

## Role of National Professional Standards for Teachers in Cultivating Ethical Values in Teachers

Muhammad Usman Saqib<sup>1</sup> Rukhshanda Mushtaq<sup>2</sup>

<sup>1</sup> PhD Scholar, Department of Education, University of Wah, Wah Cantt., Punjab, Pakistan.

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

<sup>2</sup> Assistant Professor, Department of Education, University of Wah, Wah Cantt., Punjab, Pakistan.

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

**This article may be cited as** 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>

**Abstract:** National professional standards for teachers (NPST) play a vital role in enhancing quality education in Pakistan by providing guidelines to teachers. The focus of NPST is to improve pedagogical skills, subject matter knowledge, and classroom management, but the most crucial standard to the cultivation of ethical values. These values are called Islamic ethical values, as mentioned in the NPST document. It shapes the professional conduct of the teachers with colleagues, parents, and students. This study explores the role of NPST in cultivating ethical values among the teachers in the province of Punjab. The objectives were to analyze Ethical Values in Teachers on the basis of (NPSTs) and to examine the role of ethical values in addressing educational challenges in Punjab. Two hundred (200) teachers were selected for the survey, while 10 teachers were selected for in-depth interviews. A mixed-method research design was utilized, integrating both qualitative and quantitative data collection methods. The research was conducted in two phases: a survey for quantitative data collection from teachers and interviews for qualitative data collection from selected teachers. Findings revealed an alarming situation regarding the current level of ethical values practiced by the teachers working in the Punjab Education Department. The teachers are required to follow NPST guidelines and show positive dispositions during teaching. However, the situation is different, and it varies from person to person as SD values are high. It is concluded that teachers are not acting as per the standards and norms described in NPSTs. The study recommended that conduct in-service training and mentorship programs and fostering a collaborative culture.

**Keywords:** National Professional Standards for Teachers (NPST), Professional Development of Teachers, Ethical Values, Curriculum Development



### Corresponding Author:

Muhammad Usman Saqib

PhD Scholar, Department of Education, University of Wah, Wah Cantt., Punjab, Pakistan.

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

### Introduction

The National Professional Standards for Teachers (NPST), established in 2009, provides a guideline to enhance educational quality by outlining ten standards focused on teachers' knowledge, skills, and beliefs (Altaf, 2019). These standards emphasize not only pedagogical expertise but also the critical importance of ethical values such as integrity, tolerance, and respect in the teaching profession (Khlif, 2020). In Punjab's rapidly evolving educational context, where teachers face diverse challenges, these ethical values are foundational for effective teaching. Teachers are expected to embody these values as role models, influencing students' attitudes and academic outcomes. By integrating ethical principles into teacher development, the NPST promotes a culture of excellence, guiding teachers to create a positive, inclusive learning environment that supports students' academic, social, and moral growth (Khan & Islam, 2015). The NPST's focus on ethical values is essential for developing responsible and effective educators who can navigate moral dilemmas and contribute to a trusted and supportive educational atmosphere. When teachers consistently practice

ethical values in the classroom and in their daily lives at school, students are likely to adopt these values in their own routines.

### Literature Review

Education plays a crucial role in a child's development, as it helps cultivate their social, cognitive, cultural, emotional, and physical skills to the best of their abilities. This stage serves as a foundation for future leaders, innovators, and critical thinkers, especially at an early level of education (Khan & Islam, [2015](#)). One of the main challenges faced by school educators is to engage young minds by developing effective instructional strategies that align with the curriculum. Educators at this level are responsible for providing standardized learning experiences that meet established educational standards. During this phase, it is essential to recognize and appreciate the individuality of each learner. Education fosters an environment that supports both personal growth and teamwork, emphasizing the importance of working towards both individual and collective goals. It is widely regarded as the cornerstone of future intellectual development (Khlif, [2020](#)). If one gets off on the wrong foot in school, it can be hard to catch up, and attitudes toward education can become very negative, creating a real obstacle to further learning" (Altaf, [2019](#)). If a teacher teaches a child how to study and behave at an early age, it will follow them all the way through life, and that's why education plays a vital role in the personality development of the child. When you build a house, you either pour footings as a foundation or build a basement. From that point, you build your walls and put them in your flooring. Without a foundation, you cannot build a house, and without learning the things taught in classes, you have nothing to build on to increase education. In the early years of life, children's brains develop and absorb information at an exceptional rate, making learning relatively effortless for them. The goal of education during this stage is to establish a strong foundation that children can build upon throughout their lives (Ahmet, [2012](#)).

