



**RESEARCH PAPER**

**Investigation of Teachers' Competencies through National Professional Standards for Teachers in Pakistan**

**Shamim Ullah\*<sup>1</sup> Sohail Mazhar<sup>2</sup> Dr. Muhammad Iqbal<sup>3</sup>**

1. Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan
2. Department of Education, Virtual University of Pakistan, Lahore, Punjab, Pakistan
3. Associate Professor, Division of Education, University of Education Lahore, , Punjab, Pakistan

**\*Corresponding Author:** Shamimullah.ier@pu.edu.pk

**ABSTRACT**

This study was designed to investigate teacher's competencies through National Professional Standards for Teachers (NPST) in Pakistan at the secondary school level in Lahore. Nature of study was descriptive. Competencies of teachers investigated through NPSTP, delimited to four standards including human growth and development, instructional planning and strategies, assessment and professional development & code of conduct. Data collected through two questionnaires, filled by teachers and their students. Sample was 539 (241male and 198female) teachers and 1044 students of 9th and 10th classes from 72 boys and girls secondary schools of Lahore. An achievement test was constructed (26 MCQs) based on assessment standard and conducted on 216 willing teachers to measure their competencies. Although majority of teachers had little knowledge about assessment but they were not aware of this knowledge in true sense. The teachers (male, female) and students however, agreed with two major competencies of teachers i.e. assessment knowledge and pedagogical competencies for solving problems of students, discussing objectives of the topic, questioning students. The teachers should be trained in accordance with National Professional Standards for Teachers in Pakistan.

**KEYWORDS** Achievement Test, Assessment, National Professional Standards for Teachers (NPSTP), Secondary School Teachers, Teachers' Competencies

**Introduction**

Government of Pakistan had been emphasizing continuously in the national documents like in policies on quality of the teacher education (Govt. of Pakistan, 1947, 1959, 1972, 1979, 1992, 1998, 2002 & 2009). In year of 2009 government had introduced National Professional Standards for Teachers for preparations of teachers as more efficient, effective teachers who will be compatible with the international trends. Therefore policy and planning wing of ministry of education in collaboration with the United Nations educational scientific and cultural organization (UNESCO) implemented strengthening teacher education in Pakistan (STEP) project with financial support of and United States agency international development (USAID). The STEP project plays a vital role for the professional development of the teachers through the National Professional Standards for Teachers in Pakistan. The professional standards were developed for the primary school level teachers but these can also be used and adapted for teachers at secondary school level.

Continuous professional development comes under the area of practice which unfolds new ways linking the ideas regeneration in profession and reproduction of knowledge about profession refer that community participate for continuous professional development in shifting to more better and practical field (Snow-Gerono, 2005). More valuably the ideas will be effective by discussions and can be sustained by efforts for teachers. These were linked with positive and beautiful images of teachers that help to renew the reforms for schools. It also enhances the professional and action for school reforms (Lieberman & Miller, 2001). Bookover, (1979) agreed this concept that the schools

can make difference, to the child's success. The teachers therefore expected to play vital role and are focus or instruments of effectiveness in schools (Biddle, Good & Brophy, 1975).

### **Literature Review**

Competency is the ability that is seen by visible functions that are performed by the individuals. Different skills, different dimensions of knowledge and experiences are put under the definition of competencies (Katane, 2006). Competencies are also defined as values, skills; beliefs and knowledge proven behavior for the purpose of success in a situation (Gupta, 1999). There are different competences that are considered very worthy in a specific situation such as research competency, pedagogical competency, and communication competency social and cultural competency (Bulajeva, 2003; Bridge, 1993; Hansen, 1998; James, 1998; Stoffels, 2005; Selvi, 2007). Competencies promote the professionalism and there are different dimensions of it.

Research in the knowledge, skills and standards of teachers suggest that the teachers are changing as the time is passing and also developing the skills as designing, planning and the assessment techniques which help the students by reflective teaching, effective feedback, assessment techniques, professional commitment, and applications of the knowledge, what they attained to improve their practices (Siddiqui, 2007).

