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An Analysis of the Teachings of Muhammad (SAW) to Conceptualize National Professional Standards for Teachers: A Contemporary Issue

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Abstract

Presently, the nations are focusing on skilled manpower. For this purpose, nations are developing professional standards through education for better education. Teachers of a nation called social engineers. Muhammad's (SAW) life is a guiding light for all of humanity. In modern times, quality education and skilled manpower is the solution for social dilemmas. The major objective of the study is to analyze the teachings of Muhammad (SAW) in order to conceptualize national professional standards for teachers. It is concluded from the study that Prophet Muhammad (SAW) took practical life like examples and taught his followers/students through such example whereas the contemporary teachers are in a hurry to finish the syllabus and cover the mentioned curriculum. Basically, the contemporary teachers are not concentrating on the lifelong training of their learners/students. The Holy Prophet Muhammad (SAW) used multiple instructional techniques during his teachings to his followers. The life of Muhammad (SAW) personified that he (SAW) create a teaching-learning environment for the better learning of their followers. It is also perceived from the life of Muhammad (SAW) that he (SAW) stressed the learning of foreign language.

Keywords: Teaching of Muhammad (SAW) Conceptualization, National Professional Standards, teachers training

Introduction

Teachers are the social engineers because they create an enlightened and well-disciplined society, while they also have the responsibilities to make the students aware of education, to make them a productive part of the society. Contemporary developed nations are focusing on skilled manpower for educational institutions. For this purpose, countries

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are developing professional standards for teachers to excel their professionalism, pedagogical practices, patience, commitment and efficient working in the field. If someone wants to excel in the field of education, s/he must take guidance from Muhammad's (SAW) life. Prophet Muhammad (SAW) said that: Allah sent me as a teacher.¹ It is predicted that a teacher can guide and mend the ways of youth toward the set goals by taking guidance from the life of Muhammad (SAW). In modern times, quality education and skilled manpower is the solution for social dilemmas in the society at large. A qualified and diligent teacher is essential for quality education. No nation can make progress without teachers' professional development. Teachers' trained workforce is required to produce ethical, moral and socially developed citizens.²

There are three dynamic variables that are complementary to each other i.e., students, teachers and instruction. Teacher is a dynamic entity in whole educational system. So, s/he is an agent of change who can bring significant changes in the educational system to improve pedagogical practices as well as social changes in the society. It is the need of the day to produce inventive and reflective teachers. They must be fully trained all the way through continuous professional development (CPD). S/he, as being the agent of change can reform the overall structure of education even at the grass root level. Thus, continuous professional development plays a vital role in this regard.

The growth and improvement of a nation is overlooked if professional development of a teacher is overlooked. The profession of teaching is the mother of all professions and enjoys a noteworthy status in the society. In order to compete with the world in medical sciences, technology and modern sciences, it is necessary to pay attention to teacher training programs to improve teachers' professional commitment and diligence. So, for this purpose significant steps should be taken to improve teachers' professional development. International movement has focused on teacher's improvement through professional development.³

It is assumed that Pakistan can compete internationally in education, science and technology if the stakeholders focus on the Pakistani educational system and initiate the reformation process at large. This goal cannot be achieved without proper teacher training to fulfill contemporary needs of the country. Quality education at secondary school level is most important because the teachers motivate and inspire students for quality learning.⁴

In the field of education, national professional standards for teachers (NPST) is extensively used term, which depict the qualities we want to see in teachers. NPST in Pakistan describes the qualities of skilled and dedicated Pakistani teachers. These

¹Imam Bukhari, *Sahih al-Bukhari*, "Kitab al-'Ilm," Hadith: 10133/230, 59.

²Rahim Khan and Saiful Islam, "An Evaluation of National Professional Standards of Public Sector School Teachers at Primary Level in District Peshawar," *The Dialogue* 10, no. 4 (2015): 366-375.