The role of education in fostering ethical behavior is increasingly supported by research on ethical issues, which are often complex and not always easily understood. Various ethical theories such as relativism, utilitarianism, egoism, deontology, divine command, and virtue ethics provide frameworks for understanding what is considered right or wrong. Among these, divine command theory stands out, especially in Islamic teaching, where right and wrong are grounded in religious beliefs. In Islam, human existence is meant to worship the One God through good deeds and avoiding wrong actions (Al-Quran [51:56](#)). For Muslims, the teachings of the Qur'an and the Sunnah of Prophet Muhammad outline what is ethically right or wrong, based on divine guidance. The belief is that actions are right because they align with the commandments of Allah (S.W.T) or His Prophet Muhammad (S.A.W), rooted in the understanding that Allah's infinite wisdom determines what is best for humanity.

Education has the transformative ability to shape lives and societies. It plays a pivotal role in shaping the values of future generations and promoting inclusive, peaceful, just, and sustainable communities. To prepare the next generation as proactive agents of change, it is crucial for international communities, governments, and societies to invest in quality education (Nanji, [1991](#)). In this context, the integration of ethical values, including ethical principles, in education becomes vital. These values promote tolerance, peace, justice, and respect for individual differences, core values that help build a harmonious society. Teachers, as central figures in this process, play a significant role in the socialization of children, guiding them in developing values such as sharing, fairness, mutual respect, and cooperation. By embodying these values, teachers lay the groundwork for understanding broader concepts like ethical values, justice, democracy, and human rights.

In relation to professional development, the National Professional Standards for Teachers (NPST) serves as a critical tool for guiding educators in their practice. These standards ensure that teachers are not only knowledgeable in their subject areas but also equipped to foster moral, social, and ethical development in students. Teachers are expected to align their practice with these standards, which include ethical considerations and values-based teaching, thus enhancing their effectiveness in promoting positive values among students. Teachers who embody ethical values and practice the standards outlined in the NPST can influence students to internalize these values in their daily lives. By incorporating these ethical values into both their professional and personal conduct, teachers serve as role models for students. As students observe and learn from their teachers, they are likely to adopt these values, thus contributing to the development of a more ethical and compassionate society. Moreover, as teachers integrate global and societal



issues into their teaching, they help students gain awareness of contemporary challenges while also guiding them on how to approach these challenges ethically and responsibly. This approach aligns with the overall goal of the NPST, which aims to develop educators who are not only skilled in their teaching practice but also capable of fostering ethical and social responsibility in their students. In conclusion, the role of National professional standards in the professional development of teachers is intertwined with the ability to inculcate ethical values, including those rooted in Islamic principles, into students. Teachers who embody these values in their lives and teaching practices can effectively shape the future generation, ensuring they are well-equipped to face the challenges of the modern world with integrity, respect, and a commitment to justice.

### Statement of the Problem

The study is aimed at exploring national professional standards for teachers with special reference to knowledge of the ethical values of schoolteachers in Punjab and identifying their strengths, weaknesses, and areas of improvement. This study explores the role of the NPST in cultivating ethical values among teachers. Ethical values are fundamental to building a supportive learning environment where students feel safe, valued, and motivated to achieve their potential. Teachers who adhere to ethical principles are better equipped to handle moral dilemmas, build positive relationships, and foster a culture of fairness and respect in the classroom UNESCO (2019).

### Objectives of the Study

The following were the objectives of the study. It was carried out.

