

RELATIONSHIP BETWEEN TEACHER'S PROFESSIONAL LITERACY AND STUDENTS' CLASSROOM PERFORMANCE AT SECONDARY SCHOOL LEVEL

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Abstract

The focus of the correlational study was on relationship between teacher's professional literacy and student's classroom performance at secondary school level. The major objective of the study was, to investigate professional literacy of secondary school teachers; To find out the relationship between teachers professional literacy and students classroom performance Total population of the three selected districts of Khyber Pakhtunkhwa ,was 1046 secondary school teachers (SSTs) along with 31563 were matric class students(boys) , simple random sampling technique was adopted (380) students of grade 10th at secondary and higher secondary schools was selected as the sample with a margin error of 9.59% and number of two hundred and eighty two (282) Secondary School Teachers was taken as a sample. The study was quantitative in nature and data was collected through questionnaires. On the basis of data analysis, the null hypothesis was rejected. A positive weak association between teachers' knowledge of professional literacy and classroom performances of secondary schools' was found. On the basis of findings it was recommended that professional literacy must be encountered in educational institutions for novel situations of teaching and learning process which minimizes the re-enforcement of student unacceptable behaviors. Furthermore, guiding services must be provided from those professional literate teachers to deal with the abnormal behaviors of student's at different situations accordingly. It was concluded that professionally literate teachers have positive to moderate relationship on the students' classroom performance.

KEY WORDS: Professional Literacy skills, Relationship, Classroom Performance, Educational institutions, Encounter, unacceptable behaviors etc.

1.1 Introduction

Teachers are the backbone of the educational system as they play a pivotal role in the practical implementation of the educational curriculum ranging from cognitive development to psychomotor and behavioral development of students (Reeves, 2006). Therefore, the competence of teachers is utmost important where various national and international quality assurance agencies, and teachers' professional organization set benchmarks for teachers at different intervals of the professional life (Pham & Nguyen, 2020). Teachers' professional standards are set by different countries according to their own contextual demands to be met by teachers for recruitment and classroom teaching responsibilities. In Pakistan for this purpose, the federal ministry of education and trainings devised National Professional Standards for Teachers in Pakistan (NPST) which are used as initial benchmark for teachers in Pakistan (Khizar et al., 2019).

(Nessipbayeva, 2012) explained professional literacy in teachers' trainings and teaching performance perspectives and considered it an observable phenomenon reflecting the skills,

knowledge, and values expected from a professionally literate teacher to effectively complete a training course in a "competency-oriented" training program. Teacher performance can be used to assess students' performances where teachers require certain pedagogical skills, content knowledge, and general pedagogical knowledge. Therefore, it is more than just a set of skills and information as it covers different domains of professional knowledge and attitude of teachers. Ramzan et al. (2023) have said that vigilant proficiency in English language learning motivation is determined by English learning motivation.. Ramzan and Khan (2019) have scrutinized the veiled ideological stance to explore the power issues in print media headlines. Ramzan et al. (2021) have described the manipulation of the public in the hands of politicians in print media statements. Bhutto and Ramzan (2021) have expressed that there is a collusive and pacifier stance in print media headlines which is wrapped in the powerful agenda.

The (Cain, 2012) has analyzed the professional literacy of teachers with special focus on the assessment literacy of teachers and added that. Teachers need to be able to select proper methods of assessments for the instructional decisions. They must be able to create assessment procedures that are acceptable for making instructional judgments. Professionally literate teachers should communicate and follow modern assessments techniques. Furthermore they should know how to use modern technology for the interpretation of results and to share it with the students. The Educational stockholders have the right to acknowledge the evaluated outcomes with the authorities.

