

EVALUATION OF SECONDARY SCHOOL TEACHERS' PEDAGOGICAL PRACTICES ASSOCIATED WITH NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPSTS)

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ABSTRACT:

The major purpose of conducting this research study was to gauge secondary school teachers' pedagogical practices according to the rubrics and competencies defined in the National Professional Standards for Teachers (NPSTs) document. The main objectives of the study were (a) to study the current status of teachers' pedagogical practices in Punjab (b) to gauge secondary school teachers' pedagogical practices through rubrics associated with NPSTs and (c) to recommend certain measure for the betterment of teacher pedagogical practices in the classroom. This observational study was descriptive type research which was conducted in a real setting. 453 secondary school teachers from the province of Punjab were selected through multi-stage sampling techniques. An observation checklist with defined rubrics was developed. Based on the analysis of data, it was observed that very few of the secondary school teachers had attained the level the competence in using different pedagogies while different subjects. Most of the secondary school teachers were teaching subjects with the same teaching methods and were fall under the category of emerging teachers.

Key Words: Pedagogical Practices, Professional Standards, Teaching Quality and Assessment

Introduction

The teacher is considered the nucleus of society's expectations and a role model for students. Students call those teachers intellectual who possess a spirit of adventure, are committed to making them learn and having the potential for heroic achievement and have a love for work. Creative work and commitment enhance a teacher's dignity and good name among his/her colleagues, students, and community. It is generally observed that the teacher earns this by having some intellectual virtues such as deep knowledge and understanding of pedagogy (Shakir & Adeeb, 2014). The 21st century also demands an intellectual teacher who knows the contemporary world, sublimed with general as well as specific knowledge, love for innovation, and willing to accept innovative concepts (Hargreaves, 2003).

A good teacher tries to develop a community of intellectual students by creating wisdom, skills, and capabilities in them similar to his own. For this, he can provide sufficient food for minds and thoughts to inspire them for intellectual works. A good teacher contributes significantly to the intellectual development of students by involving them actively in activities such as; assignments, research projects, research papers & articles, debates, seminars, and conferences (Bok, 2009).

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Intellectual property multiplies through commending the dignity of colleagues & their work, and initiative to work with them cooperatively & collaboratively on the principle of common pains and gains. Awareness about cultural diversities and understanding of human behavior certainly help a teacher to decide an appropriate approach to teaching-learning situations.

A committed and dedicated teacher loves his/her profession truly and romances intellectualness which, results in academic production through scholarship abilities. Understanding self and surroundings will make a teacher professionally vigilant and progressive to meet the demands of higher education in the 21st century (Day, 2004).

A teacher in our society is a person who constructs or destructs the minds of the individual. Vision with wisdom makes a secondary school teacher professionally sound and competent (Carbonneau, Vallerand, Fernet, & Guay, 2008). Vision may enable an individual to perceive the situations or circumstances, their effects & outcomes for appropriate operational planning to save the future (Nilson, 2016). The question-answer skill when infused in thinking the outcome is reason-based (Sammons, 1995). Teachers may help students learn the characteristics of good questioning, clarity, accuracy, precision, relevance, depth, breadth, and logic (Mart & Development, 2013). If the teacher has the following characteristics and skills he can be a role model for students:

- Critical thinking approach
- Evaluative skills
- Innovation in ideas
- Intellectual instinct
- Opportunity to develop students' intellect
- Creativity
- Analytical approach
- Positive minded
- Respect and trust of colleagues
- Potential to apply the knowledge and skills

To bring better output among the students, the teacher may have to establish learner-centered classrooms. In which teachers may focus on students' needs desires particular learning styles, bits of intelligence, abilities, and weaknesses, use the techniques to wring out the ideas from the minds of students rather than pour in the knowledge. Permit the students to make choices for task selection, promote self-learning skills, and laid more effort to motivate students intrinsically. Makeable the students to understand the given knowledge not only memorize the given facts and information (Greene & supervision, 1986).

