

Analyzing the Compatibility of National Education Policy-2009 and National Professional Standards with Teacher's Professionalism

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Abstract

Countless studies have consistently underscored the paramount importance of teacher education in nurturing professionalism among educators. Two instrumental mechanisms in this pursuit are the National Education Policies (NEP) and the National Professional Standards for Teachers (NPSTs), both serving as pivotal tools to cultivate professionalism among teachers. This manuscript is primarily dedicated to the examination of how the National Education Policy-2009 (NEP-2009) and the National Professional Standards (NPSTs) contribute to the development of professionalism among teachers. To achieve this objective, researchers meticulously designed two comprehensive questionnaires, precisely tailored to focus on essential indicators of professionalism. Employing a descriptive survey research approach, guided by three overarching research inquiries, the study enlisted the participation of 150 teacher educators across eight universities specializing in educational disciplines. The data analysis unequivocally illuminated the substantial roles played by NEP-2009 and NPSTs when considered in isolation, in fostering professionalism among teachers. Nonetheless, a significant incongruity surfaced, revealing a lack of synergy between these two influential elements in addressing the multifaceted dimensions of teacher professionalism. This incongruity has underscored the presence of a conspicuous gap, prompting the recommendation that policymakers and standard-setting bodies collaborate closely to ensure alignment and coherence between NEP and NPSTs. Such collaboration holds the potential to elevate the quality of teacher education and enhance the professionalism of teacher educators.

Keywords: *Compatibility, Professionalism, NEP-2009 and NPSTs*

Introduction

By professionalism, a generalized image emerges that encompasses some distinctive characteristics of specialized activities, which are required to be performed successfully. Hence,

the limitation of professionalism remains the qualification and level of mastering operational competence to perform a particular work (Anees, 2005; Kennedy, 2007). Epistemological roots of education and professionalism embody human development. As noted by Scheler (1994) professionalism is a generalized model, image, and rhythm, within a society according to which activities of a human are managed and directed towards all the psychophysical manifestations of life. Much of the recent literature around teacher education, many definitions confirm that a professional reveals behaviors which depict related skills, knowledge of the profession visualized by society. So professionalism is an ideal who aspire occupational group and individuals to discriminate each from other workers (Pratte & Rury, 1991, p 60). Grady, Helbling, and Lubeck (2008) explicated that within the scope of their expertise professional practice discretion in decision making and assume the author for professional development (p. 603).

In present competitive era the need has been increased to formulate and attain certain benchmarks and standards in all professions. Standards support all sorts of organizations to observe best practices which enable to develop system, procedures and policies; as well as guarantee high quality (Krishnaveni ve Anitha, 2007). Literature reveals that professional standards and educational policies provide a milieu to government to organize professional activities leading to teacher professionalism. It is linked with accountability mechanisms such as performance appraisal and inspection that has a strong impact on teaching practice and pupil education. However the propagation of teacher professionalism has been substantiated through initial teacher educational training, educational policies, and educational standards (Evans, 2007; Hargreaves, 2000).

Since the independence of Pakistan education system has been considered one of the pertinent means towards the progress of the nation. This progress has thrust a lot of responsibilities on teachers who are the prime operators of any system of education and teacher education which is an indispensable key to the education system. Educational policies are rules that are intended to help out in achieving the targets in shaping society. Successive governments of Pakistan have made the education policies to offer education to substantial numbers of masses (Shami & Hussain, 2014).

NEP-2009 suggested that for the sake to strengthen the teaching profession the curriculum and programs of teacher education will be attuned keeping in view the necessities of both school curriculum and scheme of studies. Moreover, it has proposed separate management cadre for teacher education institutions so that professionalism among teachers could be promoted. , It has also emphasized that teacher training arrangement; accreditation and certification procedures will be standardized and institutionalized for the purpose (MoE, 2009).

