

# A Review of Classroom Assessment Practices with Special Reference to National Professional Standards for Teachers in Peshawar (Pakistan)

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## Abstract

*The problem under study was to review classroom assessment practices with special reference to national professional standards for teachers in Peshawar (Pakistan). This study will help to find gap assessments and provide useful information and guidelines for improvement. The population of the study comprised all boys' secondary school teachers working in the district of Peshawar. A sample of 392 (secondary school teachers, 148 from urban & 244 from rural) was selected through random sampling with the help of the Raosoft sampling calculator. The main objectives of the study were to determine the secondary school teachers' understanding of the national professional standards for teachers in Khyber Pakhtunkhwa. To find out the secondary school teachers' classroom assessment practices in the light of national professional standards for teachers in Khyber Pakhtunkhwa. A self-made questionnaire was used as a data collection tool, having a five-point Likert scale by descriptive analysis and inferential analysis consisting of independent T-tests were used to summarize the responses. Most secondary school teachers needed more knowledge and understanding of the NPSTs and acknowledged their potential inadvertent non-compliance in the classroom. Although newly appointed teachers demonstrated more positive outcomes in terms of their familiarity and comprehension of national professional standards for teachers. It was recommended that for effective implementation of NPST, in-service teacher programs. To cope with new challenges in the field of education, NPST would review, improve and contextualize the latest trends and theories in the field of education.*

**Keywords:** National Professional Standard for Teachers, Subject Matter Knowledge, Instructional Strategies and Planning.

## Introduction

Educational reforms in developing countries like Pakistan often prioritize learners' development and learning achievement. Recognizing the significance of education, Pakistan has emphasized improving education institutions' teaching and learning quality to align them with international standards, aiming to enhance the overall educational experience and outcomes for students. (Gotch, 2012). However, the quality of teaching cannot be improved without inclusive criteria based on a set of standards to evaluate the performance of teachers (Smith, 2005).

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To ensure the quality of teaching and learning, Pakistan has developed standards and mechanisms for teachers to assess and enhance their performance. By implementing these standards, teachers in a real sense in Pakistan can evaluate their teaching and learning practices and identify areas for improvement. This approach encourages universities to enhance their teaching methods, update their curricula, and invest in faculty development to provide a high-quality education to their students. For this purpose, countries are developing professional standards for teachers to excel in their professionalism. Many countries like the U.S., UK, Canada, Australia, New Zealand and South Africa, and those in the Caribbean and South Pacific are in the early phases of devising and implementing professional standards for teachers based on policy priorities that state that teacher quality can be enhanced through the implementation of professional standards (Hudson, 2009; Sachs, 2003; Santoro & Kennedy, 2016; Tuinamuana, 2011). Indeed, Mason (2013) reported that the three main issues that negatively impact the quality of teacher preparation are insufficient knowledge and skills to meet the learning needs of students, inadequate connections forged between teacher education, their professional training and the needs of the school, and a lack of well-structured and systematic induction programs for teachers.

This study evaluated secondary teachers' current understanding and practices of classroom assessment practices in Khyber Pakhtunkhwa province. There are specific issues faced by public-sector secondary schools, such as the selection and maintenance of teacher training and their regular personality grooming, professional development and social skills enhancement programs. Teaching quality will undoubtedly bring about positive change in society on the whole. He emphasizes the capability and preparation of an instructor who is instrumental in rolling out these improvements. To him, it is indispensable for an educator to be professionally prepared to bear the obligation to instruct and put the country on the track of change and a better future. In such a manner, the need for an all-around prepared and skillful educator is dire in our country today. The secondary instruction level holds the most important place in all the phases of education (Mushtaq, 2015).

The effectiveness and quality of teaching may vary due to the change in managerial functions of the institution. Still, there are some components of quality founded on teaching that remain the same in all circumstances, including extensive knowledge of the subject, instructional skills, acquaintance with various pedagogical techniques to deal with individual or group learning as well as to impart abilities of problem-solving, reflective thinking, the implication of theoretical knowledge, self-motivation etc. to develop an urge for learning among students (Chapman, 2002).