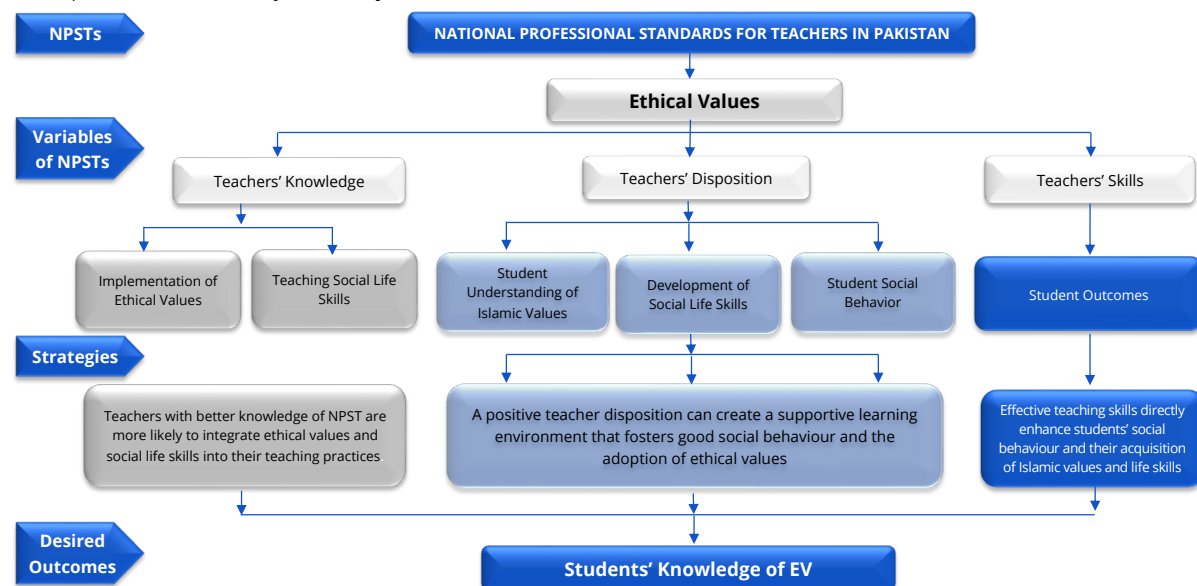
1. To analyze ethical values in teachers on the basis of national professional standards for teachers.
2. To examine the role of ethical values in addressing educational challenges in Punjab.

### Conceptual framework of the study

A research framework is designed to establish the logical connections between various factors considered essential for addressing the research problem (Emara, 2011). After conducting a thorough review of the literature, the research framework is developed to examine the implementation of ethical values as national professional standards for teachers. These practices of ethical values are based on knowledge, attitude, and performance. The professional standards for teachers aim to help school educators recognize their professional strengths and guide their learning and development goals. It is crucial for teachers to fully understand and implement these standards in both their actions and spirit, given their significant social and religious importance (Mushtaq & Mustafa, 2021)

Figure 1

Conceptual Framework of the Study



## Methodology

For this study, a mixed-methods approach was adopted, combining both qualitative and quantitative research methods to provide a comprehensive understanding of the role of the National Professional Standards for Teachers (NPST) in cultivating ethical values for teaching excellence. Below is a detailed breakdown of the methodology.

## Research Design

A mixed-methods design was utilized, integrating both qualitative and quantitative data collection methods. The research was conducted in two phases: a survey for quantitative data collection from teachers and interviews for qualitative data collection from selected teachers.

## Population and Sampling

**Population:** The study targeted teachers working in schools in Punjab, as well as teacher educators and administrators involved in teacher professional development programs.

**Sample:** A random sampling technique will be used to select a representative sample of teachers from various regions of Punjab, ensuring diversity in terms of school type (public/private), geographical location (urban/rural), and years of experience. Two hundred (200) teachers were selected for the survey, while 10 teachers were selected for in-depth interviews (Creswell, [2015](#)).

## Data Collection Methods

### a. Survey (Quantitative Data)

A structured questionnaire was designed to collect data on teachers' perceptions of the NPST's role in promoting ethical values and its impact on their teaching practices. The survey included both closed-ended questions (e.g., Likert scale) and some open-ended questions to allow for richer responses. The questionnaire focused on:

- ▶ The ethical values promoted by the NPST.
- ▶ Teachers' self-reported adherence to these ethical values.
- ▶ Teachers' perceived impact of ethical values on their teaching practices and student outcomes.
- ▶ Challenges faced in integrating ethical values into practice.