In order to improve the standards of the teaching profession and to attract the intellect, it has been recommended that graduation i-e B.Ed. is the prerequisite to recruit the teachers for elementary level and master degree in any school subject degree plus B.Ed for teaching secondar higher secondary level classes. NEP-2009 has recommended also the need of in-service training of teachers will be assessed through research hence opportunities for professional development to all teachers will be ensured (MoE, 2009).

The Govt. of Pakistan as the cosigner of the initiative on “Education for All”, has launched a project “Strengthening Teacher Education in Pakistan”. The major concern of the project was to bring advancement in quality of teacher education and to promote professionalism among teachers

via policy formulation, strategic frameworks concentrating on accreditation procedures for teachers, professional standards, and certification. Under this Project “Professional Standards for Teachers” were formulated and launched in 2009; initially implemented for primary and then for secondary level teacher education programs. (MoE, 2009). Standards have the following prominent objectives to:

- Improve the professional skills and knowledge
- Expand the content knowledge that to be taught in the classroom for enhancing the student learning and
- Promote professionalism.

In order to homogenize curricular content, pedagogical learning outcomes, performance, skills and dispositions of teachers, the Ministry of Education has recognized the dire need to implement of accreditation system nationwide at all leveled of teacher education programs that should be centered on the formulated standards. As per the plan, National Accreditation Council for Teacher Education has been established under the umbrella of the HEC (Higher Education Commission).

It is collective understanding that the educational policies and professional standards constitute a perilous factor for achieving the goals of any nation. The nation’s development predominantly rest on the quality of teachers that is determined primarily by teacher competence, motivation and teacher professionalism (Asma, 2012). Propagation of professionalism is the ultimate goal of teacher education and across the world, it emphasizes on preparation of aspiring educators to possess and demonstrate professionalism coupled with knowledge, skills, and dispositions needed to be an effective teacher (Kramer, 2003).

In most of the countries, professionalism is propagated by devising educational policies, benchmarks, and professional standards. This focuses on teacher education as an important area to enhance the education quality. Therefore, it appears that NEP and professional standards for teachers play a pivotal role in the development of professionalism among teachers. While exploring professionalism in teacher education it is of paramount significance to examine the relationship among policy provisions, benchmarks, standards and ground realities (Garratt and Forrester, 2012). This situation sets the scene for study in question.

Literature Review

Policy Journey towards Professionalism

In 1947 Pakistan inherited an education system which had very small number of teacher training institutions which were not enough to meet the needs of the new state. Keeping in view the prevailing situation government formulated educational policies and plan for action. For the Education Conference, 1947, the message of Quaid-e-Azam Mohammad Ali Jinnah is generally considered as a milestone that has provided directions for the future and education emphasizing on academic, scientific and technical education along with teacher education to build the new nation. The message has categorically highlighted two distinguishing features i-e need of properly trained teachers and the teaching would be well-paid profession. It is hence, obvious that teaching has enjoyed recognition as profession since the inception of Pakistan. Therefore, it can be said, the most important implication of this conference has been the setting of a proper system of teacher

education for the professionalization of teachers. Since then various policies have been formulated to accomplish set vision of teacher education for the professionalization of teachers.

In recognizing of unsatisfactory condition of education, in 1958 a Commission on National Education was professed. On the basis of data collected through questionnaires, commission proposed future directions and framework about the teacher education for the professionalization. Commission took on board the teaching as profession and emphasized on the need of review and more improvement of curricula of teacher education but also proposed to restructure teacher education. For inculcating professionalism among teachers, commission prescribed strategy to extend duration of training from one year to two years secondary and middle level teachers. As way forward commission suggested general guidelines for the teacher education/training programs to ensure proper development of professionalism about a sound mastery of the subjects, knowledge about child psychology and growth and behavior of children at various stages of school, capacity to use updated techniques and teaching methodologies, and well aware of professional ethics.

After a decade the New Education Policy, 1970 advocated professional training and high qualification for teacher's professionalism. This policy emphasized the entry qualifications to ensure adequate preparation base and professional training. However, the policy-1970 had not implemented because of instability of political situation in the country.