According to (Hammond, 2006) teachers' professional practices are based on their professional literacy that is teachers may look forward to work collaboratively with their students and shares their knowledge with them in a systematic approach, develop democratic sense among them and enable them to participate effectively in all fields of life. Nawaz et al. (2021) have said that there is an internal bias between the government and opposition wrapped in the current affairs statements in Pakistan. Ramzan et al. (2023) have claimed that omission and errors are the most common types of errors in ESL writing. Further, Ramzan et al. (2023) have also expressed the overlooked potential of social media are an instrument to boost ESL students' engagement and performance. Moreover, Ramzan et al. (2023) have suggested can the influence of social media is helpful for educators and policymakers. Furthermore, Ramzan et al. (2023) have confirmed that teachers are able to incorporate various helpful technical collaborative strategies.

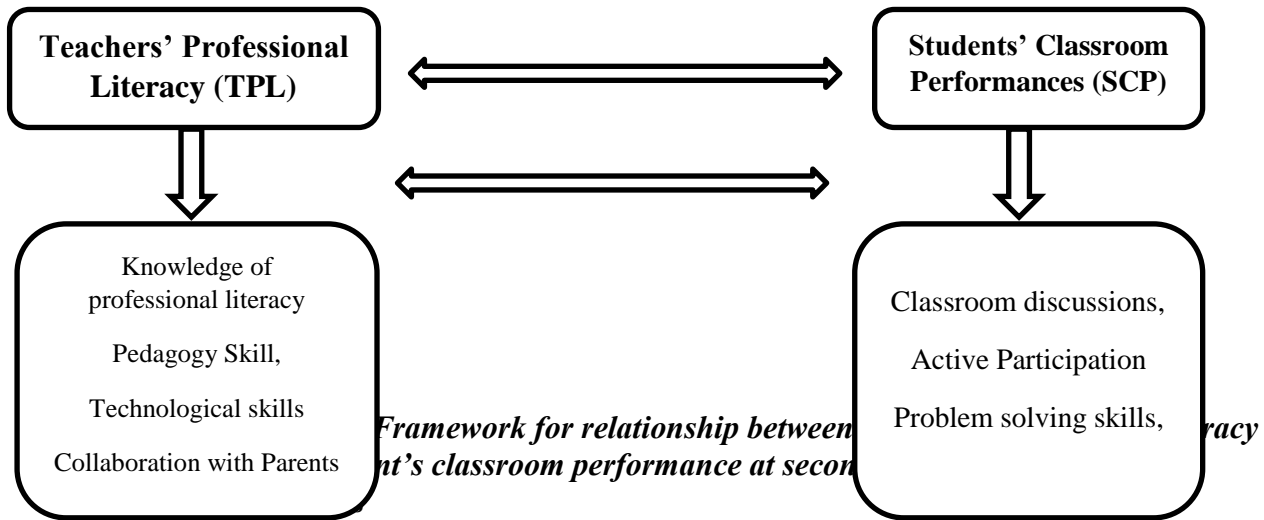
1.2 Problem Statement

Teachers aimed to enhance the quality of their teaching to meet the needs of the 21st century requirement for school students and the results showed that it positively contributes into the quality of education in Pakistan (NPST, 2009; Rizvi & Khamis, 2020) Teachers' professional literacy enables a teacher to properly implement his/her instructional plan effectively and comprehensively, where the priority of a teachers is always on the development of pedagogical skills and the updated knowledge which is effectively transferred to students which improves their overall performances. Teacher's Professional development is the key towards teacher's literacy skills and plays an important role for enhancing students' classroom performances. Due to (Covid-19) the process of teaching and learning faced challenges and numerous problems in which the major problem was the professional literacy, pedagogical skills, technological literacy as cited by (Zaalouk, 2021).

Therefore, the study was designed to investigate the relationship between teacher’s professional literacy and student’s classroom performance at secondary level which is very important for the student’s classroom performances.

1.6 Conceptual framework

Teachers’ professional literacy ensures the effective implementation of a teachers’ instructional plan. There are different indicators which are important for teachers to attain their professional literacy. In Pakistan, the national professional standards for teachers provide foundation in this regard.



