

A critical review of secondary school teachers' instructional planning & strategies in the light of national professional standards for teachers in Peshawar, Khyber Pakhtunkhwa Pakistan

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Abstract

The problem under study was to review secondary school teachers' instructional planning & strategies in light of the National Professional Standards for Teachers in Peshawar, Khyber Pakhtunkhwa, Pakistan. 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 difference between the perception of urban and rural secondary schools teachers towards National Professional Standards for teachers, to investigate secondary school teacher's methods of instructions strategies and to plan used in the classroom in the light of national professional standards for teachers in Khyber Pakhtunkhwa. The study population comprised 1220 secondary school teachers working in urban and rural areas of District Peshawar. keeping in view population of the study, stratified sampling technique was used; a sample of 392 secondary school teachers, 148 from urban & 244 from rural, was selected. For the study quantitative approach was adopted as it was descriptive in nature. A self-made questionnaire with 28 items was used with a five-point Likert scale as a data collection tool. Descriptive analysis was used for frequency and percentage, while inferential statistics independent t-tests were used for comparative analysis. From the results it became evident the majority of secondary school teachers had inadequate knowledge and comprehension regarding the NPSTs and acknowledged that they may not have been fully aware of NPSTs and practicing them in their classrooms. Findings indicated that there was no significant difference between the perceptions of rural and rural teachers, while newly appointed teachers had more encouraging results in knowledge and understanding of national professional standards for teachers. Most teachers lacked a conceptual understanding of instructional strategies tailored to students' needs, relying on the same approach for different topics. Teachers follow prescribed learning activities without modifying instructional strategies or incorporating critical thinking activities, but they engage students in reading and class activities. It was also concluded from that the majority of teachers did not prepare lesson plans. It was recommended to organize in-service teacher programs and facilitate the arrangement of seminars, conferences, and awareness sessions specifically focused on NPST. To cope with new challenges in education, NPST needs to be reviewed, improved and contextualized to the latest trend and theories in the field of education. It also suggested to conduct comparative study in various regions of Pakistan to investigate differences in instructional practices and how they align with national standards

Keywords: The National Professional Standard For Teachers, Subject Matter Knowledge, Instructional Strategies And Planning, Assessment

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1. Introduction:

Teaching is comparable to performing art, where educators, like musicians or actors, are continuously attentive to their audience. The primary goal of a teacher is to captivate, motivate, and educate. Like other performers, teachers recognize that specific techniques yield better results than others, prompting them to refine their skills and expertise continually. The development of a nation depends upon its quality of education. Quality of education depends upon the quality of teachers, and the quality of teachers depends on the quality of teacher education programs. For this purpose, countries are developing professional standards for teachers to excel in

their professionalism. Many countries like the United States of America, United Kingdom, 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 the critical review of secondary school teachers' instructional planning & strategies in the light of National Professional Standards for teachers in Peshawar; and 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 undoubtedly brings about positive change in society on the whole. Mushtaq (2015) 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 skilful 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 & Adams, 2002).

2. National Professional Standards for Teachers in Pakistan

Professional Standards for Teachers can be traced back to the founding of the National Commission on Teacher Education and Professional Standards in the United States in 1946. Their main goal was to raise the teaching status of the 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

Figure.1.1 Depositions of Standards

Each standard comprises three parts.

Knowledge	Deposition	Performance
<ul style="list-style-type: none">• Content• Teacher knowledge about subject	<ul style="list-style-type: none">• Behavior,• Attitude,• Values	<ul style="list-style-type: none">• Skill• What the teacher can do• and should be able to do

Instructional Planning and Strategies

Teaching is the process through which a teacher leads a student or a group of students to a greater level of knowledge or skill (Nilsen & Albertalli, 2002).