NEP-1972-80 has emphasized on the improvement of curricula of teacher education. For strengthening the professionalism among teachers this policy recommended the establishment of National Education Council and replacement of male primary school teachers with female gradually. Furthermore, corrective measures were suggested to institutionalize the curriculum development at national level by establishing National Bureau of Curriculum and Text Books (Curriculum Wing) along with a network of Curriculum Bureaus/CRDC, in the provinces. The National Bureau of Curriculum and Textbook later on called Curriculum Wing a part of Ministry of Education, has enjoyed legislative support to handle the task of teacher education. . The Education Policy also anticipated the up-gradation and further enrichment of programs offered in the teacher education institutions.

For maintaining standard of education in Pakistan, law makers passed an act in 1976. According to the Act the Ministry of Education was supposed to develop standards for education, teachers and assessment. These standards were ultimately led towards propagating professionalism among teachers. The efforts were made as the curriculum development was nationalized and Curriculum Wing, Ministry of Education was given the responsibility to develop curricula up to grade 12 and University Grant Commission (UGC now HEC) was made responsible for beyond grade 12. Hence the affairs related to certificates of teacher education (PTC & CT) programs and curriculum became the jurisdiction of Curriculum Wing and Degree programs (e-g B.Ed, M. Ed, and M.A. Education) of UGC. The efficiency of the Ministry of Education can be gauged from the fact that Professional Standards for Teachers were formulated in 2009.

In era of martial law, a new education policy appeared in 1979. It has reflected a shift of paradigm from socialism to Islamisation and teacher education as well as school curricula were influenced accordingly besides denationalization of nationalized institutions. However, National Education Policy, 1992-2002 envisaged professionalism and articulated role of teachers with the changes in curricula, textbooks, teaching methods and evaluation techniques. The National

Education Policy, 1992-2002 viewed articulate role of teachers with the changes in curriculum, teaching methodology, textbooks and evaluation techniques. It emphasized on redefining role of teacher and acquisition of practical skills. Performance evaluation should be criteria for reward and punishment and this shall be introduced. Provision of educational services will improve teaching learning process. Training and reexamination of individuals will be practiced to use instructional resources.

The NEP-1998-2010, formulated by the same government and announced within the stipulated period of earlier policy, recognized that the quality of instructions is directly related to the quality of education in the classroom by the teacher. Teacher has been highlighted as the most crucial factor in implementing all educational reforms at the grassroots levels. It advocates measures that could be well-versed for inculcating professionalism among teachers at all levels. Unfortunately, under which however, unsatisfactory response has been reported in institutionalization of in-service teacher training.

The NEP-2009 has recognized the poor implementation of earlier education plans and policies. It highlights that quality of teacher in public schools is largely associated with professional behavior of employees. Under such unsatisfactory situation, new reforms were proposed in pre-service training, professional development, pay and allowances, career progression, governance and management. It proposes to raise the qualification of teachers as bachelor degree with B.Ed. as minimum requirement for a teacher to teach at elementary level and master degree with B. Ed to teach at secondary level. One year PTC and CT programs shall be phased out by 2018 and working teachers will be given opportunities to improve their qualifications. Curricula shall be revisited. Moreover in-service teacher training, accreditation of teacher education programs, procedures for certification shall be standardized and institutionalized.

NEP-2009 focused that educational standards and propagation of professionalism should be ensured and provincial governments must monitor to meet prescribed benchmarks under the line of professionalism. Performance indicators are needed to operationalize like European countries to ensure professionalism. Teacher training is on top to make them professionally strong according to global challenges. For promoting professionalism among teachers following domains were addressed:

- Standardization of qualification
- Pre-service training
- Continuous professional development

All the policies' certainly realize that teachers are adaptive experts and directly associated with quality of education. Quantitative and qualitative measures are imperatives to develop and manage teacher education programs, pre and in-service training endowment of infrastructure, curricula and methods. Educational policies have uttered many issues. However, the teacher's professionalism is to be considered more responsive to the demands for quality education. However, some of challenges of education system yet need to be addressed.