### **National Professional Standards for Teachers in Pakistan**

The establishment of the National Commission on teacher education and professional standards in the United States in 1946 marked the origins of the professional standards for educators. The primary objective of this initiative was to raise the teaching status of the profession and elevate the social standing of the teaching profession (Cochran, 2006). Standards for teachers have been developed in many countries to ensure quality teacher training programs. USAID financially supported the Ministry of Education in developing National Professional Standards for Teachers (NPST) in Pakistan. Professional development is a vital component in improving the quality of teaching and learning. It keeps the teachers equipped with updated knowledge and helps them to tackle teaching and learning issues more effectively. Continuous learning of the teachers brings positive change in students' learning. The teacher education program is an integral part of teacher development programs. It enhances the skills required for accepting the challenges of teaching; reflective strategies can only develop some teaching skills.

These professional standards also help Pakistani teachers to set their goals on a long-term basis. The NPST are given as follows:

- Subject matter knowledge
- Human growth and development
- Islamic values' knowledge
- Instructional strategies and planning
- Assessment
- Learning environment
- Effective communication and proficient use of I.C.T.
- Collaboration and partnerships
- C.P.D.
- The teaching of English as a foreign language

Each standard comprises three parts

- a. Knowledge (content, what the teacher knows about his subject).
- b. Disposition (behavior, attitude, values).
- c. Performance and skills (what the teacher can and should be able to do).

### Assessment

Assessment is a continuous and complex process. Teachers are involved in assessing students' performances for different purposes, and the process is continuous throughout the academic year. Sound assessment practices require a teacher's proficiency in assessment techniques. Teachers' knowledge, skills and attitudes toward classroom assessment affect classroom assessment practices. Teachers and students are equally involved in the process of assessment. The teacher plans and selects the tool for assessing students' performance in a subject and accordingly determines the criteria used for the scoring.

In contrast, students are required to prepare for the assessment. Teachers' assessment literacy enables them to assess students' performances effectively. Teachers' assessment literacy provides a base for their classroom assessment practices, as teachers need to use various methods in their classroom assessment (Alkharusi et al., 2011). Assessment is one of the most indispensable and integral parts of instruction, which imparts information about how well students are advancing toward standards. Teachers need to have a sound knowledge of various methods of assessment. The teacher's major responsibility is to evaluate students' learning through continuous internal assessments during classroom teaching (Government of Pakistan, 2009). Vast knowledge of assessment helps the teachers understand students' learned skills and knowledge and enables them to make reliable and valid assessments. It can provide feedback through continuous internal assessments.

### Knowledge and Understanding

Teachers know and understand:

- The teachers should know about the different types of assessments and to assess various students' learning and performance.
- Improve teaching and learning via the result of assessments.
- Assessment-related different issues, including reliability, validity, scoring concerns and business.

### Dispositions

Teachers give value and are committed to:

- The belief that students' learning outcomes (SLOs) are the foundation for progress and that insufficiencies are opportunities for learning.
- Objective assessment, fair and reporting to students and their families.

### **Problem Statement**

Assessment contributes as a significant conclusive factor for defining the future of learning outcomes of students. Students' assessment is an important aspect of teaching and learning processes. Assessment literacy is indispensable for every teacher for effective assessment of students' performances and for improving the outcome of the teaching-learning process (Lian et al., 2014). It enables the teachers to carry sound assessment practices, which demand in-depth knowledge and skills of assessment (Stiggins, 2008). The superficial knowledge and low-level skills of teacher educators not only affect their classroom assessment practices but also affect the prospective teachers in the assessment of students' performance (Popham, 2011). Therefore, the Ministry of Education (2009) and the Government of Pakistan developed National Professional Standards for Teachers (NPSTs), including students' assessment as one of the standards (Government-of-Pakistan, 2009). Teacher knowledge (of different types of assessments, etc.), their dispositions (commitments to fair and objective assessments, reporting to students/families, etc.) and their skills, i.e. test development, analyzing students' performance, reporting assessment results, providing constructive feedback, etc. are of much importance. There seems to be a dire need to evaluate whether or not teachers are conducting students' assessments according to prescribed standards. Therefore, the purpose of this study was to judge the level of teachers' knowledge, dispositions and professional skills regarding students' assessment at the secondary elementary level based on NPSTs

### **Objectives**

1. To determine the secondary school teacher's understanding of national professional standards for teachers in Khyber Pakhtunkhwa.
2. To find out the secondary school teacher's classroom assessment practices in the light of national professional standards for teachers in Khyber Pakhtunkhwa.