1. To investigate professional literacy of secondary school teachers
2. To find out the relationship between teachers professional literacy and students classroom performance

1.4 Research Hypotheses

- H₀₁: There is no significant professional literacy of teachers at secondary school level
- H₀₂: There is no significant relationship found between teachers professional literacy and students classroom performance

1.5 Significance of the study

Quantitative Correlational Research Design
Teachers and Students of Secondary Schools

The current study was significant for all or the stockholders in the field of education and research. The research paper provided assistances for the teachers to apply the professional literacy skills in the teaching and learning process and boost up the academic moral of their students. Furthermore, the research paper was significant for policy makers and curriculum developer to inculcate the professional literacy skills in the policy and apply these skills in the entire curriculum of teacher education and related institutions. The research was significant for future researchers to fill the gap which the current research has focused. The research paper was also significant for teacher’s community and students to inculcate practically the professional literacy skills in the teaching and learning process for more beneficial results.

Literature Review

National professional standards for teachers in Pakistan provide the basic guideline to upgrade traditional pre-service teacher education. The traditional pre-service and in-service training structure was utilized to prepare teachers for schools which includes One year PTC, CT,

B.Ed. and, M.Ed. However, after the NPST the pre-service teachers education was revised with the collaboration and support of USAID is worth appreciation, and as a result B.Ed four years degree programs for elementary and secondary teachers, Associate Degree in Education ADE for primary school teachers were introduced as pre-service teachers education for the prospective teachers in Pakistan (Khan & Saeed,2009; Hina, 2017).

There are ten (10) standards for teachers, which covers all the important aspect of teachers' professional life and meeting these standards enables them to effectively perform their professional duties. These standards includes, the knowledge of Subject matter, Human growth and development, Assessment, Knowledge of Islamic values/ethics and social skills of life, Planning of Instruction and strategies, Learning Environment, Collaboration & partnership, The effective use of communications and proficient uses of ICT, The teaching of English as Second /foreign language (ESL, EFL) and continuous professional development and code of conduct.

These standards are used as an instrument for the professional development of in-service teachers' and benchmarks for the prospective teachers in pre-service teacher education programs (Shaukat & Chowdhury, 2021). Professionally trained teachers do contribute into student classroom performance as they enable the students to fill the achievement gap and enhance their academic performances. Teachers' professional approach and attitude imbue students for the future roles and responsibilities through the skills, behavior, personality, and overall holistic development, therefore, teachers' professional literacy is utmost important (Niemi, 2015).

This first step in teachers' professional development and competence was their professional literacy which has been defined by (NACTE, 2009) as teachers' professional literacy is the disposition of teaching skill, attitudes, values, and beliefs undeniable through strong communication skills as the teacher interact with students, families, academicians, and communities. (König,et al., 2022) consider it as the combination of content, pedagogical, and general pedagogical knowledge and understanding of teachers. Therefore, it the content the pedagogical skills and general knowledge of teachers which enables them to lead the students towards their desired targets effectively.

As suggested by (Morningside Academy, 2022) have worked on teachers' professional literacy and concluded that developing teachers' abilities, skills, and knowledge is always effective in relation to predetermined standards and well enumerated competences as it is extremely complex scenario. Therefore, teachers' knowledge about teaching competencies would be more productive in understanding teaching learning process and psychology of students.

Therefore, teachers should be able to spot out the unethical, illegal, or ineffective techniques of assessment by using the assessment data effectively. (National Council on Measurement in Education, 1990).Similarly, the study of (Hussain, 2017).also added that assessment literacy of teachers helps the teachers in make sound and authentic instructional decisions which will contribute positively to the classroom performance of students.