After 18th amendment in the Constitution the fate of NEP 2009 remains uncertain as this policy has inbuilt about 150 tasks to be performed by Federal Government, about 140 by provincial governments and 110 tasks to be performed by district governments. Now education is provincial

subject and there is no intervention of center and on the other hand district governments are struggling to have their rights from their provincial governments. Hence the achievements of NEP 2009 remain much to be desired as the Federal and district governments are not properly on board.

Professional Standards

Standards are nothing more, and nothing less, than doing things a consistent way. These are the demands and target of the society and now a day a globalization requirement to keep uniformity in standards. Standards provide way to confirm quality in teacher education and focuses on relevance of pre and in-service professional improvement of teachers. Standards address professional needs of teachers and cultivate skills to pay their contribution to develop knowledge based economy. However there is also school of thought that opposes setting standards. There are evidences that high accountability, student's assessment and implementation of standards may have negative impact on students. If standards are not properly developed and implemented then standards fails to define what students should and will be able to do. Lack of proper situational analysis of needs, opportunities of learning and skills is a major barrier because mostly top-down strategy is being followed to impose standards (Shami, 2006).

NPST includes all kinds of teacher's work. Standards help teachers in development of professionalism in terms of what and how to formulate better conducive learning environment for students. These make teachers capable to grow professionally, socially, culturally, economically to make vibrant society. Professional development needs of teachers are identified by standards as they work as platform for teacher education program Standards also serve as guide for neophytes and they boost up morale to develop new programs to excel with reference to knowledge, skill and professional attitude (The State of Queensland, Department of Education, 2005).

Standards play key role to give teachers a professional framework to evaluate themselves with reference to multiple professional aspects i.e. relationship, commitment and understanding of teaching learning activities. Hence professional standards enhance performance of teachers by strengthening continuous professional learning (Ingvarson,1998).

Standards direct teachers in a reproductive manner to think and plan about teaching learning activities as well as professional identity. This way is considered useful to give opportunity to teachers to grow professionally. Discussion about methodology, content material, and quality teaching may well provide opportunities for this to happen.

Around the globe the importance of usability of professional standards for teachers have significance in teacher education in overall process starting from formulation of objectives to the evaluation. Professional standards for teachers are description of teacher's professional knowledge, skills and attitudes. Standards provide framework for teacher professional progression and highlight professional needs of teachers. For promotion towards next stage standards facilitate teachers by providing reference point by focusing future progression.

Development and implementation of standard is not an easy job as it involves multiple stages for development and implementation. Australian Task force considered teachers as key stakeholders for consultation during development of professional standards for teachers. Their initial consultation paper was comprised rationale and major issues during development and implementation of national standards. Moreover, this paper remained central in national conference for key stakeholders and this paper had also been disseminated nationally for extensive consultation.

A healthy response was collected from teachers' association, teacher's educators, professional organizations, teacher's associations on written submission form. Regarding framework national and international conferences were conducted (MCEETYA, 2011).

Vietnam also did almost same practice to develop professional standards for primary teachers consequently background studies were conducted to develop standards during 2000. Main focus was to use competency based approach to develop understanding among teachers to know what and how to do. Later a committee by the Ministry of Education and Training (MoET) was established to define parameters for development of standards. There were three main objectives of this activity. Firstly, empirical validation and refinement of standards and secondly, to define standardized scoring procedure for standards and thirdly, identification of way to collect presidents of teachers' professional competencies in school (Shami, 2006).

Standards were formulated to define essential attributes, skills and dispositions necessary for professional teachers that also provide guideline for policy and procedure essential for accreditation of institutions and teachers. On 7th November, 2008 provincial representative adopted professional standards. Major components of NPSTs are ten and each Standard is explicated into knowledge & understanding, dispositions, and performance.