### **Research Methodology**

Research methodology is a collective term for the structured process of conducting research.

### **Research Design**

The primary objective of the study was to assess both urban and rural secondary school teachers in Peshawar against the backdrop of national professional standards for teachers. The research adopted a descriptive approach, aiming to systematically describe and analyze the characteristics and practices of the targeted teacher populations. To achieve this aim, a survey research design was employed, allowing for the collection of quantitative data through structured questionnaires or interviews. This methodology facilitated the comprehensive examination of the adherence to professional standards among secondary school teachers in both urban and rural settings within the Peshawar region.

### **Study Population**

In any research endeavor, it is imperative to delineate a well-defined population from which a representative sample can be extracted. The population refers to the entire group of individuals to whom the researcher aims to apply or generalize the findings of the study. Due to practical constraints and resource limitations, it is often unfeasible to research the entire population (Gay, 2009).

For this particular study, the defined population consisted of all 1220 male secondary school teachers across eight circles within the Peshawar district. This delineation provided a clear framework for sampling and ensured that the study's findings could be meaningfully applied to this specific demographic group.

### Sample Size and Sampling Technique

The sampling technique employed in this study was simple random sampling, which involved selecting a sample from the population of interest in a completely random manner. The sample size of 392 secondary school teachers was determined using the Raosoft sampling formula, which takes into account the total population size to ensure adequate representation.

### Data Collection Instruments

The data were gathered utilizing a self-designed questionnaire employing a five-point Likert scale, encompassing options ranging from "strongly agree" to "strongly disagree," with a mid-point labelled "not decided." This instrument was utilized to assess the comprehension levels of secondary school educators. Prior to data collection, the research tool underwent a process of piloting and validation facilitated by an expert within the domain of education. During the piloting phase, the reliability of the instrument was evaluated, yielding a Cronbach's alpha coefficient value of 0.84.

### Delimitations

the study was delimited to assessment and secondary schools in the district of Peshawar only.

### Analysis of Data

A descriptive and inferential statistic was used to determine the understanding and practices of a secondary school teacher with the help of the SPSS-26 version.

## Results and Discussion

**Table 1: Area-wise distribution of secondary school teachers**

Qualification	Frequency	Percent
Urban	148	37.8
Rural	244	62.2
Total	392	100.0

Table 1 illustrated that 37.8% of secondary school teachers belong to the urban area and 62.2% to the rural area.

**Table 2: Secondary school teachers' understanding of national professional standards**

Statement	SA/AG	ND	DA/SDA	Mean	SD
	f %	f %	f %		
I know about the National Professional Standards (N.P.S.) for Teachers.	144 (37.1)	33 (8.4)	215 (54.5)	2.18	1.159
I am aware of the time of implementation of the National Professional Standards for teachers	7 (19.8)	76 (19.4)	237 (61.4)	2.42	1.035
The professional standards for teachers capture key aspects of teachers' work	109 (28.0)	79 (20.2)	263 (67.3)	2.31	1.122
The professional standards for teachers reflect what teachers should aspire to do in their professional practice	252 (64.6)	41 (10.5)	99 (25.4)	2.49	1.203
The professional standards for teachers are not relevant to my subject teaching area	155 (39.6)	47 (12)	190 (48.4)	2.80	1.265
I have studied the contents of the national professional standards for teachers	15 (3.82)	58 (14.8)	319 (81.4)	3.03	1.264
Professional standards for teachers provide a framework for professional learning	239 (61)	51 (13)	102 (26)	2.43	1.175
The professional standards for teachers do not translate well into practice	218 (55.6)	41 (10.4)	133 (34)	2.59	1.246
I have received training on national professional standards for teachers	9 (2.3)	84 (21)	299 (76.7)	2.89	1.341
There is a significant program or module of a teacher training program on the national professional standards for teachers in Pakistan	91 (23.2)	87 (22.2)	205 (54.6)	2.98	1.350
The contents of national professional standards for teachers need to be updated regularly	227 (57.2)	27 (6.8)	138 (35.1)	2.73	1.374
I face challenges in practicing the national professional standard for teachers	251 (64)	52 (13.3)	89 (22.7)	2.30	1.237
It is better that the Pakistani government prioritized teacher training and refresher courses, with a special emphasis on national professional standards for teachers	242 (6.8)	51 (13)	99 (25.3)	2.41	1.187
Teachers are universal principles which will hold their value into the future.	263 (67.1)	29 (7.4)	100 (25.5)	2.28	1.201
Implementation of national professional standards requires a greater level of support from the government	278 (68.9)	48 (12.2)	66 (16.8)	2.22	1.120

- Item-I indicates that the majority of respondents (54.5%) opined that they have no idea about and knowledge about the National Professional Standards (NPST) for Teachers, with a mean score of (2.18) and (1.159) standard deviation.