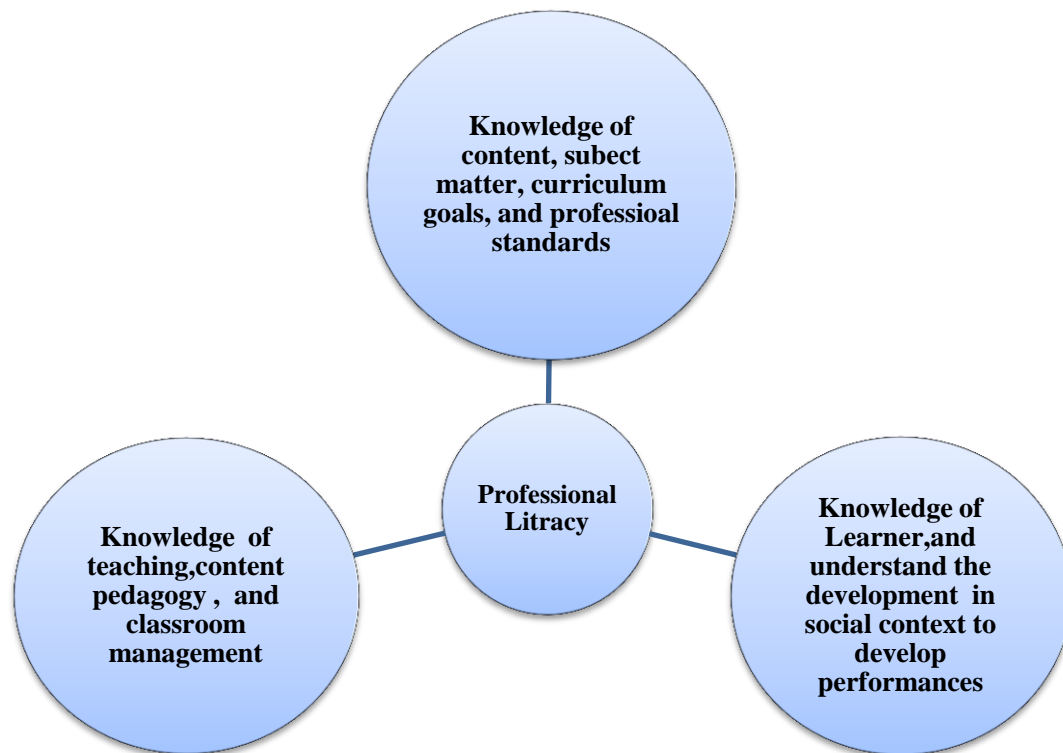


Figure: 1 Understanding Professional literacy and Student's Performance
SOURCE: (Hammond, 2006).57(3), 300-314.

The above diagram shows that professional literacy leads the instructor towards the knowledge of content, subject matter, curriculum goals and professional standards. Due to professional literacy an instructor can reach the level of pedagogical skills, classroom management skills along with the knowledge about the learners which can increase the classroom performances of the learners (Hammond, 2006).

Consequently, professional literacy is an essential component which intensifies the students' classroom performances, and a broad, complex, and continuing process happens in classroom setting. Teachers' professional literacy enables them to design the classroom environment in such a way that supports classroom interactions between teachers and students and facilitate teachers in teaching and students in learning. According to (Sekiwu et al, 2020).students classroom performance covers different dimensions of their academic life including, classroom participation, and class attendance etc. The study of (Pineda, Báez et al., 2014) added that student's classroom performances are closely related to students' engagement which is divided into five major components-student-teachers' interactions, academic challenges, active and collaborative learning, and supportive classroom environment enriching the educational experiences of students. Among all these students' classroom attendance, academic satisfaction from classroom teaching processes and active participations are indispensable.