Professionalism

Set of attitudes and behaviors those are appropriate for a specific profession is called professionalism. Professionalism according to Densmore (1987) is ideology which influences individuals' practice. Other further explain: *"To work with children, the chance to be creative in my work daily, to make learning fun and interesting, to help children feel cared for and supported at school – that's professionalism to me."* (ATL member, survey on professionalism, November 2010)

Different scholars have identified general characteristics profession (Darling-Hammond, 1990; Darling-Hammond & Berry, 1995; Dreeben, 1988; Esland, 1980; Ginsburg, 1996; Larsen, 2005; Legatt, 1970) as "body of knowledge and skills that is applied to exclusive professional group", "training for modification of knowledge and skill", "orientation of service", "Ethical code", "higher level of autonomy and prestige", "control on induction, training and development in field".

Set of task and human relationships that are organized in a specific manner is known as teaching (Hargreaves, 1994). Teaching is considered as semi-profession where teacher should possess pedagogical i.e. knowledge and skills and autonomy (Etzioni, 1969a; Howsam, 1980; Mcdaniel, 1979; Densmore, 1987). Teacher are being involved in leadership roles, partnership, and decision making hence teaching is getting (Hargreaves, 1994).Teacher's professionalization

in Mexico is characterized as upgrading of teachers qualification and self-esteem (Ginsburg, 1996).

Teacher professionalism is balance of collective accountability of students learning and collaborative autonomy to do what is best in favor of students. In this perspective, CETT (2012), focused on: (i) modification of knowledge, skills and attitude will promote students learning and well being, (ii) participation of teachers in peer review programs, (iii) job embedded programs for professional development, and (iv) variation of professional development programs by expertise, career stage and other criteria.

Moreover, ATL (2012) highlighted following key features for teachers professionalism:

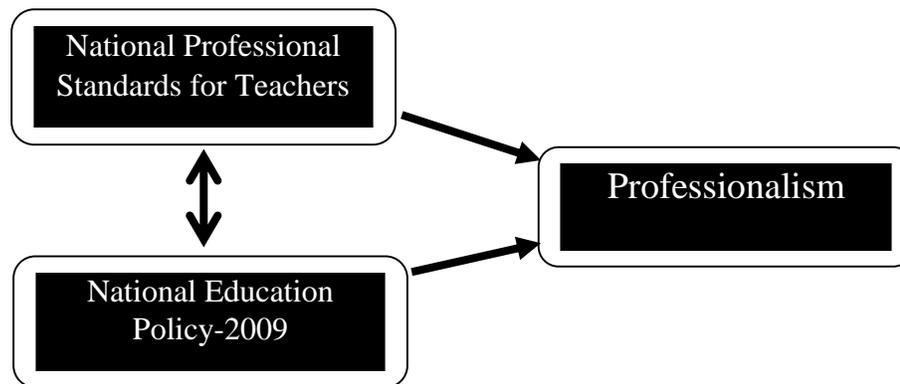
1. Teaching professionalism entails continuous learning of both content as well as educational practices.
2. It has responsibility of student care and their learning as well as healthy relationship with parents, community and other professionals.
3. Awareness of teaching strategies and their contexts
4. Not to accept curriculum, assessment and pedagogical practices blindly
5. Matching personal values with professional responsibilities. Teacher enjoys autonomy but do have accountability.
6. It encompasses self-expression and debate education practice- National Education Policy and National Professional Standards for Teachers.

Demirkasimoglu (2010) has associated the concept of professionalism from the point of different perspectives to teaching profession and concluded that teacher professionalism is work field based on knowledge, disposition and skills to develop standards in teaching profession. Improvement in public image and quality in teacher education is associated with teacher's professionalism. Teachers' professionalism means expertise in field of education. Whitty expressed (2000) teacher's professionalism is very flexible in 21 century as there are multiple version of teachers' professionalism.