According to Bartram and Roe (2005) the competences can be assessed at three levels the knowledge, skills and attitudes. These three components are also present in National Professional Standards for teachers in Pakistani context. So, stem statements of instruments were formulated at these three levels. Though there are definite elementary practical necessities that tutors must fulfill, the lesson plan will not be combined till the use of the knowledge has been deliberated and combined into a wider exercising proposal that flourishes in starting a close relation among skill and the syllabus (Zhao, 2002).

Teachers are our new nation builders. If we have maximum hardworking, trained and dedicated teachers in educational institutions, then we can educate the good nations for tomorrow. So, this depends on effectiveness that how they were being educated by their personal teachers in their classrooms (Shami, 1970).

Pakistan hopes to strive successfully in universal knowledge thrift and converts its blue talents of individuals into the fruitful assets. So, there is a need to produce such a universal system of education from pre-school to the postgrad levels. The universal educational system is not conceivable without the world class educators, supremely at rudimentary classes of Katchi to tenth. Who tell, educate and stimulate the concerned students for worth learning. The quality or worth learning is now depending upon the quality of teaching by the professionals who are committed to moralities of the persistent professional development in the areas, like; attainment of latest knowledge of the subjects they are teaching, using broad knowledge about the instructional strategies, skills and pedagogical instruments, monitoring and assessing learning outcomes of students ethically and cultivating ethical learnt dispositions in students.

To produce effective teachers and to enable them for teaching the coming generations of intellectuals/learners, fundamental provisions had defined in the literature about profession. They comprise the standards that teachers required to know about and will be capable to do that. Approaches based on the standards to develop teachers and the new professional educators need attention to broad scholarly prepare in the natural, and social sciences, deep knowledge about subject, familiarize with the design of curriculum, Know about learning stages, theories of the human development and motivation strategies, dispositions and skills of assessment of others and self (Policy and planning wing, Islamabad, 2009).

Like other countries, in Pakistan there are also professional standards for teachers which are the parameters for teachers to build their competencies and then make them practices. So, following are the teachers' professional standards in Pakistan presented in the draft in Feb. 2009.

- Subject matter knowledge
- Human growth and the development
- Knowledge about Islamic ethical Values/ social life skills
- Instructional planning and strategies
- Assessment
- Learning Environment
- Effective Communication and proficient use of information communication
- Technologies
- Collaboration and the partnerships
- Continuous professional development and the Code of Conduct
- Teaching of English as second/foreign language

From all of these standards every standard has 3 parts as:

- Knowledge and understanding (subject matter, content), that teachers know
- Dispositions Behaviors, Attitudes
- Performances (abilities) skills, the teacher can perform and be capable to perform (Policy and planning wing, Islamabad, 2009)

National education policy of 1998-2010 was big step in advance, giving significance to teachers' professional development problems. Teacher's professional development was handled with more focus, with critique of the system and implementation of plans provided to make better issues related with governance (Ministry of Education, 1998).

From the above-mentioned, it emerges that this is by the competent teacher, that we may improve teaching through their healthy practices, which is gateway to know, learn and teach. All these support the teachers to become a "competent teacher". The teacher educational programs are also directed to furnish them with professional expertise and motivate them to encourage the students to secure the attitudes and knowledge about society, where they live and practicing their competencies as mentioned in the professional standards for teachers which are the requirements from the teachers. The practice is expected to upshot in the teachers which have required qualities and competencies of an effective teacher who is also following the professional standards for good education. In other countries as England, Australia etc., the teachers are required to qualify the requirements of standards and then license provided to them. With above requirements, teacher education undertakes an important role in the educational practice which deals with the acquirement of the effective teaching techniques and skills. The improvement and development of the education of the nation requires all necessary elements, there will be selection of competent and professionally qualified teachers. Because, the teachers who consider the education as a sacred passion for improvement of the education in the country to qualify to compete with the other nations. So, with the established connection between the teachers and professional standards, this is required to explore the competencies and practices of teachers who may lead to improve teaching learning process for school effectiveness. The standards provide the best knowledge and practices to the teachers to be equipped and practiced in classrooms.

