



Implementation of National Professional Standards for Teachers: A Comparative Analysis

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Abstract:

The study was undertaken to find the “Comparative analysis of implementation of the NPST by teachers between Urban and Rural schools in Islamabad”. The objectives of the study were to highlight the need of teacher professional development according to National professional standards for teachers, to compare the teachers of Urban and Rural schools according to National professional standards for teachers and to explore the challenges in the implementation of National professional standards for teachers. The population included FDE Secondary schools’ Principals/ Vice Principals of Urban and rural areas of Islamabad. The sample of the study includes 80 Principals/ vice principals from Urban schools and also 80 Principals/ vice principals from the Rural schools. Quantitative research was applied in the study. Study was comparative in nature. Descriptive research design was applied and the data was collected through survey method. Simple random sampling technique was used to collect data. The research instrument was developed to analyze the implementation of NPST by teachers. Self-made questionnaire was used in this study. The data collected through the respondents and then analyzed and interpreted in to different tables then the findings were analyzed. The data were analyzed through SPSS. The reliability of the instrument was determined by calculating Cronbach’s Alpha Coefficient. The reliability of the instrument was 0.925. Descriptive statistics included frequencies and percentages. Inferential statistics included t-tests. Findings of the study revealed that a significant percentage, especially in remote schools, had not undergone NPST training, despite the fact that the majority of teachers and school administrators had gone through NPST training. It was also found that there was a lot of support for some NPST standards, particularly Subject Matter Knowledge and Islamic and Ethical Values. However, areas like Collaboration & Partnerships and Human Growth & Development showed less attention. This implies that even if most teachers agree with the NPST principles, some standards need more focus when it comes to implementation, which calls for organized assistance and training. In the majority of NPST domains including Instructional Planning, Assessment & Evaluation, Learning Environment, Effective Communication, Collaboration, Continuous Professional Development, and English Language Proficiency urban schools consistently better than rural ones.

Keywords: Implementation, National professional standards for Teachers, comparative analysis, Quality of teaching, Teacher competencies, Classroom practices

1.1 Introduction:

Quality of teaching is recognized as one of the most critical factors emanating students' success and academic performance. OECD (2020), Most high and many middle-income countries have various policies related to national frameworks of teacher standards in a global movement for improving education systems. The National Professional Standards for Teachers (NPST) were developed to specify the requirements for teacher performance and professional development in the context of Pakistan's educational environment. Those expectations are intended to ensure that teachers have the capacity, attitudes, and understanding to promote equity in education, foster student learning, and benefit society (Koehler & Mishra 2009).

While the NPST seeks to both standardize and enhance national teaching across Grade levels, concerns are raised surrounding how effectively these standards can be implemented and monitored in schools that may be widespread regionally. For example, urban and rural schools vary in infrastructure support, professional development options, teacher preparation, and resources. These situational differences could influence how the NPST is interpreted and used by urban and rural teachers, with potential consequences for teaching and learning in these areas (Roberts & Miller 2018).

There were limited studies on National Professional Standards for Teachers have been carried out in Pakistan (Akram & Zepeda, 2015; Messo, 2010; Shakir, 2012). No comprehensive studies have been carried out in Pakistan to examine and evaluate teachers' knowledge and behaviors in compliance with NPST. In order to reach the quality of fixed outcomes of teachers and to close the gap, this study compares how the National Professional Standards for Teachers are implemented in urban and rural schools. Through analyzing the difficulties and possibilities encountered by teachers in these two situations, the study seeks to pinpoint possible obstacles to successful execution and suggest methods to enhance instruction in a variety of educational environments.

1.2 Statement of the problem:

Pakistan's teaching profession faces challenges such as low teacher motivation, inadequate teaching methods, and a failure to include community service principles into the curriculum. Quality of education is greatly affected by the inadequate lesson planning at secondary level. In order to enhance and standardize the quality of teaching the National Professional Standard for

Teachers (NPST) were introduced across the country. But due to lack of empirical data, little is known about its implementation in rural and urban setting. This is important to know because both differ in support network, training and resources. In order to determine how well the NPST were applied in urban and rural schools, this study examined how these variations affect the assessment of teacher quality. There was a knowledge gap resulting from the lack of comparative studies on the use of NPST in different contexts, which made it difficult to build efficient policies and tactics to handle the difficulties faced by teachers.

1.3 Research Objectives:

Research objectives of the study were:

1. To highlight the need of teacher professional development according to National professional standards for teachers.
2. To compare the teachers of Urban and Rural schools according to National professional standards for teachers.
3. To explore the challenges in the implementation of National professional standards for teachers.

1.4 Research Questions:

Research questions of the study were:

1. Is there a need to highlight the teacher professional development according to National professional standards for teachers?
2. What is the comparison between the teachers of Urban and Rural schools according to National professional standards for teachers?
3. What are the challenges in the implementation of National professional standards for teachers?