Conceptual Framework

It is admitted fact that quality education entirely depends upon quality of teachers and teacher education should focus on their professional development (Khizar, 2012; UNESCO, 2008). Teacher's professionalism is driven by policy guidelines and set standards which provide pathway to ensure quality benchmarks. Education policy is a statement of aims, purposes, principles or intentions that serve as guiding principles for practice. Standards are statement which explains expectations and practices about level of services. Standards provide base for pre-service and induction training, certification system effective professional development (Bashir & Shami, 2007 ; Hattie, 2004). National Education Policy provides qualitative and quantitative measures to develop professionalism among teachers. Teacher's professionalism can be enhanced by teachers' engagement in the process teaching learning under the influence of professional standards for teachers; as these set standards are responsible for continuous professional learning of teachers.

The developed concept is that compatibility between NEP & NPST helps in development of teachers professionalism (MoE, 2009; Ingvarson,2008).



National Education Policies plus National Professional Standards for Teachers are inevitable for developing professionalism among teachers. Therefore, present study is being conducted and intended to explore important question that remains unanswered the extent to which compatibility exist between NEP-2009 and NPSTs and the extent to which these National Education Policy and National Standards are imparting professionalism among teachers particularly in the context of Pakistan?

The trajectory of educational policies and professional standards for teachers towards professionalism in teachers has been conceptualized. Studies are evident that the inculcation of professionalism among teachers is entire dependability of NPSTs and NEPs, so that both should be aligned in the achievement of professionalism (Shami, 2015). Therefore, this study intends to evaluate the alignment between current NEP-2009 and NPSTs with the development of professionalism among teachers. The objective of the study have been broken down into research question as action steps to drive research (Bordage & Dawson, 2003; Pole & Lampard (2002). Following questions have planned to address the research the problem:

- a. What are the opinions of teacher educators regarding the advocacy of the National Education Policy-2009 towards professionalism?
- b. Do the National Professional Standards for Teachers contribute to the cultivation of professionalism?
- c. Is there compatibility between the National Education Policy-2009 and the National Professional Standards for Teachers in relation to professionalism?

Methodology

Epistemologically constructive approach and the inductive process has been followed. However, not much seems to be available regarding the methodology of exploration of compatibility between NEP-2009 and NPSTs for developing professionalism. According to Brown (2006, p.43) exploratory research deal with new problems on which no or little researches has been conducted. This guideline helps in the adoption of quantitative study to explore the development of

professionalism among teachers with reference to education policies as well as national standards for teachers.

Population and Sampling

In order to seek the answer of research questions teacher educators who are generally called as policy and standards implementers serving in pre-service teacher education institutions were the population of study. A sample of 150 teacher educators was drawn in such a way that with respect to education as discipline being taught, Islamabad Capital Territory (ICT) included three general universities whereas fourteen in the Punjab province (HEC, 2016, PHEC,2016). To make sure the true representation of respondents 50% universities i.e. one university from ICT and seven universities from Punjab province were conveniently taken. All faculty members from these universities were included. Data from 155 respondents were received and analysed. Detail is given below:

Table-1
Selection of Teacher Educators

Territory	Universities Selected Randomly	Number of Teacher Educators
Islamabad Capital	1. Islamic International University	13
	2. Bahauddin Zakariya University, Multan	13
	3. Government College University, Faisalabad	11
	4. Islamia University, Bahawalpur	13
Punjab	5. Lahore College for Women University, Lahore	12
	6. University of Education, Lahore	34
	7. University of Sargodha, Sargodha	18
	8. University of the Punjab, Lahore	36
	Total	150

Instrumentation

To explore the prevailing aspect of professionalism through the lens of National Education Policy-2009 and NPSTs two questionnaires were developed comprising 10 indicators of professionalism i.e. professional satisfaction, professional commitment, professional attitude, professional practice, professional knowledge and competencies, professional human relation, supportive culture, professional leadership, professional growth, and confidence. Items were formulated in accordance with NEP-2009 and NPSTs. Pilot study usually anticipated as an advance warning about complexity, the inappropriateness of research instruments, therefore, preparation of full-scale study and increase in the likelihood of success (Singh, 2007) pilot study was conducted in two phases. In the first phase, draft questionnaires were discussed with a focus group comprising experts in the professional development field. The improved versions of draft questionnaires were administered to teacher educators of University of Sargodha and University of Gujrat. All suggestions were evaluated and if found appropriate incorporated in the final questionnaires. Reliability of questionnaires on NEP-2009 and NPSTs was found to be 0.91, and 0.94 respectively, which was showing “high” level of reliability (George & Mallery, 2001).