³Ibid., 372

⁴Ibid., 2-50.

professional standards also help Pakistani teachers to set their goals on a long-term basis. The NPST are given as follows⁵:

- Subject Matter Knowledge
- Human Growth and Development
- Islamic Values' knowledge
- Instructional Strategies and Planning
- Assessment
- Learning Environment
- Effective Communication and Proficient Use of ICT
- Collaboration and Partnerships
- CPD
- Teaching of English as a Foreign Language

Researchers studied NPST in Pakistan in context with the teaching of Prophet Muhammad (SAW).⁶ Teaching standards for teachers are just like guidelines for upgrading the educational system of any country. Teachers should necessarily follow these standards for the achievement of quality education. Prophet Muhammad (SAW) said that Allah has sent him to educate us. He (SAW) also emphasized on acquiring knowledge. Thus, it is obligatory to gain knowledge for every Muslim. Most of the time, teachers follow Muhammad's (SAW) teaching method in their teachings at educational institutions. The purpose of the present research is to describe the NPST in Pakistan for the progress in educational quality and illustrate the method of teaching of Prophet Muhammad (SAW).

A study narrated⁷ that the best service for humanity is to spread education. Teachers should follow His (SAW) teaching methods because they are the best providers to inculcate quality in educational system. They are the future leaders for younger generations of a nation. Iqbal mentioned that a leader must have the possession of three essential qualities namely: high vision, attractive speech and restless soul. So, being leaders, they should follow the greatest teacher and leader, Prophet Muhammad (SAW) to train the forthcoming generations. The key objective of the study is to analyze the teachings of Muhammad (SAW) to conceptualize national professional standards for contemporary teachers.

2. Review of Related Literature

Educational quality is directly related with the classroom instructions. Teacher is thought of as the most important factor for the quality assurance of class room instructions. The academic qualification, subject matter knowledge, teaching skill and a dedicated

⁵Ibid., 2-50.

⁶Saima Mushtaq, Muhammad Tahir Mustafa and Abdul Ghaffar, "National Professional Standards for Teachers in Pakistan in the Light of the Holly Prophet (SAW)," *Journal of Policy Research* 11, no. 4 (2015): 171-172, 180-181.

⁷Ibid., 171-172.

teacher are the important factors for teaching learning process.⁸ Any type of instructional material cannot take place of teachers, and teacher is more important than a splendid building, up-dated curricula, fully equipped laboratories, and libraries are useless if a good teacher is not present for the best use of all these resources. The academic qualification and professional training of teachers are very important for the teaching-learning process.⁹

Teacher's work has great influence in the communities, both inside and outside the boundary wall of the school. In the 21st century teacher's role requires great diversity in all aspects from teaching method to understand the subject matter. The teacher has to update his/her professional learning by participating in the programs of CPD, and should also participate in discussions with his/her colleagues to improve his/her teaching practices.¹⁰

Teachers play a key role for maximizing education quality, school improvement and implementation of curricula in any country. Moreover, teachers are the members of the community who train the persons responsible for the bright future of a country. As teachers are the character builders of the youth, they should possess certain qualities that are necessary for character building and needs of youth of a nation. Every country has specific standards which specify the characteristics that teachers should possess. These standards are part of pre-service trainings. Teachers should be aware of these standards and implement them in their educational institutes.¹¹

The concept of professional standards for teachers was the important part of discussions and outlines of education policy from late 1990s. The first initiative was taken in this regard by Australia, UK, and US to improve the teacher instructions in the class rooms for the betterment of educational system.¹² In certain cases, standards are forced to be accepted by governments under strict control over teachers and used for teacher certification and licensing. The term "professional standards for teachers" is broadly used in education policy discourses. Standards are doing things in a uniform way. These are the things which are needs and requirements of our society. It is stated that the standards are a formal account of facts that provide us the summery of the level which we require and the way through which these levels are attained.¹³

⁸Government of Pakistan. *National Education Policy 1998-2010*. Islamabad: Ministry of Education (1998).

⁹Beatrice Avalos, and Wadi Haddad, *A Review of Teacher Effectiveness Research in Africa, India, Latin America, Middle East, Malaysia, Philippines and Thailand: Synthesis of Results* (Ottawa: IDR, 1981).

¹⁰The State of Queensland (Department of Education), *Professional Standards for Teachers: Guidelines for Professional Practice* (Brisbane: Queensland Government, 2002).