### b. Interviews (Qualitative Data)

In-depth semi-structured interviews were conducted with a smaller sample of teachers. These interviews explored Teachers' understanding of ethical values as outlined in the NPST, effect of ethical values on teachers' professional development and teaching effectiveness, Real-life examples of how ethical values have influenced classroom management, teacher-student interactions, and decision-making, Teachers' perspectives on the challenges and opportunities for incorporating ethical values in the Punjab education department.

## Data Analysis

### a. Quantitative Data Analysis

The survey data was analyzed using descriptive and inferential statistical techniques. Descriptive statistics (e.g., mean, standard deviation) were used to summarize teachers' perceptions of ethical values and the NPST. Inferential statistics, such as correlation, were used to determine the relationships between ethical values, teaching practices, and teaching excellence.

### b. Qualitative Data Analysis

The interviews and focus group data were transcribed and analyzed thematically. A coding process was used to identify common themes and patterns related to the role of ethical values in teaching. Qualitative analysis software was used to assist with organizing and analyzing the data. The thematic analysis focused on understanding how teachers perceive the NPST's role in promoting ethical behavior and how they integrate these values into their professional lives.



## Data Analysis

The following are the details of descriptive data analysis:

**Table 1**

*Descriptive Statistics*

S. No	Statement	N	M	SD
1	I am passionate about providing the best education possible.	200	1.64000	.750477
2	I possess knowledge of the National Professional Standards for Teachers.	200	1.9950	.86529
3	I consider the value of ethical principles and social life skills in my teaching.	200	1.6400	.67280
4	I am aware of the global challenges of the modern era and seek solutions within my capacity.	200	1.8800	.76717
5	I emphasize the importance of tolerance and peace, which are essential worldwide.	200	1.6950	.82789
6	I understand the key factors that contribute to strong ethical values and social life skills.	200	1.9600	.75581
7	I observe that ethical values and social life skills are appropriately and sufficiently included in textbooks.	200	2.0400	.85561
8	I am well prepared to find ways to instill these values in my students.	200	2.0500	.78138
9	I believe that ethical values and social life skills foster harmony and peace in society.	200	1.8150	2.20797
10	I value students who respect cultural and religious differences.	200	1.9000	1.63811
11	I consider respect for one another a crucial factor in appreciating efforts to maintain harmony.	200	1.6200	.69137
12	I appreciate students' efforts to promote cultural harmony and positive traits.	200	1.8050	.97557
13	I encourage students to seek ways to promote peace and mutual collaboration.	200	1.6900	.75946
14	I inspire students to honor and celebrate diversity in thoughts, ideas, and cultures.	199	1.8141	.80441
15	I value students who tolerate differing opinions and consider it a positive attitude to think from various perspectives.	200	1.7400	.77161
16	I promote tolerance and acknowledge differences in every aspect	200	1.8800	1.56777
17	I strive to create a positive and healthy learning environment for all my students.	200	1.6400	.76375
18	I actively practice ethical values in my life.	200	1.7750	.97423
19	I encourage students to strive for the implementation of ethical values and social life skills, both within themselves and toward others.	200	1.9300	1.67905
20	I teach the syllabus content with real-life examples to make it easily comprehensible.	200	1.6550	.80574
21	I foster an environment where dialogue is encouraged and differing opinions are respected.	200	1.8400	.78580
22	I engage students in discussions about global issues to raise awareness.	200	1.9900	.80194
23	I view my students as valuable, productive, and respected members of society who, if given the right opportunities, can contribute positively to their communities.	200	1.7600	.75847
24	My goal is to provide a safe and conducive learning environment for all students.	200	1.6200	.76059

The questionnaire was prepared on a Likert scale ranging from 1 to 5 values. Table 1 shows that the mean value of all of the items on the scale is less than 3. Which shows that ethical practices are not as per standard as described



in national professional standards for teachers. The lesser values of mean value show that teachers are neither following nor practicing ethical values as required in NPSTs.

### **Findings**

Findings revealed an alarming situation regarding the current level of practicing ethical values by the teachers working in Punjab education department. The teachers are required to follow NPSTs guidelines and show positive dispositions during teaching. However, the situation is different, and it varies from person to person as SD values are high.

### **Conclusions**

It is concluded that teachers are not acting as per standards and norms described in NPSTs. It is a very serious situation that CPD programs are conducted periodically. Teachers mostly have professional degrees, but there is still a lack of guidance in the curriculum regarding ethical values.