- Item ii shows that a majority of respondents (61%) did not know about the numbers and time of implementation of the National Professional Standards for Teachers, with a mean score of (2.42) and (1.035) standard deviations.
- Item iii indicates that the majority of respondents (67%) believe that Professional Standards for Teachers effectively capture vital aspects of teachers' work with a mean score (2.31) and (1.122) standard deviation.
- Based on the Item-iv results shows that the majority of respondents (64.2%) believe that Professional Standards for Teachers reflect what teachers should strive to achieve in their professional practice, with a mean score of (2.49) and (1.203) standard deviations.
- Item-v illustrates that (48.5%) of the respondents opined that professional standards for teachers are not relevant for their subject teaching area, with a mean score of (3.03) and (1.265) standard deviations.
- Item vi shows that most respondents (81.37%) did not support the statement and opined that they did not study the contents of the National Professional Standards for Teachers, with a mean score of (3.03) and (1.264) standard deviations.
- Item-vii shows that the majority (61%) of SST teachers believe that Professional Standards for Teachers provide a framework for professional learning, (26%) disagreed with the statement with a mean score of (2.43) and (1.175) standard deviations.
- According to Item viii, the findings reveal that most teachers (55.6%) believe that Professional Standards for Teachers do not effectively translate into practice. However, it is worth noting that a significant minority of secondary school teachers (34%) hold a different perspective, indicating that they believe the Professional Standards for Teachers translate well into practice with a mean score of (2.59) and (1.246) standard deviations.
- Based on the findings of Item-ix, it appears that a significant majority (76.7%) of the respondents opined that they never received training on NPST, and a small portion of the respondents (2.3%) agreed with the statement with a mean score of (2.89) and (1.34) standard deviations.
- Item-x shows that the majority (54.6%) of Respondents opined that there is no effective program or module of a teacher training program on the national professional standards for teachers in Pakistan, with a mean score of 2.98 and (1.350) standard deviations.
- Item-xi indicated that the majority (57%) of respondents believe that the contents of National Professional Standards for Teachers need to be reviewed and updated regularly, with a mean score of (2.73) and (1.374) standard deviation.
- Item-xii shows that the majority (64%) of Secondary school teachers supported the statement that they face problems in practicing the National Professional Standard for Teachers with a mean score of (2.37) and (1.213) standard deviation.
- Item-xiii shows that the majority of the respondents (61.8%) believe that the Pakistani government prioritized teacher training and refresher courses, explicitly focusing on the National Professional Standards for Teachers with a mean score of (2.41) and (1.187) standard deviations.
- A sufficient respondent (67.1%) believe that Professional Standards for Teachers are developed on Teachers' universal principles, agreed with the idea that these standards are grounded in principles that are universally applicable and will remain relevant over time with a mean score of (2.28) and (1.201) standard deviation.

Item xv shows that (69%) of respondents opined that the Implementation of National Professional Standards requires a greater level of support from the government, with a mean score of (2.22) and (1.120) standard deviation.

**Table 3: Secondary school teachers' classroom assessment practices in the light of National Professional Standards for Teachers in Khyber Pakhtunkhwa**

