*, 2(2), 288-294.
- Mushtaq, S., & Mustafa, M. T. (2021). National Professional Standards for Teachers in Pakistan in Light of Teaching of the Holy Prophet (PBUH). *Journal of Policy Research (JPR)*, 7(2), 8-18.
- NACTE (National Accreditation Council for Teacher Education) (2009). *National standards for accreditation of teacher education programs*. [http://www.nacte.org.pk/Download/National\\_Standards\\_for\\_Accreditation.pdf](http://www.nacte.org.pk/Download/National_Standards_for_Accreditation.pdf).
- Parveen, Z., & Koser Mughal, R. (2022). Exploring Teachers' Assessment Competency based on National Professional Standards for Teachers in Punjab. *Annals of Human and Social Sciences*, 3(2), 439–452. [https://doi.org/10.35484/ahss.2022\(3-II\)42](https://doi.org/10.35484/ahss.2022(3-II)42).
- Rozi, M., & Khan, N. (2021). Effectiveness of National Professional Standards for Teachers in Teaching Learning Process. *Qlantic Journal of Social Sciences and Humanities*, 2(1), 17-32. <https://doi.org/10.55737/qjssh.257455953>
- Saqib, M. U., & Mushtaq, R. (2025). Role of national professional standards for teachers in cultivating ethical values in teachers. *ProScholar Insights*, 4(1), 1-7. <https://doi.org/10.62997/psi.2025a-41035>
- Tasneem, S., Hussain, M., Bhatti, A. J., Rafiq, H., Shah, M. A., & Ayoub, A. (2023). Elementary School Teachers' Perception about National Professional Standards and its Implementation in District Multan. *Journal of Computing & Biomedical Informatics*, 5(01). <https://doi.org/10.56979/501/2023>.
- Ullah, S., Mazhar, S., & Baber, S. (2022). Investigation of teachers' practices through National Professional Standards for Teachers in Pakistan. *Pakistan Languages and Humanities Review*, 6(4), 432-442. [https://doi.org/10.47205/plhr.2022\(6-iv\)39](https://doi.org/10.47205/plhr.2022(6-iv)39)
- Ullah, S., Mazhar, S., & Iqbal, M. (2023). Investigation of Teachers' Competencies through National Professional Standards for Teachers in Pakistan. *Journal of Development and Social Sciences*, 4(1), 01-13. [https://doi.org/10.47205/jdss.2023\(4-i\)01](https://doi.org/10.47205/jdss.2023(4-i)01)
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565-100565. <https://doi.org/10.1016/j.ssaho.2023.100565>.
- Wei, W. (2017). Education policy borrowing: Professional standards for school leaders in China. *Chinese Education & Society*, 50(3), 181-202. <https://doi.org/10.1080/10611932.2017.1331012>