Results and Discussions

Descriptive and inferential statistics were used for analysis of quantitative data. Inferential statistics helps to make the generalization about the population from the selected sample (Shami & Hussain, 2008; Gravetter & Wallnau, 2004). Data were entered and analyzed using SPSS. A significance level of $\alpha = .05$ was set a priority. Pearson Product Moment Correlation was computed to explore the status of compatibility among national education policy as well as National Standards for Teachers with professionalism.

Table 2
Percentage of Teacher Educators’ Responses about the Role of National Education Policy-2009 in Development of Professionalism

S#	Statement	Largely	Fairly	To Some extent	Little	Not At All	Mean	SD
1	Professional Satisfaction	12%	53%	24%	10%	01%	3.43	0.57
2	Professional Commitment	20%	27%	42%	08%	03%	3.55	0.76
3	Professional Attitude	03%	46%	26%	20%	05%	3.21	0.72
4	Professional Practice	33%	42%	15%	08%	02%	3.93	0.81
5	Professional Knowledge and Competence	06%	52%	26%	12%	04%	3.44	0.64
6	Professional Human Relations	13%	46%	32%	04%	05%	3.57	0.63
7	Supportive Culture	06%	63%	16%	12%	03%	3.57	0.64
8	Professional Leadership	18%	52%	15%	14%	01%	3.72	0.47
9	Professional Growth	08%	60%	12%	18%	02%	3.54	0.58
10	Professional Confidence	18%	57%	12%	12%	01%	3.80	0.49

Data in Table 2 reveals that the majority of the teacher educators appear to visualize a satisfactory level of propagation of professionalism in National Education Policy-2009 with respect to professional satisfaction, professional practice, professional knowledge and competence, professional human relations, supportive culture, professional leadership, professional growth and professional confidence however about 30% seem to disagree partially or fully about the emphasis of National Education Policy-2009 on professionalism.

Table: 3
Percentage of Teacher Educators’ Responses about the Role of National Professional Standards for Teachers in Developing Professionalism

S#	Standards	Largely	Fairly	To Some Extent	Little	Not at all	Mean	SD
1	Subject Matter Knowledge	13%	65%	17%	05%	00%	3.86	0.50

2	Human growth and development	20%	52%	27%	01%	00%	3.91	0.44
3	Knowledge of Islamic ethical values/social life skills	29%	64%	07%	00%	00%	4.20	0.38
4	Instructional Planning and Strategies	17%	44%	39%	00%	00%	3.77	0.46
5	Assessment	23%	26%	46%	50%	00%	3.65	0.77
6	Learning Environment	24%	36%	37%	03%	00%	3.82	0.69
7	Effective communication and proficient use of ICTs	20%	56%	22%	02%	00%	3.94	0.39
8	Collaboration and partnerships	13%	46%	38%	03%	00%	3.66	0.56
9	Continuous professional development and code of conduct	18%	40%	41%	01%	00%	3.75	0.65

Data analysis in Table 3 shows that a majority of the respondents seem to agree with components of standards regarding subject matter knowledge, human growth and development, knowledge of Islamic ethical values, instructional planning and strategies, learning environment, effective communication and use of ICT, collaboration and partnership, continuous professional development reflect emphasis on professionalism in teachers. However, about 30% of subjects do appear to defer fully or partially with respect to competence in instructional planning, assessment, creating a learning environment, school community collaboration and professional growth.

Table 4
Compatibility of National Education Policy with Professionalism

Variables	N	<i>r</i>	<i>p</i> -value
National Education Policy	150	-0.096	0.41
Professionalism	150		

The table 4 is indicating the perception of teacher educators about professionalism. The result i-e $r = -0.096$, $p = 0.41 > 0.05$ indicated that compatibility between National Education Policy-2009 and professionalism was found to be insignificant.