Statement	SAG	NU	DAG	Mean	SD
I use multiple methods to assess student learning.	67.8%	13.2%	8.88%	2.3	1.18
I assign presentations to class as assignments to test different competencies, including knowledge, communication skills, engaging audiences, preparing presentations etc.	70 %	11.7%	19.0 %	2.3	1.2
I also assess the students through quiz and role-play activities/test	72.1%	11.4 %	16.3 %	2.3	1.1
I use formative tests for continuous internal evaluation of student's performance and skills	69.6%	8.1 %	22.2%	2.4	1.2
I assess students' academic performance through summative assessment techniques	75%	7.9%	17.3%	2.2	1.1
I use exam related information to guide students through assessment feedback sessions in class.	70.9%	12.7%	17.3%	2.2	1.1
I share students' assessment performance related information with their guardians.	12.2%	12.7%	75.0%	2.1	1.3
I include both objective and subjective types of tests for students' assessment to measure student learning.	13.7%	13.1%	65.8%	2.3	1.0
To measure student performance, I maintain proper record of student performance in assessments.	73.2%	13.1%	13.7%	2.1	1.0
I use assessment feedback as a tool to improve my teaching strategies	73.4%	8.1%	18.3%	2.1	1.1
I arrange reading assessment competitions among students from various schools.	74%	13.1%	13.2%	2.1	1.1
The teaching techniques related to reading employed by teachers at secondary school level enhance the performance of learners.	75.0%	10.9%	14.3%	2.1	1.1
As a teacher I use modern techniques related to reading for the enhancement of the performance of learners	10.6%	12.5%	77.4%	2.0	1.0
Assessment practices are essential for the measurement of the performance of learners	66.3%	15.5%	18.2%	2.3	1.1
I use benchmark books or benchmark passages to assess students' reading level	72.5%	8.9%	8.6%	2.2	1.2
I design instructional assessment tasks according to curriculum contents	68.1%	11.7%	20.1%	2.3	1.2
I consider that test frequency has a positive effect on students learning.	71.1%	15.8%	13.1%	2.2	1.0



Through assessments I diagnose areas for improvement regarding instructional activities.	71%	13%	15.8%	2.2	1.1
Through assessments I provide better learning opportunities for students in class and school.	75.2%	11.7%	13.1%	2.1	1.0
I design test at the end of each unit or topic.	74.7%	11.4%	13.8%	2.2	1.0
Through assessment, I assist students to set their learning goals.	16.3%	15.5%	68.1 %	2.3	1.1
I arrange reading assessment competitions among students from various schools.	77.5%	7.6%	14.8 %	2.1	.9
I understand and practice appropriate and ethical assessment principles and procedures	59.5%	16%	24 %	2.3	1.0

- Item i indicates that most respondents (68%) believes that they use multiple assessment methodologies to support the student learning process, with a mean score of (2.3) and 1.18 standard deviation.
- Item ii reveals that (70%) of secondary school teachers believe that they assign presentations to class as assignments to test different competencies, including knowledge, communication skills, engaging audiences, and preparing presentations, etc. in class with a mean score of 2.3 and 1.2 standard deviation.
- Item iii revealed that the majority (71%) of respondents agreed that they assess students in class through quizzes, role-play activities, or tests, with a mean score of (2.3) and (1.1) standard deviation.
- Item-iv shows that most (70%) of secondary school teachers use formative tests for continuous internal evaluation of students' Performance and skills during sessions at the end of every chapter exercise with a mean score of 2.4 and 1.2 Standard deviation.
- Item-v indicated that the majority (75%) supported the statement that I assess students' academic Performance through summative assessment techniques, (12.7%) were undecided, while (17.3%) of secondary school teachers disagreed with the statement.
- Item vi illustrated that a majority (71%) of teachers supported the statement that they use exam-related information to guide students through assessment feedback sessions in class, (12.7%) were undecided, while (16.3%) of respondents disagreed with the preceding statement.
- Item vii reveals that most respondents (75%) believed they do not share students' Assessment and performance-related information with their guardians, (12.7%) were undecided and (12.2%) supported the statement.
- Item viii illustrated that (65.8%) of respondents supported the statement that they include objective and subjective tests for students' assessments to measure student learning, (13.1%) of respondents were undecided, and (13.8%) of respondents had differing perceptions regarding the statement.
- According to the data presented in Item -ix, the majority (73.2%) of secondary school teachers agreed with the statement that they keep a proper record of student performance in assessments, (13.1%) were undecided and while (13.8%) hold differed statement.
- Item x indicated that (73.5%) percent of respondents supported the Item that they use assessment feedback as a tool to improve their teaching methodologies, (18.2%) percent of teachers possess different opinions, (8.2%) percent of respondents were undecided while 18.2% did not support the statement.