1.5 Research Hypotheses:

Hypotheses of the study were:

H_{01} : There is no teacher professional development according to National professional standards for teachers.

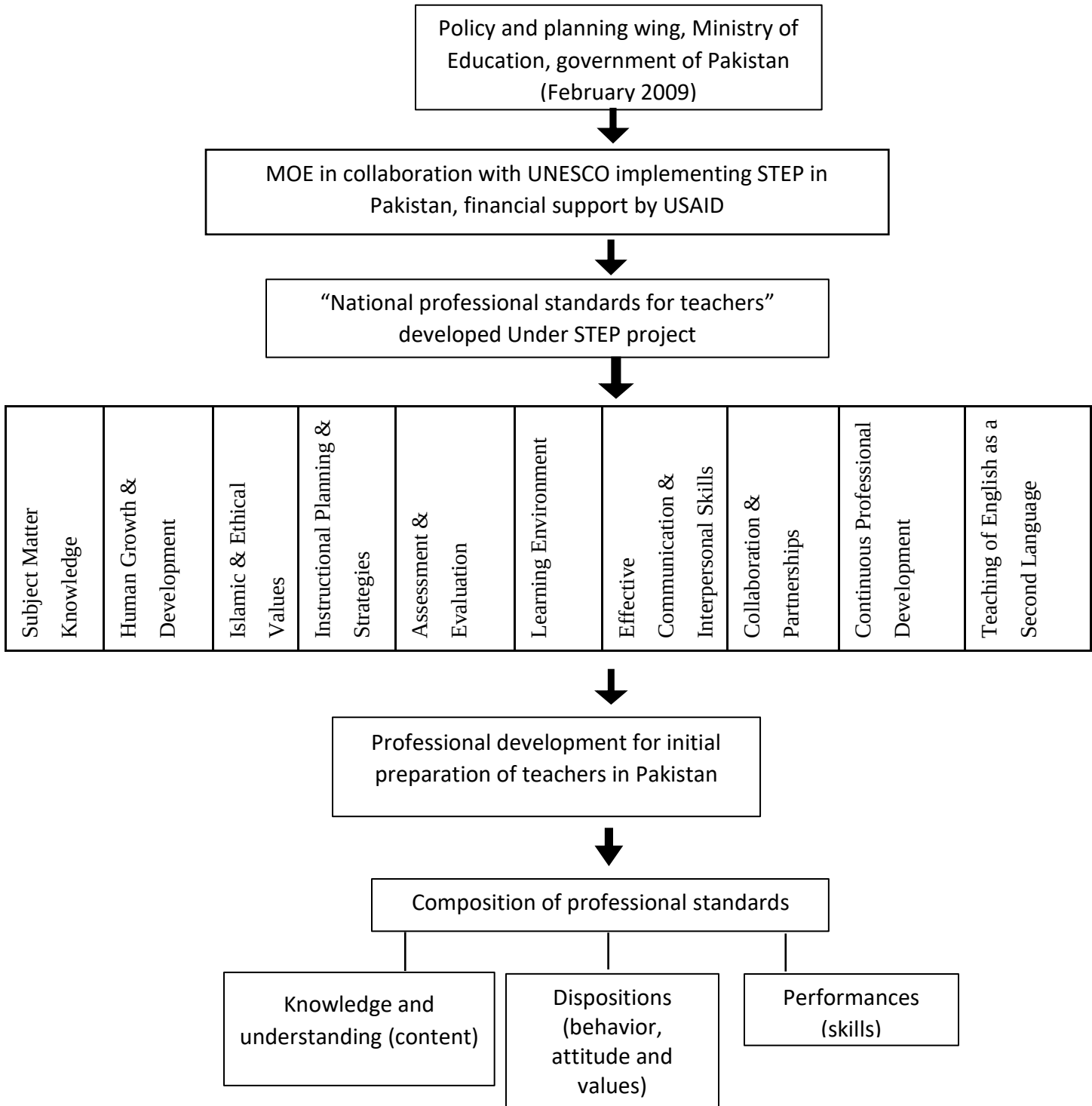
H_{02} : There are no challenges in the implementation of National professional standards for teachers.

1.6 Significance of the study:

The National Professional Standard for Teachers (NPST) were developed by the ministry of Education, Pakistan in collaboration with UNESCO, Strengthening Teacher Education in Pakistan (STEP) and USAID with the aim to enhance teaching quality in Pakistan. This is a core document for strengthening teachers' education in Pakistan but unluckily like other policies and steps that bubble up and are then forgotten, same is the case with NPST. If implemented in real sense NPST can enhance teaching quality in Pakistan.