Table 5
Compatibility National Professional Standards for Teachers with Professionalism

Variables	N	<i>r</i>	<i>p</i> -value
National Professional Standards for Teachers	150	0.073	0.534
Professionalism	150		

Table 5 reveals that there is no significant relationship in views of teacher educators about National Professional Standards for Teachers and professionalism as indicated by $r = 0.073$, $p = 0.534 > .05$.

Table: 6
Compatibility of National Education Policy-2009 and National Professional Standards for Teachers in terms of Professionalism

Variables	N	r	p-value
National Professional Standards for Teachers	150	-0.120	0.306
National Education Policy	150		

With respect to the perception of teacher educators, overall analysis of association ($r = -0.120$, $p = 0.306 < .05$) revealed (Table 6) that there has no significant compatibility between NEP-2009 and NPSTs in professionalism. This gap could be assumed that due to non-coordination or isolated efforts of experts who had prepared both documents.

Discussion

Education policies and professional standards usually provide an outcome based specifications of the teacher education program that in turn provide an educational base for professionalism. It has been found that education policy and professional standards are not compatible to make an effective contribution to provide an educational base for the development of professionalism among teachers. This study has identified that the National Education Policy is not playing its role effectively to guide for the development of effective teacher education program due to improper implementation, poor follow up and lack of policy evaluation agencies. One can recall that National Education Council was established for the purpose under the direction of National Education Policy-1972-80 but unfortunately dismantled before initiating any action Shami, (2015) and Ahmad, *et al.* (2012). Studies point out gaps between policy development and implementation process in Pakistan, the communication gap is prevailing among all stakeholders.

Professional standards are graded as entry level competencies to practice a profession. National Professional Standards for Teachers reflect on subject matter knowledge, human growth and development, knowledge of Islamic ethical values, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of ICT, collaboration and partnership, CPD and code of conduct. In a study Khan & Islam (2015) has evaluated working teachers with reference to prescribed professional standards for teachers and revealed ground reality as unsatisfactory performance of teachers against NPSTs. They have explicated that teachers lack knowledge and skills of subject matter they are teaching, growth and development of children, Islamic ethical values, instructional planning and strategies, assessment methods and do not use ICT to ensure effective teaching and learning. Teachers maintain poor interaction practices with parents and community and continuous professional development angle usually missing.

The study has revealed no relationship between National Education Policy and professionalism. It may be due to a lack of focus, debate, and discussion on policy issues with specific reference to professionalism and moreover, there is a long history of failures in the implementation of education policy. Day and Gu (2007) assert that if a policy is not implemented properly it causes low professionalism among teachers. They have further argued that educational policies face failure in developing professionalism among teacher when policies do not address the professional needs of the teachers. The study has also explored that there is no relationship between National Professional Standards for Teachers and professionalism. It appears that while developing or reviewing the curriculum of teacher education by the authorities concerned like HEC, Boards of Studies in universities have not paid any attention to prescribed standards as well as National Accreditation Council for Teacher Education (NACTE) is just focusing on paperwork instead of assessing incorporation of standards and quality of teacher education.

Conclusion and Recommendation

From the situation analysis, it can be inferred that there is a questionable level of correlation between National Education Policy-2009 and National Professional Standards for Teachers with respect to professionalism. It appears that these entities have no link with each other as they should be inevitable for the development of professionalism in teachers. National Education Policy usually has many facets to address and hence treat issues to be taken as directional for experts in the field. National Professional Standards for Teachers has been developed by an expert group financed by development partner however focused essential aspects to develop professionalism in teachers in detail but these standards have not been translated accordingly in the teacher education program revealing an unsatisfactory state of affairs. The authorities concerned for the teacher education like National Accreditation Council for Teacher Education (NACTE), Ministry of Education, Education Planning Commissions, advanced boards of studies, etc. need to pay attention to ensure translation of standards into the teacher education program.

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