- Item xi indicated that the majority (74%) of the secondary school teachers supported the statement that they organized reading competitions among the students, (13%) were undecided, while (13.4%) of the respondents held the opposite opinion of the statement.
- Item-xii illustrated that the majority (75%) of respondents supported that the teaching techniques related to reading employed by teachers at the secondary school level enhance learners' Performance, while (14.1%) percent of respondents did not support the statement.
- Item xiii reveals that (77%) of respondents did not support the statement that they did not use modern reading techniques to improve learner performance, (12.5%) were undecided, while a small percentage (10.6%) of secondary school teachers supported the statement.
- Item xiv indicated that the majority of the respondents (66.4%) were in favor of the statement that assessment practices are essential for measuring the Performance of learners, (19%) of respondents did not support the statement, and (15.1%) were undecided.
- Item-xv indicated that (62.6%) of respondents supported the statement that they use books as benchmark passages to assess students' reading levels, (18.7%) were not in favour, and (9%) were undecided.
- Item-xvi indicated that the majority of the respondents (68.1%) were in favour of the statement that they design assessments according to the curriculum contents taught in the class, while (20.2%) showed disagreement and (11.7%) were undecided.
- Item xvii illustrated that (71%) of secondary school teachers supported the statement that test frequency positively affects students' Academic Performance, (13%) were unsupported, and (15.8%) were undecided.
- Item-xiii indicated that (72.7%) of respondents supported the statement that through assessments, I diagnose areas for improvement regarding instructional activities, (11.7%) were undecided, and (15.5%) disagreed.
- Item xix reveals that (75.3%) of secondary school teachers agreed with the statement that assessments provide better learning opportunities for students in class and at school; (11.7%) were undecided, and (13%) disagreed.
- Item xx indicated that the majority (75%) of the secondary school teachers supported the statement that they design tests at the end of each unit or topic, (11%) were undecided, and (14%) did not support the statement.
- Item xxi indicated that the majority of respondents (68%) did not support the statement that through assessment, I assist students in setting their learning goals, followed by (15.6%) who were undecided and (16.4%) who supported the statement.
- Item xxii illustrated that a sufficient number of secondary school teachers (77.5%) supported the statement that they arrange reading assessment competitions among students from various schools, (7.6%) of respondents were undecided, and (14.8%) of participants did not support the statement.
- Item-xxiii indicated that more than half (59.5%) of respondents did not support the statement that they understand and practice appropriate and ethical assessment principles and procedures. (16%) were undecided, while (24.2%) supported the statement.

**Table 4: Inferential statistics of urban & rural perceptions of National Professional Standard for teachers**

Variable	N	M	SD	df.	t. value	Sig.
Urban	148	2.45	.693	390	-1.211	.421
Rural	244	2.54	.722			
Total	392					

The above table reveals that according to the perceptions of secondary teachers, there is no significant difference in the mean value of urban secondary school teachers (Mean = 2.45, SD=.693) and rural teachers (Mean= 2.45, S.D. =.722) as  $t(-1.211)$ ,  $p = .421 > 0.05$ . The table also showed that the rural area secondary school teachers, there was no significant difference in the mean scores (Mean=2.54, SD=.722), showing slightly better scores as there was no significant difference in the mean scores. Moreover, the standard deviation values, i.e. .693 and .722, showed that the dispersion from the mean scores of urban and rural school teachers was slightly different.

**Table 5: Inferential statistics of urban & rural teachers about assessment in the light National Professional Standard for teachers**

Variable	N	M	SD	df.	t. value	Sig.
Urban	148	2.25	.690	390	-.085	.749
Rural	244	2.26	.680			
Total	392					

Above table 5 reveal that according to the perception of secondary school teachers about their skills regarding assessment, no significant difference was witnessed in the mean scores of Urban teachers (Mean=2.25, Standard Deviation=.690) and rural teachers (Mean=2.26, Standard Deviation=.680) as  $t(390) = -.085$ ,  $p = .749 > 0.05$ . Moreover, the standard deviation values of, i.e. (.690 and .680) showed that the dispersion from mean scores of urban and rural school teachers was slightly different.