This study was executed to investigate competencies of secondary school teachers in the light of the professional standards for teachers in Pakistan. The study to explore gaps between teachers' competencies is helpful for planners in field of teacher education to

refocus the needs of the teachers and is useful for teachers to revisit their teaching competencies in the classrooms.

Professional standards at national level in Pakistan for teachers are core competencies for the teachers in the country. If teachers practice them, the teaching learning process will be more effective. So, the study was intended to explore the teachers' competencies in light of National Professional Standards for Teachers in Pakistan at secondary schools in Lahore.

### **Material and Methods**

The nature of this study was descriptive having quantitative approach of research. Survey method was used to collect the primary data about competencies of teachers compared with professional standards for teachers. Population of this study consisted of all the Govt. school teachers at secondary level (female and male) in district Lahore and their students (boys and girls) who were studying in the year of (2012-13) in secondary schools (9<sup>th</sup> and 10<sup>th</sup> classes). Two Questionnaires for teachers and students, an achievement test for teachers were prepared as research instruments to collect data. A sample of 539(241male and 198 female) teachers and 1044students from high schools were agree to respond the questionnaires. Two hundred and sixteen willing teachers responded for achievement test through convenient sampling technique. Data collected were tabulated and analyzed using descriptive statistical techniques.

### **Sample**

It was difficult for the researcher to approach all schools of the city to collect data, so, the schools were selected by convenience sampling technique. Lists of the Govt. High schools of district Lahore were collected from executive district officer's office. The 72 secondary schools selected conveniently from the whole population of 368 Govt. High schools. The selected sample was consisted of 539 (241 male and 198 female) teachers and 1044 students of secondary schools of Lahore city for filling of questionnaires. Questionnaires were filled by the teachers and their respective students. Researcher selected male and female secondary school teachers and their students of 9<sup>th</sup> and 10<sup>th</sup> classes for data collection. An achievement test was also conducted for 216 willing/available secondary school teachers of Lahore city to measure their competencies.

### **Questionnaires for Teachers and Students**

Keeping in view the nature of research, questionnaire was considered as appropriate instrument for the data collection. The four standards as specified in the Professional Standards were chosen to solicit teachers' competencies. Competencies on the base of each standard were solicited through a question followed by the standard statements. There are three sub parts (knowledge and understanding, Disposition, performance and skills) of each standard. There were forty competency questions soliciting teachers' opinions. So, one questionnaire was prepared for secondary school teachers and one for the concerned students of ninth and tenth classes. The forty questions were developed for investigation of competencies of the teachers in view of the professional standards for teachers mentioned in the document published by the efforts of ministry of the education, wing of policy and planning, Pakistan. The questionnaire of students also asked questions in alignment with the questions asked to the teachers. The competencies of teachers were counter checked by the responses provided by the students.

Following parameters were seen in the questionnaire;

#### **1. Demographic and Professional Information**

## 2. Professional Competencies

### **Achievement Test for Teachers**

An achievement test was developed containing 26 questions. The reliability was also measured. It checks the knowledge of teachers about assessment.

### **Reliability**

The pre-testing was conducted on 40 teachers and the 50 students separately for questionnaire and test. After administration of the survey, reliability was measured with help of SPSS. Cronbach's Alpha value of teachers' questionnaire was 0.895, for students' questionnaire was 0.842, for 40 items and for teachers' achievement test was 0.813 for 26 items. Further taking permission from supervisor the survey administered for the sample. The pre-test for instruments was conducted to make sure validity and the reliability of the research instruments. The final version of instruments prepared in consultation with supervisor and experts.