A study conducted by (Falsario et al., 2014). added that students classroom performances have significant correlation with students' classroom performances. They further added that classroom environment perform a major role in students' active participation in classroom activities, enhance critical thinking and problem-solving skills, develop study habits and collaboration among students. Therefore, classroom environment is as important as teachers'

professional literacy and students' academic performances. Teachers' professional literacy and students' classroom performance are interrelated with a favorable classroom learning environment. It is the inner physical and psychological factors that support the teacher in his/her teaching and students in their learning. According to (Hyypiä et al., 2019) different educators and teachers have different opinions about the definitions of classroom learning environment, but most of them are agreed that environment which supports the students learning activities in classroom which includes students' and teachers' mutual understanding, availability and utilization of classroom learning resources, and teachers role in classroom learning make the classroom learning environment. Furthermore, according to (Manninen et al., 2007) It is the combination of five major components that is social and collaborative aspects of classroom, pedagogical approaches of teachers in classroom, physical space and learning resources, technology uses and physical setting for contextual learning of students. Teachers' role is now more challenging and diversified which make the professional literacy more important than ever. It is their professional literacy that enables them to understand the nature, needs, and requirement of their students, importance with in the classroom) which contribute into the students' classroom performance.

Internationally there is enough work available on teachers' professional literacy, and students' classroom performances, but there is no ample research evidence on its relationship, therefore, this study was designed to investigate the how teachers' professional literacy is associated with students' classroom performance at secondary school level.

Research Methodology

The research study was correlational in nature the following research methodology were followed to achieve the research objectives.

3.1 Research Design

The quantitative approach was adopted to measure the relationships between teacher's professional literacy and classroom performance of secondary school students. For this purpose the study was descriptive and correlational in nature. The correlational design provides evidences on both analytical and conceptual aspects of the phenomenon (Marczyk et al., 2010). It explains and compares the respondents' current situation by comparing the responses of various groups (Van den et al., 2006). As the professional literacy effect the performance of the students during classroom therefore correlational research design was the most suitable for this study.

3.2. Population of the Study

Population, according to (Sekaran, 2003), is the entire group of people, study subjects, events, or other interesting things that the researcher wants to look into. The population is the entire collection to be studied; it includes all subjects of concern. According to (Orodho, 2005), population includes all of the items or people under consideration.

Population for the current study was all Boys' Secondary Schools of 'Khyber Pakhtunkhwa province of Pakistan. There are 35 districts in Khyber Pakhtunkhwa. According to the data of EMIS 2020-2021 total population of SST (General) teachers were 6284 in the province of Khyber Pakhtunkhwa. Total Number of SSC level 10th class students for the session 2020-21 were 88973. It was very difficult to collect data from all districts of the province therefore researcher selected only three districts to collect data. All boys' of grade 10th public sector secondary schools of District Charsadda, Mardan and Peshawar were selected. Total number of grade 10th secondary students of these three districts were 31563 and total number of SST Teachers (General) were (1046) one thousand and forty six.

Table 3.1:
Districts wise population of the study

S.No	Respondents	Charsadda	Mardan	Peshawar	Grand Total	
	SSC Level (Boys)10 th	7388	12942	11233	31563	Source s: EMIS
	SST (General)	261	466	339	1046	

website Friday 8th April, 2022

3.4. Sampling Technique

Simple Random sampling technique was used for the selection of participants. For this purpose online Raosoft sample size calculator was applied with Confidence level 95% and Margin of error 95%. Number of three hundred and eighty (380) students of grade 10th at secondary schools was taken as a sample with a margin error of 9.59% and number of two hundred and eighty two (282) Secondary School Teachers was taken as a sample with a margin error of 9.14%. The following table represents the sample size which was taken for the completion of the study:

Table.3.2
Criteria for sampling size

Size of Population	Size of sample	
100	100 percent	Gay and Mills (2011) T he followin g table
500	50 percent	
1000	25 percent	
1500	20 percent	
5000 or more	4 percent or 400 is enough	

represent the Sample size of the population (applied the online Raosoft Inc.com sample size calculator);

Table 3.3
Total Sample size of the respondents

Total number of SSTs(General) Male	282
Total numbers of 10 th class students(boys)	380