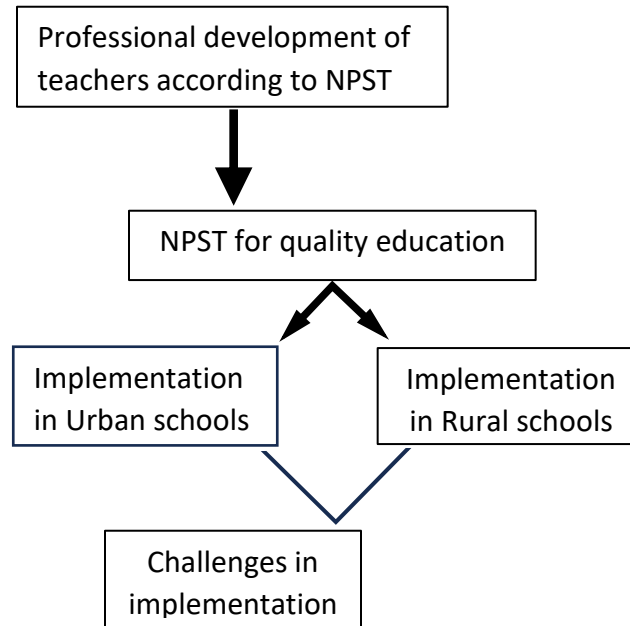
The study aims not only to remind people this important document but also to highlight its implementation in our schools and how much teachers are aware of it. This study will be significant for the improvement of teaching quality, reduce educational inequalities between urban and rural schools, guide resources allocation, empower policy makers, develop an environment of collaboration and cooperation among teachers, eventually lead to more effective and equitable regional education systems.

1.7 Theoretical framework



1.1 Theoretical framework

1.8 Conceptual framework



1.2 Conceptual framework

1.9 Delimitations of the study:

The study was delimited to the public schools of Islamabad Capital Territory (ICT). In Islamabad the public schools are run by Federal Directorate of Education, Islamabad. The current study was conducted by taking Urban and rural schools of Islamabad under Federal Directorate of Education.

1.10 Operational definitions:

1.10.1 National professional standards for teachers (NPST):

“The information, abilities, and conduct that teachers should possess in order to promote the learning and success of their students” are outlined in Pakistan's National Professional Standards for Teachers (NPSTs). The Ministry of Education created the NPSTs in 2009 with assistance from UNESCO and USAID.

1.10.2 Urban schools:

According to Sherman and Poirier (2007), “Urban schools are found in metropolitan regions with higher population densities, stronger infrastructure, and a more diverse student population”.

1.10.3 Rural schools:

“Rural schools are those located in remote, sparsely inhabited areas with a shortage of teachers and resources” (Redding & Walberg, 2012).

1.11 Literature Review:

Education is a system of instruction and learning that aims to socialize people and have an impact on society's sociocultural fabric since major structural changes are occurring in every area of life. Education is a process of getting knowledge, evolving the power of judging and reasoning. Education is a result produced by instruction or training. Teachers play the role of key to enhance learning among students in the schools.

To create a uniform framework for teacher quality across the country, the Pakistani government, with assistance from foreign partners, created the National Professional Standards for Teachers (NPST) in 2009. Prior to researching deeply into NPST, it is critical to place its evolution in the context of the worldwide teacher professionalism debate as well as the regional difficulties facing Pakistani teacher education. (Darling-Hammond, 2017; OECD, 2020).

Even an excellent educational system is considered to have failed if its teachers are ineffective; conversely, competent teachers are able to effectively draw attention to the system's deficiencies. Indeed, in every community, the most well-known intellectual and professional character in the educational system is regarded as a good teacher. Three key elements of teachers have a direct impact on students' performance. These include Knowledge, Dispositions and Skills. Each gives teachers a different way to acknowledge their contributions. (Shakir, M. 2012).

These professional standards outline the need of teachers to improve their methods. UNECO (2008) co-operated to evaluate and implement more vital teacher training in the nation. However, the 18th Amendment gave all provinces more authority over the Federal Ministry of Education. National professional standards for teachers can be applied and trained by all kinds of teachers, according to the Government of Pakistan (2011).

1.11.1 Introduction to National Professional Standard for Teachers (NPST):

Pakistan's primary goal is to compete with the entire world by transforming its residents' arid endowment into a wealthy, productive resource. Pakistan has aim to create the best educational system in the nation. Professional teachers who are passionate and dedicated to ongoing professional development across a range of disciplines are the only ones who can provide

high quality education. In this context, the Pakistani government created and designed ten professional standards for teachers on February 23, 2009.

The National Professional Standards for Teachers (NPST) are a collection of standards intended to direct and improve teachers' professional actions. These frameworks typically address multiple goals and skills for teachers. NPSTs are developed by national and regional education authorities with an interpretation to offering strategies for in-service training as well as instruments for the assessment of teachers' work. OECD (2019).