Today students are more advanced than the previous one; they have a direct approach to advanced technologies. They use a different type of media and technology in their daily life. That's why the student of the 21st century is more challenging for a teacher. A teacher must equip him/herself with the latest pedagogical skills also involve students to use those technical skills for learning purposes (Kumar & Singh, 2010). The responsibility of the teacher is here to direct the thoughts and skills of students and provide students a vision to develop such programs, stories, and movies related to their lessons by use of modern pedagogical methods and share with others and appreciate their skills (Sarwar, Hussain, & Shah, 2017).

The teaching profession demands a pleasant outlook and exemplary character of a teacher. With the invention of new teaching methodology, the demands of the teaching profession have also changed. This revolution requires more or less new thought, a flexible approach, and intellectual insight. For this purpose Ministry of Education, Pakistan with the support of USAID's and UNESCO, they have prepared National Professional Standards for Teachers (NPSTs) documents to bring quality in teaching. Instructional planning and strategies are the important standards through which one can gauge the pedagogical competence of the school teacher (Shakir & Adeeb, 2014).

A good teacher must try to adopt such modern pedagogical techniques that should be relevant and suits his students. His teaching technique must be simple, applied, informative, and elaborative. The technique of teaching must surely be student oriented as the benefit will ultimately go to the students. The teacher must know the curriculum, its preparation, objectives, learning outcomes, teaching strategies, and promoting students learning through available resources (Shakir & Adeeb, 2014). A teacher should understand and use the need-based pedagogical and instructional approaches to deliver the content to the students. As the student and teacher are the main part of academic activity. He/she must know about the effect of out of school activities, various classroom management techniques, and specific methods of teaching different subjects (Passos, 2009). It has been observed that most teachers usually use the same teaching method to teach different subjects. A teacher must be well aware of specific teaching methods, techniques, and strategies to teach different disciplines. Teacher at a school level needs to make up the deficiencies of character for which morality and good behavior should be encouraged (L. Ingvarson & Rowe, 2008). A teacher develops among colleagues cordial relations. He discusses different matters of mutual interest with others and takes their advice or rather guides them in some matters (L. J. A. J. o. E. Ingvarson, 2010; L. J. M. t. a. Ingvarson & performance, 2002). Among his colleagues a teacher has to show courtesy and friendly relations. Among colleagues sometimes there is a difference of opinion or professional jealousy. Teachers need to remind themselves continuously that professional and personal relations work in two different domains. The professional relations may be treated purely on professional grounds. The teacher-teacher relationship should be viewed from the social perspective (L. Ingvarson, 2002).

The Current Study

The current study assessed secondary school teacher's pedagogical practices associated with NPSTs. The purpose of conducting this research study was to gauge secondary school teachers' pedagogical practices according to the rubrics and competencies defined in the NPSTs document. As the supplementary objectives (a) to study the current status of teachers' pedagogical practices in Punjab (b) to gauge secondary school teachers' pedagogical practices through rubrics associated with NPSTs and (c) to recommend suitable strategies how to inculcate modern pedagogical approaches in teaching at secondary school education, researchers attempted to answer the following research questions.

1. What is the current status of teachers' pedagogical practices in Punjab Province?
2. What is the ranking of secondary school teachers' pedagogical competence gauging through rubrics?
3. What are the suitable strategies on how to inculcate modern pedagogical approaches in teaching at secondary school education?

Research Method

This study was descriptive and an observational checklist was used to gather information from secondary school teachers. All the boys and girls, public and private schools situated in rural and urban areas of Punjab Province were considered as a population of the study. As this study was conducted in a natural setting, a sample of 453 participants was selected through multi-stage sampling techniques. Punjab Province was divided into three-part i.e. (a) Southern part (b) Central part and (c) Northern part. Each part was further divided into two districts which were served as strata. While choosing the districts from each part, the researcher had selected the one higher literacy rate and one low literary rate district. District strata were further divided into rural and urban. A total of six districts from three clusters were selected. The size of the sample was rationalized (Cohen, Manion, Morrison, & Wyse, 2010) suggests choosing from the size of the targeted population i.e. if the overall population of the study is more than 100,000 or above the 384 sample size should be considered appropriate. Hence, researchers have selected 453 secondary school teachers from both public and private school teachers as a focused sample for this research, which is slightly above the actual suggested by Cohen (2008) just to maintain if any error of counting representation accuracy. The detail of the participants is as follows.