The goal of Teaching is to change students from passive recipients of others' knowledge rather to become active creators of their own and develop their critical consciousness. While a strategy is described as a technique, plan, or sequence that is specially planned, it is a plan that involves a series of activities that are designed in such a manner that they are a common means to attain educational goals. Thus, it is stated that the strategy is designed to make a learning process more active through teaching and learning activities because students come from different backgrounds and have varied experiences and abilities. Good Teaching is not only dependent on teaching strategies or their effectiveness, but It also depends on individual needs and the adequacy of the content. There is an assumption that students learn with different styles, at different speeds, at levels of prior knowledge and in different environments when the subject matter is given through various teaching strategies. The strategy is proven to be an interrelated system with teaching and learning activities (Ababio, 2013). A teaching strategy is a general plan for a lesson or lesson that includes the framework, expected learner behaviour, and a description of the tactics needed to accomplish the strategy (Conway, 2020). Teaching strategy refers to teachers' methods to help students learn lesson content and future academic goals. It means that teaching strategies have an essential role in the teaching and learning process.

Instructional strategies encompass any learning technique a teacher uses to help students learn or better understand the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education (Persaud, 2022). In this standard, teachers need to develop the ability to plan instructions, selection of resources, objective formulations, teaching strategies based on students' prior knowledge, classroom management and school activities.

The effective use of instructional planning and strategies in the classroom can never be ignored. The knowledge of instructional planning and strategies for teacher promotes students' learning through available resources, value pedagogy of collaboration, and value the multiple ways of problem-solving. A competent or accomplished teacher should be well aware of special methods of teaching different disciplines. Such skills ensure maximum learning in the classroom and help the teachers achieve the students' learning outcomes more effectively (Government of Pakistan, 2009).

A. Knowledge and Understanding

Teachers know and understand:

- The teachers should know about the aims, goals, and objectives of education as well as of curriculum regarding a specific subject
- The teachers must know how to create instructional strategies based on students' mentality, desire, needs, development progress and previous knowledge.
- Teaching regarding general methods.
- The teachers should know about the specific approaches to teaching in different areas of the subject.

B. Dispositions

Teachers give value and are committed to:

- Pedagogy of cooperation, collaboration, and care.
- Cooperating learning and teamwork.
- Numerous ways to solve problems

C. Performance and Skills

- Teachers might be involved in activities to design activities per students' age and learning needs and plan learning processes according to the classroom's needs.
- They must be capable of evaluating teaching aids and teaching contents and use strategies that make learning interesting.
- The teachers must possess the ability to develop effective lesson plans following I.C.T., instructional activities and modern learning aids.
- They might be able to adopt summative and formative methods of assessment (Government of Pakistan, 2009).

Statement of the problem

Teaching is considered a prophetic profession. Unfortunately, teaching in the public sector mostly lacks motivation as teachers don't make efforts to plan instructional methods. Moreover, teachers restrict to syllabus only and don't inculcate values of community service. Ensuring quality education and competent teachers go hand in hand; achieving one without the other is nearly impossible. The quality of education in Pakistan is a major concern, and one of the key factors contributing to this problem is the lack of effective instructional planning and strategies among secondary school teachers. The National Professional Standards for Teachers (NPST) in Pakistan outlines the knowledge, skills, and dispositions that all teachers should possess to provide high-quality instruction. To assess the effectiveness of instructional planning and strategies in the light of national professional of secondary school teachers. It was felt to monitor and evaluate the performance of secondary school teachers in instructional planning and strategies and to discover how the National Professional Standards for Teachers add to the development and betterment of instructing practices.

Objectives of the study

1. To explore the perceptions and experiences of secondary school teachers regarding the implementation of the National Professional Standards for Teachers in Khyber Pakhtunkhwa
2. To find out the difference between the perceptions of urban and rural secondary school teachers towards National Professional Standards for teachers
3. To investigate secondary school teachers' instruction strategies and planning methods used in the classroom in the light of National Professional Standards for Teachers in Khyber Pakhtunkhwa.

3. Research Methodology

Research design

The study's primary purpose was to review secondary school teachers' instructional planning & strategies in light of national professional standards for teachers in Peshawar. The Research was descriptive in nature. Therefore, a survey research design with a quantitative approach was used for this study.