NPST is intended to ensure a consistent system for teacher training, development and licensing across the country. As means of ensuring that teachers have not only academic qualifications but also pedagogical skills and moral values, the policy functions as an instrument in improving teaching and learning quality. Additionally, NPST is meant to serve as a guide for developing curricula in teacher education programs, providing in-service training and evaluating performances. (Iqbal, 2011).

NPST outlines ten standards which are available on the website of National Accreditation Council for Teacher Education (NACTE), these standards are:

- I. Subject matter knowledge
- II. Human growth and development
- III. Knowledge of Islamic ethical values/ social life skills
- IV. Instructional planning and strategies
- V. Assessment
- VI. Learning environment
- VII. Effective communication and proficient use of information communication technologies
- VIII. Collaboration and partnerships
- IX. Continuous professional development and code of conduct
- X. Teaching of English as second language.

Each standard is composed of three parts which are:

- i. Knowledge and understanding (content)/ (what teacher know)
- ii. Dispositions (behaviors, attitude and values)
- iii. Performance (what teacher can do and should be able to do)

1) **Subject Matter Knowledge:**

Definition: The depth and breadth of a teacher's comprehension of the subject or subjects they teach is known as subject matter knowledge. Conceptual frameworks, relationships, and the disciplinary methods of investigation employed within the subject are all included in addition to factual material.

SMK has two dimensions:

1. **Content Knowledge (CK):** Teachers' understanding of the subject's facts, ideas, tenets, and theories is known as content knowledge.
2. **Pedagogical Content Knowledge (PCK):** The capacity to convert topic information into content that students can learn and comprehend is known as pedagogical content knowledge, or PCK.

2) **Human Growth and Development:**

In the teaching profession, human growth and development is defined as the biological, cognitive, emotional, and social changes that take place in people throughout their lives, with an emphasis on childhood and adolescence.

Understanding Human growth and development for teachers is being aware of how students think, feel, and act at various phases and adjusting instruction accordingly. Understanding students' development is just as important as understanding the subject matter since it helps teachers select the best pedagogy and instructional techniques.

3) **Knowledge of Islamic and Ethical Values:**

Definition: This standard relates to the competence of teachers to stand-in societal life skills including empathy, problem-solving, cooperation, and responsible citizenship as well as their comprehension of Islamic ethical principles, which include justice, compassion, honesty, respect, and tolerance.

It prepares students to be moral people and engaged citizens by emphasizing moral and character development in addition to intellectual progress. This criterion is especially significant in Pakistan since Islamic teachings and societal values are incorporated into the national curriculum at all educational levels.

4) **Instructional Planning and Strategies:**

The ability of a teacher to plan, coordinate, and present lessons in a way that satisfies curriculum requirements and the various needs of students is known as instructional planning and methods. Lesson preparation, resource utilization, teaching style selection, differentiation, and matching

instruction to learning goals and evaluations are all included. Effective instructional planning guarantees that objectives are clear, gives teaching direction, and generates opportunity for meaningful learning experiences.

5) *Assessment and Evaluation:*

- **Assessment:**

The practice of gathering data on students' development, abilities, and comprehension during the teaching-learning process is known as assessment. In terms of learning, it is both formative and summative. Examples include assessments, class discussions, portfolios, and observations (Black & Wiliam, 1998).

- **Evaluation:**

Evaluation is a more comprehensive process of judgment that measures the worth, caliber, and efficacy of instruction, learning, or a program using assessment data. Usually summative, it results in decision-making. Examples include final grades, yearly outcomes, school rankings, and evaluations of teachers' performance (Nitko & Brookhart, 2014; Tyler, 2013).

6) *Learning Environment:*

The physical, psychological, and social settings in which instruction and learning occur are together referred to as the learning environment. It covers relationships, safety, discipline, inclusivity, classroom organization, and resource availability. Fraser (2012) asserts that a supportive learning environment fosters motivation, respect, engagement, and teamwork all of which have a direct effect on academic success.

7) *Effective Communication and Proficient Use of Information Communication Technologies:*

Teachers encourage inquiry, teamwork, and positive interactions with students and parents by using their understanding of real spoken, nonverbal, and inscribed communication strategies as well as information processing tools. Teachers can employ instructional and information communication technology to educate, assess, and evaluate learning outcomes in addition to enriching the curriculum (Mishra & Koehler, 2006; UNESCO, 2018).

8) *Collaboration and Partnerships:*

The professional connections educators form with coworkers, parents, school administrators, and community stakeholders in order to improve instruction and education outcomes are referred to as collaborations and partnerships. In order to improve student achievement, it involves school-community involvement, professional learning communities

(PLCs), co-planning, mentoring, and cooperation. Collaboration encourages a sense of shared accountability, reflective practice, and ongoing professional development. Collaborative professionalism turns schools into learning communities where educators help one another to increase student achievement (Hargreaves & Fullan, 2012).