Table 1. *District Wise Distribution of Sample*

District	Frequency	Percent
Chakwal	78	19.6
Sargodha	41	10.3
Faisalabad	80	20.2
Hafizabad	87	21.9
Lodhran	40	10.1
Muzaffargarh	71	17.9
Total	397	100.0

Table 2. *Area Wise Distribution of Sample*

Area	Frequency	Percent
Urban	170	42.8
Rural	227	57.2
Total	397	100.0

Table 3. *Gender Wise Distribution of Sample*

Gender	Frequency	Percent
Male	225	56.7
Female	172	43.3
Total	397	100.0

Research Instrument

The problem was investigated quantitatively because the teachers' pedagogical practices can be measured better through observation. So, an observational Checklist was considered an appropriate instrument to collect empirical pieces of evidence about the pedagogical skills of secondary school teachers of both discipline science and arts background. NPSTs' document was reviewed and selected the core competencies related to the pedagogical skills of teachers. Following competency are according NPSTs were selected either teacher knows:

- objectives of curriculum

- to promote students' learning through available resources
- to plan need-based instructional strategies
- a variety of instructional approaches
- effect of school activities on students' learning
- various classroom management techniques
- special methods of teaching different discipline
- how to attain curriculum objectives
- the development of students' problem-solving skills
- the pedagogy of collaboration
- importance of teamwork and cooperative learning
- the multiple ways of problem-solving
- how to design instructions according to student's age
- class activities to make student learning better

Each competency was further analyzed under its pre-determined factors i.e. knowledge and understanding, disposition, and performance skills with the following rubrics used:

Table 4 *Rubrics and Its Description*

Level	Rubric	Description
Level-0	Not Demonstrated teacher	The teacher did not demonstrate competence on already designed skills
Level-1	Emerging teacher	Teacher have insufficient competency towards achieving competence
Level-2	Developing teacher	A teacher who meets the emerging level of competence and demonstrate sufficient growth toward achieving the knowledge, disposition, and skills
Level-3	Proficient teacher	A teacher who achieved a developing level of competence and is striving to reach the level of competency but he/she did not attain the full competency level
Level-4	Accomplish teacher	A teacher who achieve all the above levels and demonstrated full competence

Results of the Study

The following were the results of the data analysis.

Table 5. *Pedagogical Practices of Secondary School Teachers*

Category	Level 0	Level 1	Level 2	Level 3	Level 4	Total	χ^2	Sig.
Response	36	106	142	103	10	397		
Percentage	9.07	26.71	35.76	25.95	2.51	100	260.00	0.04

Table 5 describes the overall pedagogical practices of secondary school teachers. Data analysis on various levels indicates that very few (2.51%) of the secondary school teachers have achieved the level of competence which is the highest level in teaching. Further data elaborates that (25.95%) teacher who was striving to attain the level of expertise and fall under the category of proficient teachers. Most of them (35.76%) teachers demonstrated sufficient growth toward achieving the skills and fall under the category of developing teachers. Almost one-fourth of participants (26.71%) teachers rarely used the pedagogical practices in classroom teaching and fall under the category of emerging teachers while (9.07%) teachers did not demonstrate competence on a certain level. Its p-value is .004 which is significant and is less than 0.05. Empirically, it can be said that most of the teachers sometimes demonstrate pedagogical practices and were fall under the category of developing teachers. Only a few teachers have attained a level of competence.