### **Data Analysis**

After collecting all the filled questionnaires from teachers and the students, each of the filled items was taken for analysis. Through these procedures, the quantitative data was produced. The Chi Square employed to find out differences in the data provided by teachers and students about competencies of teachers. Cramer's V was used to know the association of responses. Achievement test was analyzed by percentage method for correct and incorrect answers provided by the teachers.

### **Findings**

Following findings were drawn from analysis of data;

#### **Findings from Questionnaire**

##### **Comparison of Responses of Teachers and Students for Competencies of Teachers**

To know the difference in teachers and students' opinion on knowledge, attitude and disposition, chi square test employed. So, the following findings were revealed;

- 1- Teachers' and students' responses were significantly different for knowledge of teachers that acquiring of knowledge is influenced by family and social values, acquiring of knowledge is influenced by language and culture, to identify learning abilities of students. Students' responses were prevalent more as compared to the teachers. But both agreed at knowledge of teachers about diverse styles of learning.
- 2- Male and female teachers' responses were significantly different to give value that all students bring talents and abilities in field of knowledge, to appreciate the multiple ways of knowing and thinking and to treat all students equitably. Male teachers' responses were prevalent more as compared to the female teachers.
- 3- Teachers' and students' responses were significantly different for skills of teachers to engage in activities to apply learning theories, to accommodate differences in students and engage in activities to apply the learning theories, to accommodate differences in the student's intelligence and achievement level. Students' responses were prevalent more as compared to the teachers. But both agreed that teachers engage in activities to solve the problems of students by cooperation and collaboration.

- 4- Teachers' and students' responses were significantly different for knowledge of teachers that teachers know the goals and objectives of education and curriculum of subject, know that how to plan lesson for students' needs and previous knowledge, know the general methods of teaching and class room management, know the pedagogy for teaching. Students' responses were prevalent more as compared to the teachers for first two statements and Teachers' responses were prevalent more as compared to the Students for last two statements.
- 5- Male and female teachers' responses were significantly different for attitudes of teachers to give value to attain goals and objectives of curriculum, to help students in teaching and to collaborate and cooperate. Females' responses were prevalent more as compared to the male teachers. But both agreed that teachers give value to solve problems in multiple ways.
- 6- Teachers' and students' responses were significantly different for skills for Instructional planning and strategies to engage in activities to recognize and plan instruction that are appropriate to student's improvement, to plan the homework and the out of class activities that speed up student's learning. Teachers' responses were prevalent more as compared to the students for the second statement. Students' responses were prevalent more as compared to the teachers for the first statement. But both agreed that teachers engage in activities to identify strategies so that students attach them with their own interests.
- 7- Teachers' and students' responses were significantly different for knowledge of teachers that teachers know different types of assessment for evaluating how students learn and what they learn, know the assessment results for evaluation and improvement of teaching and learning, know assessment related problems as to get marks without biasness. Students' responses were prevalent more as compared to the teachers.
- 8- The responses from both type of teachers were different significantly for attitudes of teachers to give value to believe that the students' learning results are the heart for growing and to Fair and objective assessment. Female teachers' responses were prevalent more as compared to the male teachers. But both agreed that teachers give value to report results to students and their families.
- 9- Teachers' and students' responses were significantly different for skills for engaging them to make teacher made test for the continuous internal assessment of the students' performance, to improve students' learning, to develop accurately document of assessment and to report results of assessment data to parents. Students' responses were prevalent more as compared to the teachers.
- 10- Teachers' and students' responses were significantly different for knowledge of demands for professional code of the conduct, that how to innovative and inventive in teaching practices, how to maintain and develop the professional skills. Students' responses were prevalent more as compared to the teachers.
- 11- Male and females teachers' responses were significantly different for attitudes of teachers to give value to collaborate with colleagues, share successful professional experiences with others and to demonstrate professional ethics. Male teachers' responses were prevalent more as compared to the female teachers.
- 12- Teachers' and students' responses were significantly different for skills of teachers for engaging in activities to learn through professional educational organizations /institutes, to make entire school environment a creative learning environment by participation in the collegial activities and to uphold ethical behaviors in teaching and

learning. Students' responses were prevalent more as compared to the teachers for the first statement and teachers responses prevail for other two statements.