9) *Continuous Professional Development and Code of Conduct:*

Teachers enhance their knowledge, sharpen abilities, build confidence year after year, through ongoing learning. Workshops and web classes also help them in learning. Teachers test new methods in their class and think deeply to find the best way for the learning of their students. Responsibility shows in small adaptations and repeated often, teachers learn new things and adapt in their teaching to make a change in themselves. These principles stand behind every lesson plan. Guidance comes not just from policy books but also from daily commitment of teachers with themselves to achieve a high rank in their students.

10) *Teaching of English as second language:*

The practice of teaching English to students whose first language is not English in a setting where English is used as a communication or teaching medium is known as teaching English as a second language, or ESL. English is an official and academic language in Pakistan, serving as a language of power, higher education, and global connectivity. Teaching ESL entails helping students improve their speaking, listening, reading, and writing abilities as well as their grammar, vocabulary, pronunciation, and cultural awareness.

Richards and Rodgers (2014) say ESL teachers need to balance communicative skills with correct language use, and they point to methods like Task-Based Learning and Communicative Language Teaching to get there. Far from grammar drills, strong ESL lessons pull in everyday resources. Centered on learners, these classes spark constant back-and-forth. Interaction becomes natural when real-world content leads the way.

1.12 Research methodology:

1.12.1 *Research design*

Quantitative research was applied in the study. Study was comparative in nature. Descriptive research design was applied and the data was collected through survey method. In order to determine the similarities and differences between the chosen groups based on the National Professional Standards for Teachers (NPST), the study was comparative in nature. The

survey approach was used to gather data, with a structured questionnaire. By ensuring the precise gathering of responses from a sizable sample, this strategy made it possible to perform statistical analysis and generalize the results to the whole population.

1.12.2 Population

Population of the study comprised of the Secondary schools' and respondents were Principals and Vice Principals of these schools both from Urban and Rural areas of Islamabad. The data was obtained from Annual Educational Census 2024. The census is conducted by Federal Directorate of Education, Islamabad.

Table 1.1

Population of the study

School location	ions	als/Vice Principals
Urban	45	90
Rural	106	212
Total	151	302

1.12.3 Sample

Memon et al. (2020) suggests that in numerous survey-based education studies, sample sizes between 50-100 respondents are typically adequate for moderate complexity and limited population. They recommend that a sample size of 30 is enough if the researcher want to apply some type of statistics. This study's sample size of 80 respondents of each group falls exactly inside that recommended range.

Table 1.2

Sample of the Study

School location	d Sample (Principals/Vice Principals)
Urban	80
Rural	80
Total	160

1.12.4 Sampling technique:

Simple random sampling technique for quantitative data was used by the researcher to target the sample from the population. As simple random sample was randomly chosen sample of a population. In this sampling strategy, every individual from the population has exactly comparable possibility of being chosen. For random sampling of the respondent the software the hat was used. First the names of all individuals were fed into the software that picked randomly 80 individuals from the total population. Researcher had collected the data from Principals and Vice principals of the secondary schools of the FDE. Islamabad is divided into urban and rural areas. A sample of 80 was selected from rural and the same number were selected from urban area.

1.13 Research instrument:

The instrument of the study was developed by the researcher according to the research objectives of the study. The research instrument was developed to analyze the implementation of NPST by teachers. The research instrument was filled by the Principals and Vice Principals of the schools selected in sample because principals are the leaders of teachers and they knew well about the teachers. Questionnaire was developed by the researcher. This questionnaire was used to evaluate teachers.

The research instrument was a 5-point Likert type scale with 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree. The Likert scale was used in the measurement of opinion, beliefs, and attitude. The final scale had 30 items. These items were distributed to 20 principals and vice principals for any discrepancies and reliability. After this stage a few changes were made but the total number of items remained 30.

1.14 Validity and reliability:

Validity of research instrument was checked by expert in the relevant field and reliability of research instrument was assured by conducting a pilot study. Reliability of the instrument was 0.925 Cronbach's Alpha value which is regarded as excellent.

Table 3.3
Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	30

1.15 Data collection:

Researcher collected the data through personal visits and from google forms.