The population of the study

In any research study, delineating a population is essential from which sample is to be extracted. The

population is the people to whom the researcher intends to apply or generalize the study findings. Considering numerous limitations, it seems impossible to conduct Research on the entire population (Gay, 2009). The population of the current study comprised all 1220 male secondary teachers from 08 circles of districts Peshawar.

Sample Size and Sampling Technique

Stratified sampling Techniques were used to select the sample from the understudy population. Stratified technique is useful when we have different strata, and because of it, we give equal representation to each stratum (Pirzadeh et al., 2021). With the help of the Raosoft Sample size calculator, a total of 392 secondary school teachers from a total of 1220 teachers of the total population, of which 148 teachers were from 21 urban areas schools, while 244 teachers from 35 schools were taken from rural areas in district Peshawar of the Khyber Pakhtunkhwa.

Data collection instrument

The data was collected with the help of a self-made questionnaire with five Likert scales: Agree, strongly agree, not decided, Disagree & strongly disagree agree. The researcher used these points to evaluate the understanding of secondary school teachers. Before data, collection research tool was piloted and validated by an expert in the field of education. On piloted testing, Cronbach's alpha value was 0.85.

Analysis of data

A descriptive (frequency, percentage, mean and standard deviation) and inferential statistic (independent t-Test) was used to investigate the instructional strategies and planning in the light of National professional standards for teachers with the help of the SPSS-26 version.

4. 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: To determine the Secondary school teachers' understanding of National Professional Standards for Teachers in Khyber Pakhtunkhwa

Statement	SA/AG	ND	DA/SDA	Mean	SD
	f (%)	f (%)	f (%)		
i. 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
ii. 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
iii. The Professional Standards for Teachers capture key aspects of teachers' work	109 (28.0)	79 (20.2)	263 (67.3)	2.31	1.122
iv. 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
v. The Professional Standards for Teachers are not relevant for my subject teaching area	155 (39.6)	47 (12)	190 (48.4)	2.80	1.265
vi. 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
vii. Professional Standards for Teachers provide a framework for professional learning.	239 (61)	51 (13)	102 (26)	2.43	1.175
viii. The Professional Standards for Teachers do not translate well into practice.	218 (55.6)	41 (10.4)	133 (34)	2.59	1.246
ix. I have received training on National Professional Standards for teachers	9 (2.3)	84 (21)	299 (76.7)	2.89	1.341
x. 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
xi. 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
xii. I face challenges in practicing the National Professional Standard for Teachers	251 (64)	52 (13.3)	89 (22.7)	2.30	1.237
xiii. 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
xiv. 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
xv. 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

Table 2. illustrates the secondary school teacher's understanding and awareness of national professional standards for teachers.

- I. Item-I indicates that the majority of respondents (54.5%) opined that they have no idea about and knowledge about the National Professional Standards (NPSTs)for Teachers, with a mean score of (2.18) and (1.159) Standard Deviation.
- II. 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.
- III. 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.
- IV. Based on the Item-iv results, most 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.
- V. 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.
- VI. 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.
- VII. Item-vii shows that the majority (61%) of S.S.T. 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.
- VIII. 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.
- IX. 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.
- X. 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.
- XI. 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.
- XII. Item-xii shows that the majority (64%) of Secondary school teachers supported the statement that they face problems in practising the National Professional Standard for Teachers with a mean score of (2.37) and (1.213) standard deviation.
- XIII. 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.
- XIV. 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.
- XV. 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: To investigate secondary school teacher's methods of instructions strategies and planning used in the classroom in the light of National Professional Standards for Teachers in Khyber Pakhtunkhwa