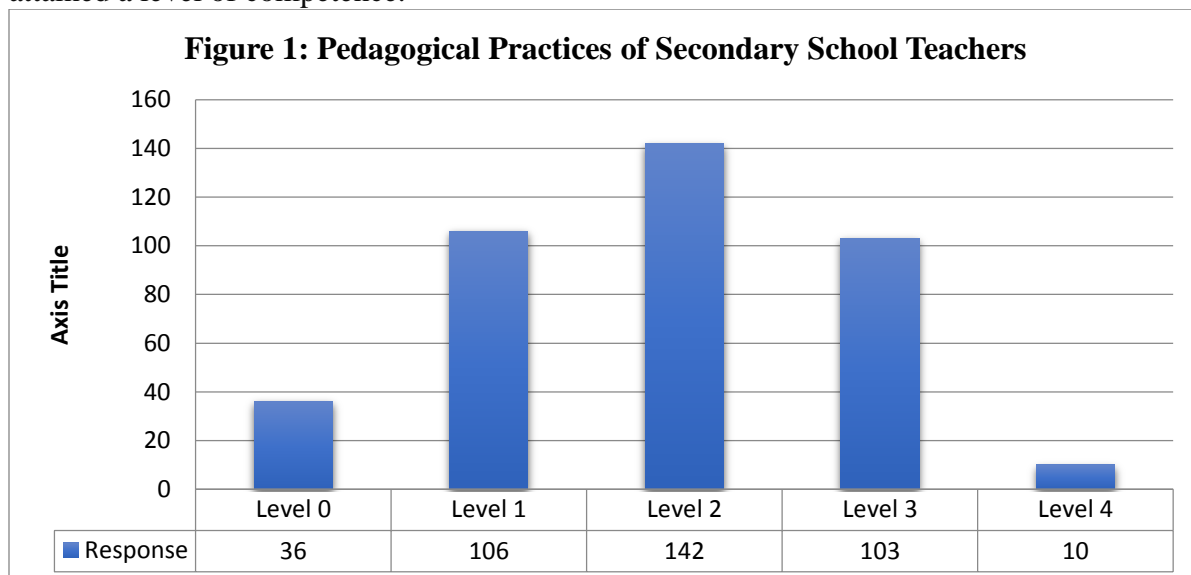


Table 6. Comparison of Teachers' Pedagogical Practices of Secondary School Teachers

		Group Statistics					
	Pedagogical Practices	Sector	n	\bar{x}	σ	t	p
01	A teacher knows the objectives of the curriculum	Male	225	1.86	.804	3.742	.001
		Female	172	1.76	.724		
02	A teacher knows to promote students' learning through available resources.	Male	225	2.75	.792	4.345	.000
		Female	172	2.69	.784		
03	The teacher understands to plan need-based instructional strategies.	Male	225	2.83	.791	4.339	.000
		Female	172	2.96	.847		

04	The teacher knows a variety of instructional approaches for students' understanding.	Male	225	2.86	.893	2.417	.006
		Female	172	2.97	.948		
05	The teacher understands the effect of out of school activities on students' learning.	Male	225	2.80	.910	2.566	.001
		Female	172	2.97	.933		
06	The teacher understands various classroom management techniques.	Male	225	2.89	.811	2.253	.000
		Female	172	3.09	.830		
07	The teacher is well aware of the special methods of teaching different disciplines.	Male	225	2.59	.798	1.764	.005
		Female	172	2.68	.883		
08	The teacher is committed to attaining curriculum objectives.	Male	225	1.86	.798	1.359	.090
		Female	172	1.78	.815		
09	Teacher values the development of students' problem-solving skills.	Male	225	2.64	.772	3.062	.240
		Female	172	2.80	.823		
10	Teachers value the pedagogy of collaboration.	Male	225	2.87	.896	2.546	.345
		Female	172	3.06	.870		
11	Teachers value teamwork and cooperative learning.	Male	225	2.90	.871	3.564	.002
		Female	172	3.06	.846		
12	Teachers value the multiple ways of problem-solving.	Male	225	3.00	.793	2.564	.230
		Female	172	3.00	.898		
13	The teacher engages in activities to design instructions for students' age.	Male	225	2.84	.930	3.678	.000
		Female	172	2.96	.951		
14	The teacher plans out of class activities to make student learning better.	Male	225	2.64	.812	2.623	.005
		Female	172	2.67	.764		