1.16 Data analysis:

The researcher collected the quantitative data and fed into SPSS. Both the descriptive and inferential statistical methods were used. The collected data were analyzed through frequencies, percentages and t-tests. The researcher had combined quantitative results to conclude the results of the research

1.17 Findings:

- 1) It was found that the distribution of respondents' National Professional Standards for Teachers (NPST) training among urban and rural schools showed that 68 respondents (42.5%) said they had not received any NPST training in which 46 respondents were from Rural school, but 92 respondents (57.5%) of the entire sample said they had, in which 58 respondents were from Urban schools. This demonstrates that even while the majority of teachers and school administrators have received training, a sizeable percentage have not been exposed to NPST, underscoring a lack of opportunities for professional development in both urban and rural areas.
- 2) The variability among the ten standards of NPST had seen in the results. With respondents (76.3%) supporting its implementation, Islamic and Ethical Values received the strongest confirmation. Subject Matter Knowledge came in second with respondents (75.5%), followed by Assessment & Evaluation and Continuous Professional Development with respondents (70.0%) each. Strong representation was also seen for standards including Teaching of English as a Second Language (66.9%), Learning Environment (68.1%), and Instructional Planning & Strategies (65.0%). Effective Communication & Interpersonal Skills (63.1%) and Collaboration & Partnerships (59.4%) had moderate levels of agreement, while Human Growth & Development received the lowest support, with just respondents (56.9%) in favor of its adoption. Overall, the

results indicate that although the majority of NPST principles were recognized and applied, some areas specifically, Collaboration & Partnerships and Human Growth & Development need more support. (Table 4.3)

- 3) It was found that the majority of respondents selected the option “Agree”. It means that there is need of teacher professional development according to National professional standards for teachers. As (Teachers are familiar with the National Professional Standards for Teachers) were 45%. (School provides training on NPST implementation) were 55.6%. (NPST training should be mandatory for all teachers) were 46.9%. (Heads of schools actively seek professional development opportunities related to NPST) were 65.0%. (School administration encourages teachers to participate in NPST training) were 60.6%. (Teachers feel confident in implementing NPST in the classroom) were 53.1%. (Insufficient knowledge about NPST impedes its efficient execution) were 55.6%. (Teaching effectiveness is increased by NPST professional development) were 53.8%. (School has a well-defined NPST-based structure for teacher professional development) were 48.8%. (Teachers are motivated to participate in NPST ongoing professional development) were 55%. On the basis of these findings the first null hypothesis (There is no teacher professional development according to National professional standards for teachers) is rejected and researcher found that there was already a teacher professional development according to National professional standards for teachers.
- 4) It was found that the majority of the respondents selected the option “Agree”. It means that there are differences in teachers, their professionalism, environment and resources of Urban and Rural schools. As (School provides sufficient resources to implement NPST effectively) were 53.8%. (The NPST guidelines are relevant to the teaching needs of school students) were 55.6%. (Teachers collaborate with each other to implement NPST-based teaching strategies) were 56.9%. (Guidance is given to teachers on NPST application) were 52.5%. (Teachers frequently reflect on their teaching practices in alignment with NPST) were 61.3%. (School environment supports innovative teaching practices based on NPST) were 62.5%. (Urban teachers have better access to NPST resources compared to rural teachers) were 48.8%. (Rural teachers face more challenges in applying NPST than urban teachers) were 52.5%. (NPSTs have greater access to professional development opportunities in urban schools than in rural ones) were 56.9%. (Teachers in rural areas need extra assistance to satisfy NPST requirements) were 56.3%.

- 5) It was found that the majority of the respondents selected the option “Agree”. It means that there are challenges in the implementation of NPST facing by the teachers. As (The biggest challenge in NPST implementation is the lack of teacher training) were 56.9%. (School lacks the necessary teaching materials to implement NPST) were 53.8%. (There is an insufficient administrative support for implementing NPST) were 45.6%. (Teachers in rural schools’ struggle more with NPST due to infrastructure issues) were 59.4%. (Teachers in urban schools find it easier to apply NPST due to better training opportunities) were 53.1%. (The NPST framework is difficult to implement due to cultural and background factors) were 53.1%. (Teachers need more time in class to implement NPST effectively) were 53.8%. (NPST implementation requires more government and policy support) were 58.1%. (There is an insufficient instruction available to teachers on how to include NPST into their regular lessons) were 58.1%. (It is challenging for teachers to concentrate on NPST-based teaching practices because of their workload) were 50%. On the basis of these findings the second null hypothesis (There are no challenges in the implementation of National professional standards for teachers) is rejected. Researcher found that there were challenges in the implementation of National professional standards for teachers.
- 6) A statistically significant difference was found between urban and rural schools, with urban schools scoring significantly higher than rural schools. The mean difference of 7.38 (± 2.19) was observed, and the exclusion of zero from the 95% CI further supports the significance of the difference. Overall, urban schools showed higher mean scores. There were notable differences between urban and rural schools in the variable being tested, with urban schools exhibiting higher mean scores.
- 7) The study didn’t find any big differences in how much things varied between urban and rural schools when it came to putting the National Professional Standards for Teachers (NPST) into practice. But here’s the thing urban schools still stood out. Urban area schools utilize NPST in better way as compared to rural area schools. The leaders of urban schools provide more facilities to their teachers for improving their teaching skills, they support their teachers and stand on back of teachers by providing full cooperation.
- 8) The data indicates that the schools of urban area are more ahead of rural are schools especially in teaching learning process. The opportunities for the teachers of urban area have more chances of professional growth and development because they have more facilities of having well equipped laboratories, latest teaching techniques more better workplaces and access to content or textual

material. Data also reveals that less training opportunities are available with rural area teachers so they possess less knowledge regarding NPST, that's why they feel difficulties to compete with urban area teachers in the process of teaching and learning.