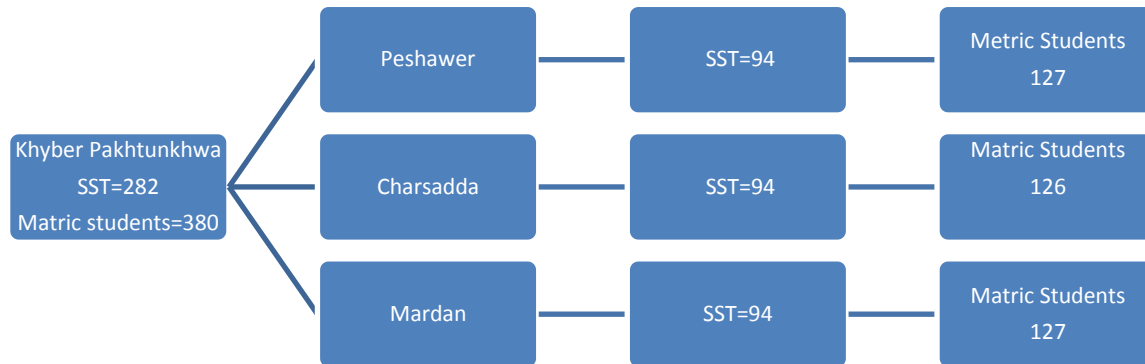
EMIS 2021-22 (Elementary and Secondary Education Department, 2021)
ASC_Report_2020-21_Final.pdf

Table 3.4:
Districts wise sample

S.No	Respondents	Charsadda	Mardan	Peshawar	Grand Total
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1	SSTs (General) Male	94	94	94	282
2.	SSC Level 10 th class(boys)	126	127	127	380
Grand Total		220	221	221	662

Figure 2: Total samples of SSTs (General) Male and Students of 10th Class (Boys) Session (2020-21)



3.5. Instrumentations

Researchers use different research tools for data collection from the respondents of the study. A tool that gathers reflective, valid, and reliable is important for the researcher. Every research tool is different, and it is selected keeping in view the nature of the research problem, nature of respondents, available timeframe, and research design. All these aspects of the current study support the use of Likert scale questionnaire for data collection from the sample group of the study. Therefore, questionnaires were used for data collection which was the most effective research tool from a larger group of respondents as suggested by (Kombo & Tromp, 2006).

The questionnaires for teachers and students were designed keeping in view the literature review presented in chapter 2, where the study constructs were extensively explained in the light of previously published work. These questionnaires were divided into different sections including five major constructs of the study. The first section of the questionnaire was used to collect the demographic information of the respondents. The second section of the questionnaire was divided into five major components which were Knowledge of Professional literacy in which nine items were included, Pedagogical skills was based on eight items in it, the Technological literacy was comprised of nine items, where Collaboration with Parents included ten items, at the end Students' Classroom Performance was based on five items .the questionnaire was based on five point Likert scale, in which five points was allocated to rating as 1. Strongly Agree, 2. Agree, 3. Neutral 4.Strongly Disagree 5.Strongly Disagree

The major goal of the Likert scale was to collect responses in a systematic and objective manner. About the relationship between teacher professional literacy and student's classroom performance at secondary school level. It is acknowledged that this form of scale often consists of statements that assess the study's relevant variables and elicit opinions. As described by (Baker, 1994). The Likert scale is a measuring tool based on a group of variables that are related to one another in certain ways. The Likert scale converts a set of quantitative assertions (known to as variables) into a set of quantitative statements (referred to as attributes).Two questionnaires

were developed .The final questionnaires was used for data collection from the respondents selected in the sample group. Before the data collection, the questionnaires was administered to a panel of experts for the content and face validity after through discussion with the supervisor and co-supervisor of the study.

3.7. Pilot Testing of Instrument

A pilot study is an important stage in any research study. It is referred to as a negligible version of a full-scale study. (Teijlingen, & Hundley, 2001).and it is defined as a small study to test the data collection tool in preparation for large study (Hassan et al., 2006). Through pilot testing the data collection instrument is checked that if there is any doubt or confusing for the respondents, so that may be removed, and the responses of the respondents is also utilized for measure the reliability co-efficient which indicates that up to what extent the data collection instrument is measuring the responses consistently.