Table 6 explores the comparison of pedagogical practices of male and female secondary school teachers. This comparative analysis reveals that the mean score of male teachers is 1.86, which is slightly higher than the mean score of female teachers which is 1.78, which means male teachers' understanding of the curriculum objectives is better than the understanding of the learning of female secondary school teachers. It is p-value need-based significant and is less than 0.05. Almost similar results were found when teachers were observed either teacher knows to promote students' learning through available resources. The importance of need based instruction cannot be ignored in classroom teaching. When this competency was compared with the female teachers, the performance of female teachers was found better than the performance of male secondary school teachers. Using the variety of instructional approaches is another important area for teacher through which teacher can enhance students understanding. The mean score of this statement showed that female secondary school teachers used variety of instructional approaches while in the classroom. Understanding the effect of out of school activities on students' learning is considered the most important aspect for teacher pedagogical skills, when this skill was observed comparatively female teachers understanding about out of school activities were found better than the performance of male secondary school teachers. When the teachers' understanding about various classroom management techniques was observed, the mean score of female secondary school teachers was found higher than the mean score of male



teachers. Its p-value .000 is significant and is less than 0.05. Knowledge of special methods of teaching different disciplines was considered the most important aspect of teaching. When this competency was compared, the female teachers of Punjab Province, use multiple teaching methods to teach different disciplines. Almost a similar mean score was found while observing teamwork, students' problem-solving skills. The mean score of female teacher were found higher than male teachers. Further, the data elaborate males at in valuing pedagogy of collaboration, cooperative learning, teamwork, and using problem solving techniques and engaging students in different activities female teachers mean score found higher than male. Empirically, it can be said that female teachers during classroom observation of different secondary schools were found more energetic to reveal a variety of developmental approaches, and practicing the curriculum goals, solving problems of students, and using a pedagogy of collaboration.

Discussion and Conclusions

The overall results of the study reveal that most of the teachers uncommitted in attaining pedagogical approaches during classroom teaching. Item wise data analysis indicated that the majority of the teachers did not know the objectives of curriculum and they were found uncommitted to attain the curriculum objectives. While Safia (2005) discards the point of view in her study that the teachers know the objectives and goals of content what to be taught but Siddiqui (2010) in his study were of view that most of the male teachers did not know the goals and objectives of the curriculum but females were an effective teacher who achieves areas where they perform themselves or have set for them by other females Anderson, 1991). The comparative analysis of the study reveals that in various pedagogical aspects female teachers were better than the students' while in few areas males performances were comparatively better than the female. Likewise, using the variety of instructional approaches is an important area for teacher through which teacher can enhance students understanding. The mean score of this statement showed that female secondary school teachers used a variety of instructional approaches while in the classroom. Understanding the effect of out of school activities on students' learning is considered the most valuable aspect for teacher pedagogical skills. When this skill was observed comparatively with female teachers' understanding about out of school activities, it was found better than the performance of male secondary school teachers. Further data elaborate that in valuing pedagogy of collaboration, cooperative learning, teamwork, and using problem-solving techniques and engaging students in different activities the female teachers' mean score was found higher than male. Empirically, it can be said that female teachers during classroom observation of different secondary schools were found more energetic to promote a variety of developmental approaches, understanding the curriculum goals, solving problems of students, and using a pedagogy of collaboration.

Implications of the study

Pedagogical practices of secondary school teachers are considered the most important area in the teaching-learning process. As the results of the study unpacked that most of the secondary school teachers fall under the category of developing teachers which means that to some extent, teachers used and practice pedagogical approaches. During classroom observation, it was observed that most of the teachers were using the same method in teaching different subjects. This study suggests that apart from observing general teaching competencies, subject-based competencies may be evaluated by the teachers.

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