- 9) The data openly indicates that in urban area schools teaching process is far better as they possess the opportunities of professional development and they use NPST in their class rooms. While in rural area schools teaching learning process is not up to mark as the teachers of rural area are not using NPST in their class rooms due to less professional growth in relevant field. It is clear that NPST are applied on the classroom teaching learning process becomes more effective.
- 10) The data reveals that in urban area school different standards are available for the developments of teachers professionally, by conducting different continues professional development plan due to having better infrastructure and available resources for conduct of different training session. At the other hand in rural areas school not such type of facilities are available so teacher could not develop themselves professionally and they are not in position to utilize new things are latest informative knowledge due to less use NPST.
- 11) The data reveals that the leaders of urban area schools motivate and encourage their teachers for developing professionally in better way. Contrary to these leaders of rural area schools less motivate their teachers for grooming professionally. Resultantly the teachers of rural area could not achieve the required results.
- 12) The data indicates that urban area schools provide maximum sources to their teachers for NPST implementation in their class for teaching. They use properly resources for betterment of their professional growth. However, in rural area school, resources are not available just as infrastructure, well equipped laboratories, so rural area schools due to not having resources, could not implement NPST effectively.
- 13) The data unveils that the teachers of urban areas are fully well aware about NPST and they are fully supported by school's administration to utilize all available resources as the teachers are well aware about guidelines for NPST, they demand their requirements which are fully completed by the leaders of urban area schools to have better teaching learning environment students of their schools as compared to urban area schools, the schools of rural area face scarcity of resources, the leaders of rural not fulfill or complete the needs of their teachers regarding NPST. The teachers of rural area are already not aware of having good cooperation or less knowledge of use NPST in their class rooms or further own professional development.

- 14) The data pin points that while utilizing NPST based teaching methods in urban area schools' significant collaboration and cooperation was found among teachers. They work as team, teach one another, help and guide one another. This practice brings better teaching learning environment in urban area schools as compare to rural area schools.
- 15) Urban and rural teachers show similar variance patterns, meaning assumptions of equality stand firm. Yet teamwork paints a different picture urban school teachers score higher. Likely reasons include easier access to networks, environments that push group effort, and stronger backing from school systems. Rural schools' teachers face tougher conditions: fewer peer connections weigh heavily, loneliness in their jobs grows, opportunities to link with colleagues elsewhere stay limited.
- 16) Urban teachers dive into ongoing learning far more often than those in rural schools. Thanks to stronger backing from institutions, city-based staff attend extra workshops, plus they find materials without hassle. Teachers outside cities face hurdles; sparse help, loneliness and lack of courses weigh them down. They have less opportunities of using workshops, laboratories, and textual knowledge regarding process of teaching in their classes to their students.
- 17) The data reveals that innovative teaching practices in urban area school are fully supported by the environment of schools. It may be leader who always stands behind the back of teacher, provides full support regarding physical and mental activities. The innovative teaching practices are well utilized for better output in urban area, while in rural area schools the leaders not fully support the teachers for use of innovative practices. They not provide or help the teacher for utilization of new techniques. Urban settings offer constant contact with the teaching. Training programs pop up more easily in urban zones.

1.18 Discussion:

In order to compare practices across both settings, uncover implementation obstacles, and highlight professional development needs, the current study aimed to investigate how the National Professional Standards for Teachers (NPST) are being implemented in urban and rural schools.

The results provide a number of significant insights. NPST training analysis showed a mixed picture. Despite the fact that most respondents had gone through NPST-related training, a sizeable percentage mostly from rural schools had not. This indicates that teachers in rural areas continue to face unfair professional development possibilities. Since standards cannot be applied successfully until school administrators and teachers possess the necessary knowledge and

abilities, the full implementation of NPST objectives is hindered by a lack of systematic and wide-ranging training.

When looking at specific NPST criteria, some aspects showed considerable support, including Subject Matter Knowledge and Islamic and Ethical Values. Significant recognition was also given to standards like Assessment & Evaluation and Continuous Professional Development. But support for Human Growth and Development and Collaboration & Partnerships was lower. These results indicated that although teachers recognize the value of NPST, some areas are still not well-developed in actual use. Growth and collaboration abilities, in actual, are critical in today's classrooms, and they're under appreciation indicates areas that need focused interventions.