For the purpose of pilot testing those teachers and students were selected who were not the part of the actual sample size. After pilot testing the reliability was statistically tested and the items were improved and deleted where needed accordingly. The reliability of the instrument was established through Cronbach’s, s alpha value by using SPSS 20.

Table 5:

Reliability of the teachers’ Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.938	.938	57

Table 6:

Reliability of the students’ Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.866	54

Like the reliability co-efficient of teachers’ questionnaire, the $\alpha = .866$ show a high-level reliability co-efficiency of the questionnaire for students. This alpha value is also recommended by nearly all the experts in the field of social sciences that with this value the questionnaire can was acceptable for data collection from the sample group.

The reliability table showed that overall reliability co-efficient of teachers’ questionnaire was $\alpha = .938$ which showed strong co-efficient value in social sciences the mentioned reliability is good and acceptable for collection of the data. According to (Gall, Gall, and Brog, 1996) Cronbach's coefficient alpha is often used to assess and compute the scale's internal consistency. It reflects the mean of all possible scale splits (Gables, 1986). Its value was recommended between 0 and 1.

3.9. Data Analysis

The researcher collected and statistically analyzed the responses of the sample secondary school teachers and students. Data analysis, according to (Gay, 2000) a process that involves editing, coding, classifying, and tabulating the collected data. For the analysis of the questionnaires collected from students and teachers, the Statistical Package for the Social Sciences (SPSS) was used at the significance level of 0.05. Collected data was analyzed by

descriptive statistics which was Mean, Standard deviation, *t*-test and the relationship by using Pearson-r and was tabulated accordingly. Furthermore, it was interpreted in accordance with the research objectives. For the purpose of testing the hypothesis and analyzing the data, the Pearson-r correlation statistical tool was used.

Table 4.2

Categorization of Mean scores

Low	0.1 to .09
Medium	1.0 to1.9
High	2.1 to2.9
Very High	3.0 to3.9

Table 4.5

Teachers and students’ perceptions about teachers’ knowledge of Professional Literacy (Component-1)

S. No	Statements of knowledge of Professional Literacy (PL)	Teachers		Students	
		Mean	S. D	Mean	S. D
	Teachers are aware of NPST in Pakistan	1.72	.760	1.42	.697
	Teachers are aware of the importance NPST	1.77	.786	1.71	.929
	NPST has made the teaching process easy	1.70	.733	2.33	1.102
	PL enhance my understanding of students learning	1.71	.701	2.50	1.249
	PL enabled me to engage the students in active learning.	1.71	.710	1.91	.942
	Due to PL, I can make the student independent	1.92	.788	1.58	.922
	Due to PL, skills, I use technology in assessments	1.95	.792	1.89	.752
	PL skills enable me to know individual differences	1.79	.853	1.74	.805
	PL skills enable me to manage my class time effectively	1.69	.819	1.65	.793

The above table shows the items/ statements of the knowledge of professional literacy of teacher and students. Teacher and student perception was asked about knowledge of professional literacy. The mean and Standard Deviation scores were calculated for each item of teachers’ knowledge of professional literacy. It was concluded that Secondary school teachers has knowledge of National professional standards with mean score of 1.72 and S.D .760.

Hence the mean score falls in the category of medium score. It means that on the average everyone among the Secondary school teachers knows about National professional standards. The 2nd statement is about the importance of National professional standards that mean score is 1.77 it also falls in medium mean score range it shows that the Secondary school teachers are not fully aware of the importance of NPS. Therefore, the subscales consist of question number 3,4,5,6,7,8, and 9 all have the mean scores (1.70, 1.71, 1.71, 1.92, 1.95, 1.79 and 1.69 respectively) falls in the mean range that shows the moderate level of skills.

Hence the overall discussion from the above tables of teacher leads to the conclusion that Secondary school teachers have the professional literacy of moderate level.