Item	Statement	S.A.G. f (%)	N.T. f (%)	D.A.G. f (%)	Mean	SD
i.	I thoroughly understand all instructional strategies based on students' needs and development.	288 (73.5)	4 (1)	100 (25.5)	2.14	.989
i.	I follow prescribed learning activities in lessons to achieve stated goals/objectives.	266 (67.8)	53 (13.5)	73 (18.6)	2.34	1.128
i.	I use different relevant teaching approaches for different topics	207 (78.3)	12 (3.1)	73 (18.6)	2.09	.958
i.	I select classroom activities relevant to students' age and grades.	263 (67.0)	92 (23.4)	37 (9.4)	2.27	.906
i.	I use feedback data to assess the effectiveness of instruction and to make adjustments in planning and instruction	213 (54.4)	3 (0.7)	176 (44.9)	2.05	.997
i.	I know the proper use of resources and materials for planning instructional methodology.	37 (9.4)	53 (13.5)	302 (77.4)	2.07	.936
i.	I modify instructional methods in the classroom according to culture and environment	265 (67.3)	54 (14.0)	73 (18.6)	2.37	1.130
i.	I make an effort to inculcate critical thinking skills among students through instructional methods.	75(18)	65 (16.6)	252 (67.4)	2.43	1.113
i.	To make the teaching and instruction process more effective, I consider establishing eye contact with students as very important during the session	292 (75)	56 (13.7)	54 (11.2)	2.16	1.028
i.	I design activities to promote students' engagement in class.	272 (69.3)	59 (15.5)	61 (15.5)	2.23	1.104
i.	I prepare lesson plans based on the prescribed content in the national curriculum	74 (18.8)	59 (15.5)	259 (66.0)	2.31	1.157
i.	I use audio-visual aids where needed during Teaching.	123 (31.3)	20 (5.10)	249 (63.5)	2.23	1.056

- I. Item-I shows that a majority of respondents (73.5%) of secondary school teachers support the statement that they thoroughly understand all instructional strategies based on students' needs and development, with a mean score of (2.14) and (.989) Standard deviation.
- II. Item ii indicates that the majority (67.3%) of respondents believed that they follow prescribed learning activities in lessons to achieve the stated objectives by a mean score (2.34) and (1.128) standard deviation.
- III. Item iii reveals that the majority (78.3%) of secondary school teachers were in favour and believe that they use different relevant teaching approaches for different topics, with a mean score of
- IV. (2.09) and (.958) standards.
- V. Item-iv shows that a sufficient number (67.6%) of secondary school teachers opined that they select classroom activities relevant to students' age and grade, with a mean score of (2.27) and (.906) standard deviation.
- VI. Item-V indicates that almost half of the respondents (54.3%) believe using feedback data(usually) unwritten to assess the effectiveness of instruction and make adjustments in planning and instruction with a mean score of (2.05) and (.997) Standard deviation.
- VII. Item-vi indicates that the majority (77.1%) of the respondents opined that they did not update and possess knowledge about the proper use of resources and material for planning instructional methodology, with a mean score of (2.07) and (.936) standard deviation.
- VIII. Item vii shows that (67.4%) of respondents believe that they modify instructional methods in the classroom according to culture and classroom environment, with a mean score of (2.37) and (1.130) standard deviation.
- IX. Item-viii indicates that more than half of the respondents (67.4%) opined that did not that they make an effort to inculcate critical thinking skills among students through instructional methods, with a mean score of (2.43) and (1.113%) standard deviation.
- X. Item-ix illustrates that the majority (75%) of the respondents opined they establish and develop eye contact with students significantly during sessions to make the teaching and instruction process more effective, with a mean score of (2.16) and (1.028) standard deviation.
- XI. Item-x indicates that (69.4%) of secondary school teachers believe that they design activities to promote students' engagement in the classroom, with a mean score of (2.23) and (1.104) standard deviation.
- XII. Item-xi reveals that a majority of Respondents (66%) believe that they did not use and develop lesson plans based on the prescribed content in the national curriculum, with a mean score of (2.31) and (1.056) standard deviation.
- XIII. Item xii illustrates that more than (63%) half of respondents believe that they never use audio-visual aids where needed during Teaching, with a mean score of (2.23) and (1.056) standard deviation.