Teachers encounter major obstacles while implementing NPST. Insufficient teacher training was found to be the most significant obstacle, followed by a lack of essential teaching resources and a lack of administrative support. While urban school teachers have greater access to training than rural schools as they suffer from a lack of infrastructure. Workload demands, contextual, cultural barriers and a lack of policy-level support were additional issues.

Significant variations in the application of the National Professional Standards for Teachers (NPST) were found when comparing urban and rural schools. The findings consistently showed that teachers in urban areas performed better, which reflected differences in institutional support, professional opportunities and resources.

1.19 Summary:

The study looked into how both urban and rural schools were implementing the National Professional Standards for Teachers (NPST). While rural schools faced difficulties including uncommon resources, fewer training opportunities and less effective monitoring systems, urban schools benefited from improved infrastructure, access to professional development and institutional support. The conversation became clear that these discrepancies are caused by structural injustices rather than being the result of individual teachers' problems. Rural schools will continue to lag behind in the absence of focused initiatives, creating a quality gap in education. Rural schools require concentrated attention to address issues of access, equity and professional development, even though urban schools exhibit higher compliance.

1.20 Conclusions:

It was concluded that balanced for comparison was established by the equal representation of respondents from urban and rural schools, guaranteeing the validity of the discrepancies noted. A significant percentage, especially in remote schools, had not undergone NPST training, despite the fact that the majority of teachers and school administrators had gone through NPST training.

It was also concluded that there was a lot of support for some NPST standards, particularly Subject Matter Knowledge and Islamic and Ethical Values. However, areas like Collaboration & Partnerships and Human Growth & Development showed less attention. This implies that even if most teachers agree with the NPST principles, some standards need more focus when it comes to implementation, which calls for organized assistance and training. In the majority of NPST domains including Instructional Planning, Assessment & Evaluation, Learning Environment, Effective Communication, Collaboration, Continuous Professional Development, and English Language Proficiency urban schools consistently better than rural ones. These disparities can be explained by the increased accessibility of training in urban settings, the stronger administrative support, and the larger availability of resources.

It was concluded that the structural issues with NPST implementation, including insufficient training for teachers, a lack of administrative support, a lack of instructional resources, excessive workloads and a lack of policy-level support. These problems were particularly noticeable in rural areas, where teachers often face contextual and infrastructure difficulties. However, teachers in both urban and rural areas recognized the value of NPST, confirming that, with the right assistance, it may serve as a framework for improving teacher professionalism.

The application of NPST was improved in urban schools by more administrative assistance, improved access to professional development opportunities, and stronger infrastructure. Subject matter knowledge, human growth and development, instructional planning, assessment and evaluation, learning environment, effective communication, collaboration and partnerships, continuous professional development, and English language proficiency were among the areas where this advantage was most noticeable. These findings demonstrate how frequent training, updated curricula, professional networking, and exposure to teaching methods provide urban teachers with structural and contextual advantages.

There are ongoing obstacles that stops rural schools from implementing NPST effectively. The inability of rural teachers to fully achieve NPST criteria is deprived by a lack of resources, professional isolation, limited training options, and inadequate infrastructure. These drawbacks not only influence the professionalism of teachers but also students' access to high quality of education, which helps to maintain educational disparities between urban and rural areas.

Although NPST offers a useful foundation for teacher development, its fair implementation in urban and rural schools is still unequal, according to the discussion. It is authoritative to address the systemic imbalances by means of more administrative and policy support, better infrastructure and focused training programs. In the absence of such measures, the gap between urban and rural schools' teachers in terms of educational quality and student results would only widen as rural teachers continue to lag behind their urban counterparts.

1.21 Recommendations:

1. Heads may establish peer-learning groups, internal mentoring, and training seminars at the school level in order to actively support NPST-based professional development.
2. To reduce teachers' inaccessibility, schools may encourage to establish networks or clusters to exchange best practices, work together and plan collaborative training sessions, especially in rural areas.
3. By giving rural teachers access to webinars, training courses, and up-to-date curriculum materials, online platforms and distant learning modules may help break down geographical boundaries.
4. Both urban and rural schools' teachers may have equal access to NPST-related training, to promote teacher engagement, special training programs with supports or incentives should be created for rural schools.
5. To close the gap with urban institutions, policymakers may give rural schools priority when allocating resources, such as updated instructional materials, ICT resources, and better classroom infrastructure.
6. It may be essential for in-service teacher development programs to include NPST based training, and certification requirements may be linked to promotions and career advancement.
7. To supervise the implementation of NPST and guarantee accountability, quality assurance, and ongoing development in all schools, a monitoring system may be established.

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