### Interpretation of Achievement Test (For Competency Measurement)

For measurement of the competencies of teachers an achievement test was also developed and administered for secondary school teachers. The responses of the teachers were analyzed by percentage method. The questions were selected only from the assessment professional standard which the teachers should know and understand as a competency. The assessment is also taught as a subject in B.Ed. professional degree which is the requirement for the school teachers. So, this was the more suitable standard to be selected for test. Following are the tables showing the responses of teachers.

**Table 1**  
**Test Results for Competency of knowledge about assessment and tools for assessment**

Statements	Responses of Teachers		
		Frequency	Percentage
1. Standardized tests in nature are flexible.	Correct	122	56.5
	Incorrect	94	43.5
2. Interpretation of measurement data involves Assessment.	Correct	112	51.9
	Incorrect	104	48.1
3. The oral/verbal conversation of ideas and questions is in interview.	Correct	122	56.5
	Incorrect	94	43.5

Percentage and frequency values in the above table shows that the 56.5% teachers provide correct answer about the competency of knowledge about standardized test and 43.5% teachers give incorrect answer. The 51.9 % teachers give correct answer about competency of knowledge about assessment and 48.1% give incorrect. The 56.5% teachers give correct answer about knowledge of interview and 43.5 provide the wrong answer.

**Table 2**  
**Test Results for Competency of knowledge about instruments of Assessment**

Statements	Responses of Teachers		
		Frequency	Percentage
4. When a test's reliability is determined by administering it twice to the same group is Test – retest reliability.	Correct	80	37.0
	Incorrect	136	63.0
5. The degree to which a test measures what it is supposed to measure is Validity.	Correct	104	48.1
	Incorrect	112	51.9
6. knowledge that sampling of content/subject matter is evaluated in Content validity	Correct	120	55.6
	Incorrect	96	44.4

The above table shows the following results on the basis of the statements given in the table.

The 37.0% teacher provides correct answer about the competency about when a test's reliability is determined by administering it twice to the same group is Test – retest reliability and 63.0% teachers give incorrect answer. The 48.1 % teachers give correct answer about competency about the degree to which a test measures what it is supposed to

measure is Validity and 51.9% give incorrect. The 55.6 % give correct answer about knowledge that sampling of content/subject matter is evaluated in Content validity and 44.4 provide the wrong answer.

**Table 3**  
**Test Results for Competency of knowledge about instruments of Assessment**

Statements	Responses of Teachers		
		Frequency	Percentage
7. Teacher made tests are meant to administer at class level.	Correct	110	50.9
	Incorrect	106	49.1
8. Teacher made tests cover a narrow content area.	Correct	178	63.9
	Incorrect	38	36.1
9. Sample of content/subject matter is evaluated in content validity.	Correct	112	51.9
	Incorrect	104	48.1

The above table shows the following results on the basis of the statements given in the table.

Percentage and frequency values in the above table shows that the 50.9% teacher provides correct answer about the competency of knowledge about teacher made tests and 49.1% teachers give incorrect answer. The 63.9 % teachers give correct answer about competency of knowledge about teacher made tests and 36.1% give incorrect. The 51.9 % teachers give correct answer about knowledge of Content validity and 48.1 provide the wrong answer. The 47.2 % teachers give correct answer about competency of knowledge about formative assessment tools and 52.8% give incorrect.

**Table 4**  
**Test Results for Competency of knowledge about tools of assessment**

Statements	Responses of Teachers		
		Frequency	Percentage
10. Assessment tools that teachers use to know the actual status of students' cumulative learning are Summative assessment tools.	Correct	136	63.0
	Incorrect	80	37.0
11. Tests developed by a team of experts are termed as Standardized tests.	Correct	112	51.9
	Incorrect	104	48.1
12. An achievement test has definite unique features, including specific directions for administering and scoring the test.	Correct	102	47.2
	Incorrect	114	52.8

The above table shows the following results on the basis of the statements given in the table.