Similarly same questions were asked from students about their teachers in order to gain some insights related to knowledge of professional literacy of teachers. The mean scores of all subscales fall in the medium and high ranges which revealed that students were also agreed that teacher have professional literacy.

Hypothesis Testing:

The null hypothesis that teachers have no significant knowledge of their professional literacy was rejected as teachers have average level understanding of the knowledge of their professional literacy and therefore, alternative hypothesis was formulated that all teachers have at least average level knowledge of the professional literacy.

Table 4.13

Correlation between Teachers’ Knowledge of Professional Literacy and their Students’ Classroom Performance (Component-I)

Study Constructs		Knowledge of professional literacy	Students’ classroom performance
Knowledge of Professional Literacy	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.000
	N	662	662
Students Classroom Performance	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.000	
	N	662	662

**Correlation is significant at the 0.01 level (2-tailed).

The association of teacher’s professional literacy was checked with students’ classroom performances. The above table uncover the fact that there is weak correlation exist between these two variables with a correlation coefficient of .461.

The table indicated that the p-value was less than 0.05 which showed that correlation was significant, and that there was a positive but weak correlation between teachers’ professional literacy and students’ classroom performances. Although the correlation was weak, but teacher’s professional literacy was related to students’ classroom performance.

Hypothesis Testing: The null hypothesis that there is no significant association of teachers’ professional literacy with students’ classroom performance was rejected as there was low-level associated between the 1st component of teaching professional literacy Therefore, alternative hypothesis was formulated that there is a positive but weak level relationship between teachers’ knowledge of professional literacy and students’ classroom performances at secondary school level.

Conclusion

According to the teachers' perceptions on professional literacy knowledge, secondary school teachers have average / medium level professional literacy. Based on the study results it was concluded that teachers' professional literacy has positive but weak correlation with students' classroom performances. Teachers' knowledge of professional literacy support students' engagement in learning, classroom participation, problem-solving, cooperative, and collaborative learning skills, but the association showed that teachers were not utilizing their professional literacy for students' classroom performance.

Findings

- According to the cumulative and overall component-wise mean scores of teachers, all Secondary school teachers have average level of professional knowledge and skills as showed by the mean scores (1.00 to 1.9) and the standard deviation was below 1.00.
- The results of the study revealed that the mean scores of teachers' knowledge of professional literacy were between 1.69 to 1.95 which showed that teachers were agreed that they have average level understanding of their professional literacy knowledge, and the standard deviation was ranged from .853 to .701 which illustrated that the responses were similar in nature.
- Similarly, the findings of the study exposed that the mean score of secondary school students on their teachers' knowledge on professional literacy ranged from 1.42 to 1.91 on seven items of the 1st component showed that their teachers' have average level knowledge. While they believed that their teachers have high knowledge of students and teaching learning process as shown by the mean scores that is 2.33 and 2.50.

5.5 Recommendations and Suggestions

The present study was conducted to investigate the "Relationship between Teachers' Professional Literacy and Students Classroom Performance at Secondary School Level". Following recommendations were drawn on the basis of summary and findings:

- Teacher professional literacy is an important factor in the appraisal of student classroom performance at the secondary school level therefore it was suggested that schools should prioritize providing teachers with the resources and institutional support to develop their knowledge and skills.
- On the bases of findings, it was recommended that there was a dire need of professional literacy of teachers in the sector of education and Governments should contribute to improve the professional literacy according to National Professional standards.
- As findings showed that stumpy number of Professional development courses were attended by the teachers therefore it was recommended that Special trainings should be planned for those teachers who have not attended any professional development courses. It is recommended that the current research should be conducted in different dimensions like relationship of rural and urban regions of secondary school teacher's professional literacy and student's classroom room performance.
- It was suggested that the secondary school teachers must be trained in order to make the better use of instructional materials so that students are able to arrange the contents at the end.
- It was recommended that guiding services must be provided from those professional literate teachers to encounter the abnormal behaviors of student's at different situations accordingly.

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