## Findings

- The present study was conducted to evaluate the understanding and practices of secondary school teachers. The majority of respondents support and have an idea about national professional standards for teachers, but urban secondary teachers possess more knowledge of these standards.
- Findings revealed that most teachers used different assessment modalities, such as formative and summative assessments, to assess students' learning processes. Most teachers believe that assignment and quiz computation are very important for students' learning and progress.
- Teachers stated that they used summative assessment techniques and exam-related information to check the progress and guide students to assess and enhance their academic performance.
- Most teachers believed they kept objective and subjective test types during exams and a proper record of student Performance to measure student learning.
- Mostly, teachers stated that they planned and designed assessments according to the curriculum contents they taught in class.
- The majority of teachers hold the belief that regular assessment has a positive impact on student's academic performance. They perceive assessment as a valuable tool to identify

students' weak areas and enhance their instructional activities accordingly. Therefore, they mostly teachers assign tests at the end of each unit.

- A significant number of teachers have expressed a need for more awareness regarding the ethical aspects of assessment; however, they continue to administer exams as instructed.

## Discussion

It is usually assumed that professional standards for teachers can provide a solution to all ambiguous and uncleaned questions. Nonetheless, it can only provide some guidance for teachers, principals, and policymakers; these are guiding tools for teachers to make their teaching more effective, which in turn helps the teachers reach the desired outcomes for their students. They cannot solve problems associated with dysfunctional school organizations, outdated curricula, inequitable allocation of resources, and a lack of school support for children, and they cannot overcome youth (Darling, 1999, p. 39). The result of under study shows that standards need to be implemented in true spirit in secondary schools. The result also concluded that signal training needs to be arranged for teachers on NPST. According to Shaukat and Chowdhury (2020), standards in Pakistan are not compliant with our context, but these can be helpful in achieving desired outcomes when practised and implemented effectively. The implementation of these standards can result in outcomes that will assist teachers and students in their development. The finding is congruent with the study of Khan and Islam conducted in 2015, which shows that most teachers showed unsatisfactory performance against NPSTs.

It can be drawn from the finding that teachers command their subjects however have a partial command over different instructional strategies and assessments. The study also revealed that more than half of the teachers need better knowledge about assessment and types of assessment. They usually use summative assessments for students. A similar study conducted by Shakir and Adeeb (2011) shows the same research on the performance of secondary school teachers in Punjab.

Moreover, this study explored the opinion of secondary school teachers about assessment frequency, which indicated that frequency has an encouraging impact on the student's academic performance. With the help of assessment, they diagnose areas for improvement regarding instructional activities. It was worth observing and note the discrepancy between the espoused professional standards and their actual implementation within secondary school settings is a matter of profound concern. Despite the existence of well-defined standards intended to guide pedagogical practices, their translation into tangible improvements in teaching quality still needs to be discovered. Moreover, the absence of formal training initiatives dedicated to familiarizing educators with the National Professional Standards for Teachers (NPST) is alarming. Education systems must prioritize comprehensive professional development programs to equip teachers with the requisite knowledge and skills aligned with established standards.

## Conclusion

The study underscores the limitations of professional standards for teachers as a standalone solution to complex educational challenges. While these standards serve as valuable guiding tools for enhancing teaching effectiveness and facilitating desired student outcomes, they need to address systemic issues within educational institutions, such as dysfunctional organizational structures and inadequate resource allocation. The findings reveal a concerning gap between the espoused standards and their implementation in secondary school settings, exacerbated by the need for formal training initiatives on National Professional Standards for Teachers (NPST). This discrepancy highlights the urgent need for comprehensive professional development programs to

equip educators with the requisite knowledge and skills aligned with established standards. By bridging this gap and prioritizing evidence-based instructional practices, education systems can strive towards realizing the full potential of professional standards in promoting teaching quality and fostering student development.

### Recommendations

Based on the findings and conclusion, research give Below mentions recommendations for future research study.

- The teachers are not aware of the National Professional Standards and, hence, do not follow and practice them; therefore, the education department may devise a mechanism to fully observe and supervise the teachers in light of the stated National Professional Standards for teachers.
- It is recommended that the education department raise teachers' awareness of these National Professional Standards; the department may arrange seminars, workshops, dialogues, symposia, etc.
- It was also recommended that the education department should arrange an introductory session for the head teacher and principal on teacher standards and assessment.
- Furthermore, it is suggested that in-service training programs be specifically tailored to enhance the knowledge, skills, and comprehension of assessment for both newly appointed and experienced teachers.

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