Percentage and frequency values in the above table shows that the 63.0% teacher provides correct answer about the competency of knowledge about assessment tools and 37.0% teachers give incorrect answer. The 51.9 % teachers give correct answer about competency of knowledge about standardized tests and 48.1% give incorrect. The 47.2 % teachers give correct answer about knowledge of achievement test and 52.8 provide the wrong answer.



**Table 5**  
**Test Results for Competency of knowledge about standardized Tests**

Statements	Responses of Teachers		
		Frequency	Percentage
13. High technical quality is assured in test like Standardized test	Correct	100	46.3
	Incorrect	116	53.7
14. Directions for administering and scoring are so precisely stated in Standardized tests	Correct	98	45.4
	Incorrect	118	54.6
15. Norms are based on national samples of students in the grades in Standardized tests	Correct	106	49.1
	Incorrect	110	50.9

The above table shows the following results on the basis of the statements given in the table.

Percentage and frequency values in the above table show that the 46.3% teacher provides correct answer about the competency of knowledge about standardized test and 53.7% teachers give incorrect answer. The 45.4 % teachers give correct answer about competency of knowledge about standardized tests and 54.6% give incorrect. The 49.1% teachers give correct answer about knowledge of standardized test and 50.9 provide the wrong answer.

**Table 6**  
**Test Results for Competency for comprising and conveying results**

Statements	Responses of Teachers		
		Frequency	Percentage
16. Educational reporting is communicating the educational results to families.	Correct	120	55.6
	Incorrect	96	44.4
17. In assessment the grades are to provide data for Promotional status and graduation.	Correct	84	38.9
	Incorrect	132	61.1
18. If a test is consistent in its measurements whenever it is administered, the test is a reliable test.	Correct	114	52.8
	Incorrect	102	47.2

The above table 4.13 shows the following results on the basis of the statements given in the table. The 55.6% teachers provide correct answers for the competency about knowledge of reporting results to families and 44.4% teachers give incorrect answer. The 38.9 % teachers give correct answers for competency of allotting grades to students and 61.1% give incorrect. The 52.8 % of the teachers give correct answer about the competency of knowledge about reliability of test and 47.2 provide the wrong answer.

**Table 7**  
**Test Results for Competency of knowledge about types of test**

Statements	Responses of Teachers		
		Frequency	Percentage
19. A problem/Question/statement and a list of alternatives is MCQ	Correct	128	59.3
	Incorrect	88	40.7

20. Completion type test is the type of Supply Type test	Correct	122	56.5
	Incorrect	94	43.5
21. The knowledge, skills, and abilities that students have attained are Learning outcomes	Correct	198	54.6
	Incorrect	98	45.4

The above table shows the following results on the basis of the statements given in the table.

Percentage and frequency values in the above table shows that the 59.3% teacher provides correct answer about the competency of knowledge about MCQs type test and 40.7% teachers give incorrect answer. The 56.5 % teachers give correct answer about competency of knowledge about supply type test and 43.5% give incorrect. The 54.6 % teachers give correct answer about knowledge of learning outcomes and 45.4 provide the wrong answer.

**Table 8**  
**Test Results for Competency of knowledge about types of test**

Statements	Responses of Teachers		
		Frequency	Percentage
22. Systematic analysis against a set of standards is Evaluation.	Correct	198	54.6
	Incorrect	98	45.4
23. Framework that guides the learning requirements and the teaching is assessment strategy.	Correct	112	51.9
	Incorrect	104	48.1
24. Change from the simpler to more advanced or mature and complex form is development.	Correct	156	72.2
	Incorrect	60	27.8
25. A physical process of becoming	Correct	128	59.3
	Incorrect	88	40.7

The above table shows the following results on the basis of the statements given in the table.