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					

Table-4 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

For 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 Instructional Strategies and Planning in the Light National Professional Standard for Teachers

Variable	N	M	SD	df.	t. value	Sig.
Urban	148	2.27	.704	390	.126	.871
Rural	244	2.26	.696	307.8	.126	
Total	392					

Table 5. Showed that according to the view of the Urban & rural secondary school teachers about Instructional Strategies and Planning Skills, no significant difference was witnessed in the mean scores of Urban school teachers (Mean=2.27, Standard Deviation=.704) and Rural school teachers (Mean=2.26, Standard Deviation=.696) as $t(390) = .126, p = .871 > 0.05$.table also reveals that the values of standard deviation i.e. .704 and.696 showed that there was a slight difference in the dispersion from the mean scores of Urban and Rural Secondary School teachers

5. Findings

The present study was conducted to evaluate the understanding and practices of secondary school teachers. It is evident that the majority of respondents support and have an idea about national professional standards for the teacher, but urban secondary teachers possess more knowledge of national professional standards for teachers.

- From the analysis, it was found that the majority of teachers have inadequate knowledge and comprehension regarding the NPSTs; the reason is that mostly teachers did not get training on these standards due to the non-availability of such program present in the curriculum to enhance the capacity of teachers on the national professional standard for teachers.
- The finding of standard instructional planning and strategies revealed that the majority of the teachers have good knowledge of different instructional strategies and partially exercise different instructional strategies during class based on students' needs and development.
- It was found that mostly teachers use the same instructional strategies in class for different topics.
- The finding also revealed that most teachers did not know about the proper use of resources and materials for planning instructional methodology.
- The finding also revealed that most of the teachers did not prepare lesson plans and did not use audio-visual Aids to make Teaching more exciting and interactive.
- Findings indicated that teachers follow prescribed learning activities during classroom lessons to achieve the stated goals.
- Most teachers believed they did not modify instructional strategies for every lesson but only use them for all topics without considering the cultural context.
- Findings revealed that teachers did not arrange and initiate extra activities to inculcate critical thinking among students. But they engage students in reading and writing activities in class.

6. Discussion and conclusion

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-Hammond, 1999, p. 39). The results of the current study show that standards are not implemented in true sprite in secondary schools. The result also concluded that no signal training is arranged for teachers on NPST. The present study analyzed the secondary school teachers' existing instructional planning and strategies with particular reference to National professional standards for teachers. The study indicated that most secondary school teachers have poor

knowledge and understanding of different instructional strategies; mainly, teachers depend on the lecture base method and have insufficient knowledge and understanding about using different resources for developing and implementing different instructional strategies. Shabiralyani et al. (2015) findings also show that most teachers were not allocated the required resources and that they could not create their own Teaching and learning materials, therefore they were not using any material in their Teaching. Study further revealed that a small portion of teachers modifies and alter their teaching style according to cultural context to achieve the prescribed learning objectives and ensure maximum participation of students in class activities.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class. Effective lesson planning can also contribute to the teacher's success and well-being (Milkova, 2012). According to Hunter, Sonnemann & Joiner (2022) which indicated that 92% of teachers did not develop lesson plans because they did not have enough time to prepare for classroom instruction adequately. Quantitative and qualitative aspects of the present study have a similar finding: most teachers did not develop lesson plans due to hectic and time-consuming processes. Audio-visual tools assist potential instructors in efficiently presenting their courses; teachers must utilize and prepare various teaching aids throughout the coursework process. But mostly teachers did not use Audio visual aids in their teaching-learning process. These research findings are in congruence with the findings reported by Kwegyiriba & Mensah (2022) that the teachers do not use Audio-Visual materials in teaching their students in class.

7. Recommendations

Based on the finding and conclusion, the Research gives Below mentions recommendations for future research studies.

- The teachers are not aware of the National Professional Standards, and hence are not being followed and practiced; therefore, the education department may devise a mechanism which can fully observe and supervise the teachers in the light of the stated National Professional Standards for teachers.
- It is recommended that the education department create awareness among the teachers regarding these National Professional Standards; the education department may arrange seminars, workshops, dialogue and symposia etc.
- It was also recommended that Continuous teacher training is a vital component in developing the skills and effectiveness of teachers to plan and manage the instruction process.
- It also suggested to conduct comparative study in various regions of Pakistan to investigate differences in instructional practices and how they align with national standards.

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