### **Discussion**

The National Professional Standards for Teachers (NPST) play a vibrant role in educating ethical values in teachers by providing a clear framework for manners, development in responsibility, and encouraging reflective training. These standards highlight basic ethical principles that are mentioned in NPST documents, such as integrity, fairness, respect, and social justice, guiding teachers in their interactions with students, colleagues, and the broader community. The findings of the study revealed an alarming situation regarding the current level of ethical values practiced by the teachers working in the Punjab education department. The teachers are required to follow NPST guidelines and show positive dispositions during teaching. However, the situation is different, and it varies from person to person as SD values are high. It is concluded that teachers are not acting as per the standards and norms described in NPSTs. It is a very serious situation that CPD programs are conducted periodically. Teachers mostly have professional degrees, but there is still a lack of guidance in the curriculum regarding ethical values. The study overall focuses on the ethical code of conduct of teachers and reflects on their routine, which may also reflect students who follow their teachers.

### **Recommendation**

It is recommended that:

1. Ethical consideration may be more focused on in-service training.
2. The teachers may be encouraged to participate in Continuous professional development programs.
3. Mentorship programs may be initiated by the senior management.
4. A cooperative ethical culture may be fostered among the teacher community.



## References

- Ahmet, N., & Akdogan, C. (2012). Trust (Al-Amanah): A comparative study of its application in Islamic and Western science. In *Asian Conference Ethics, Religion Philosophy*.
- AITSL. (2011). *National Professional Standards for Teachers*. Retrieved from <https://www.aitsl.edu.au/docs/default-source/national-policy-framework.pdf>
- Al-Aidaros, A. H., Shamsudin, F. M., & Idris, K. M. (2013). Ethics and ethical theories from an Islamic perspective. *International Journal of Islamic thought*, 4, 1. [https://www.ukm.my/ijit/wp-content/uploads/2016/01/IJIT-Vol-4-Dec-2013\\_1\\_1-13.pdf](https://www.ukm.my/ijit/wp-content/uploads/2016/01/IJIT-Vol-4-Dec-2013_1_1-13.pdf)
- AL-Quran, 1.6
- Altaf, F., & Saeed, M. (2019). Teachers and education managers perceptions and practices regarding National Professional Standards for teachers: A multiple case study. *Global Regional Review*, IV(I), 326–334. [https://doi.org/10.31703/grr.2019\(iv-i\).35](https://doi.org/10.31703/grr.2019(iv-i).35)
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson. <https://www.pearson.com.au/9781486023462>.
- Emara, O. (2011). Muhammad (Peace Be upon Him), the Prophet of Mercy. *The Global Program of Introducing the Prophet of Mercy*.
- Khan, R., & Islam, S. (2015). An evaluation of national professional standards of public sector school teachers at primary level in district Peshawar. *The Dialogue*, 10(4), 365-376. [https://qurtuba.edu.pk/thedialogue/2015\\_366-376.pdf](https://qurtuba.edu.pk/thedialogue/2015_366-376.pdf)
- Khelif, A. (2020). *The Importance of Primary Education: Primary education in Morocco and England*.
- Ministry of Education (2009). *National Professional Standards for Teachers in Pakistan 2009*. Policy and Planning Wing Ministry of Education. Ministry of Education, Islamabad. Government of Pakistan.
- Ministry of Education planning management (2008). *Pakistan Education Statistics 2016-2017*. Ministry of federal education and professional training Islamabad. Government of Pakistan.
- 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.
- Nanji, A. (1991). Islamic Ethics. In P. Singer (Ed.), *A Companion to Ethics* (pp. 106–118). Oxford: Blackwell Publishing.
- Saifuddeen, S. M., Wei, C. L., Ibrahim, A. H., & Khotib, N. A. (2013). Islamic Ethical Framework to Tackle Scientific and Technological Dilemmas. *Journal of Dharma*, 34(4), 373–386. <https://dvkjournals.in/index.php/jd/article/view/98>
- UNESCO. (2019). Empowering students for just societies: a handbook for primary school teachers. Unesco.org. <https://unesdoc.unesco.org/ark:/48223/pf0000370902>