Percentage and frequency values in the above table show that the 54.6% teacher provides correct answer about the competency of knowledge about evaluation and 45.4% teachers give incorrect answer. The 51.9 % teachers give correct answer about competency of knowledge about assessment strategy and 48.1% give incorrect. The 72.2%teachers give correct answer about knowledge of development and 27.8 %provide the wrong answer. The 59.3%teachers give correct answer about knowledge of growth and 40.7% provide the wrong answer.

On the whole, the findings and conclusions revealed that teachers were practicing some of the competencies as revealed by the questionnaire the teachers have knowledge about diverse styles of learning. They were solving problems in multiple ways, reporting results to students and their families. Teachers were engaging in activities to identify strategies so that students can attach them with their own interests and engaging in activities to solve the problems of students by cooperation and collaboration. But they were not following the lesson plan. As research revealed that majority of teacher educators strongly believed that preparation of lesson plan; writing objectives of the lesson and sharing these with students; orientating the students with lesson; student centered approach for teaching are important for a teacher, while their classrooms practices on these

beliefs were poor (Ali, R, 2013). In another research, majority of teachers no longer prepare lesson plans, schemes of work, records of work, teaching notes and administer only one continuous assessment test in a term. Lack of adequate preparation was found to be a major reason why some teachers failed to attend classes though being in school (Mwangi, 2014). Traditional assessment has often caused great deal of psychological discomfort and elements of 'unproductive competition' reflecting on extrinsic reward in schooling (Shamatov, 2007).

Keeping in view the context the research for teaching activities, in this era much attention is paid to observe teachers' behavior during class. The observations for results of rarely exposed outcomes of pupil were made (Lortie, 1973). More attentions were given for observing teachers' behavior and the pupil learning outcomes.

Through test it was revealed that the teachers were communicating educational results to families, allotting grades to students, have knowledge of reliability of test, knowledge of test - retest reliability, knowledge of validity of test, knowledge of standardized tests, knowledge of achievement test, knowledge of assessment, knowledge of interview, knowledge of MCQs, knowledge of supply type test, knowledge of learning outcomes, knowledge of growth. But they were not applying their knowledge in real situation. This is coincided by Wiliam and Black (1998) and the other authors for research in field of assessment that the assessment is primarily used in placement purposes and reporting than only for diagnosis and feedback of learning needs of students. The use of informal formative type assessment like questioning, elaborating with examples for understanding and their written and oral feedback with some invisible criteria are common than the formal formative type assessment. The knowledge and assessment practices of teachers was shown with significant relationship which was coinciding with the findings of Sadler's (1998) which shows that the feedback is required to be linked with the standards and performance that are attached with improvement strategies. Weakest area of secondary school teachers is to make the subject matter applicable to the real world situation (Ghazi, 2013).The assessment is perhaps most criticized part of the teaching and learning process in the schools. These are the frequently consequences for its association with sorting and ranking the students, through external examination, league table, standardized test and through various reporting systems, judging performance of teachers and restriction and through containment of the teacher practices (Hayes, 2006).

## **Conclusions**

The above findings indicate the competencies of teachers. These competencies and practices were measured by using various instruments like questionnaires for teachers and students, achievement test for teachers. Opinion of teachers and students for the knowledge competencies and male, female teachers' attitudes about teachers' competencies were investigated through questionnaire. It was found that the teachers treat the students of different mental levels, solve their problems and report the results to administration and parents. By achievement test it was found that the teachers provided the correct answers about assessment, learning outcomes, evaluation, growth, supply type test, standardized test, MCQs, achievement test, interview, reliability, validity, and teacher made tests.

## **Recommendations**

It is recommended from the study that the teachers in the schools should be trained according to the National Professional Standards for Teachers so that they would have the required competencies in them. For this purpose time to time seminars and workshops would be better tool to develop the required skills and knowledge in the school teachers. Further studies may be conducted to explore the problems of the teachers in acquiring and implementing their knowledge and skills in the classrooms in reference to the National Professional Standards Teachers.

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