¹¹Necla Köksal, "Competencies in Teacher Education: Preservice Teachers' Perceptions about Competencies and their Attitudes," *Educational Research and Reviews* 8, no. 6 (2013): 270.

¹²Judyth Sachs, "Teacher Professional Standards: Controlling or Developing Teaching?" *Teachers and Teaching* 9, no. 2 (2003): 175-186.

¹³*National Disability Authority* (Dublin, 2006).

2.1. Significance of NPST

Intricate and varied nature of teachers' responsibilities is expressed in terms of standards. They comprise of guidelines which teachers should possess in order to give valuable and appropriate classroom instructions to the learners in educational institutes. As a result of which they help to develop a generation who play a vital role in nation building. So, standards help teachers to recognize requirements for quality teaching through continuous professional development (CPD). They are also helpful to train future teachers in teacher accreditation institutes to develop fully trained and skilled workforce.¹⁴ Standards represent an infrastructure which help teachers to recognize, review and support their professional obligations, knowledge and skill about learning process. Professional Standards for Teachers can get more out of the educators' performance.¹⁵ Teacher's standing can be better achieved with the help of PST.¹⁶ NPST also plays an important role in teachers' CPD process.¹⁷

Standards help teachers to plan their instructional activities at classroom level in a significant manner. They equip teachers with knowledge of relevant discipline, skill, different teaching techniques, and interaction with colleagues. All this will result in devoted and dedicated teachers who are passionate about teaching. So, their importance for quality assurance in educational institutes is highly recognized throughout the world because they not only set educational goals of a nation but also help to achieve them. They help to cover all the aspects including familiarity with related subject, proficiency, students' evaluation, classroom management and behavior to achieve teaching of best quality. They also help educators to judge their teaching that is essential for their progress.¹⁸

3. Purpose of Professional Standards for Teachers

In this era authors use the term of standards in multiple ways, to explain its meanings and to answer questions related to it. They are considered to have unbelievable effect for reshaping all education.¹⁹ Quality is a universal concept for all concerned persons without

¹⁴The State of Queensland (Department of Education), *Professional Standards for Teachers: Guidelines for Professional Practice* (Brisbane: Queensland Government, 2002).

¹⁵Lawrence Ingvarson, "Teaching standards: Foundations for Professional Development Reform," in *International Handbook of Educational Change*, 1006-1031 (Springer, Dordrecht, 1998), 1006-1031.

¹⁶Rod Chadbourne, "Australian Views on the American National Board Standards for early Childhood Teachers," *Unicorn (Carlton, Vic)* 25, no. 2 (1999): 37.

¹⁷Lawrence Ingvarson, "The Power of Professional Recognition," *Unicorn* 25, no. 2 (1999): 60-71.

¹⁸Nasir Mahmood, and Naseer Ahmad Salfi, "Professional Standards Imperatives: Future Teacher Vision through Quality Watch," *International Researchers* 1, no. 1 (2012): 18-32.

¹⁹Michael D. Andrew, "What Matters Most for Teacher Educators?" *Journal of Teacher Education* 48, no. 3 (1997): 167-176.

any difference and injustice. The quality is meant for acquiring the equal opportunities of education for all without class differences in a society based on any factor.²⁰

Standards are a statement for the public which defines teacher's characteristics. They explain the characteristics of teachers which are required in 21st century for effective teaching learning process in educational institutes. Standards constitute a bridge between teachers, teacher accreditation institutes and community. Teachers can use standards for judgment of self-efficacy and achievements in the teaching-learning process. They are used to develop professionalism in teachers and are a source of continuous professional development. These are used for assessment of teachers because of knowledge, professional skill and disposition. Standards provide complete frame work for successful teaching learning process to fulfill the requirements of 21st century.²¹

3.1. Formulation of Professional Standards

It is described that development of standards is a hard and continuous process.²² The process in the development of professional standards is comprised of several phases. It also the case that an infrastructure at national level should be required to develop standards for teachers. This task is not completed successfully without involvement of teachers directly and discussions with policy makers. After out lining the important factors for developing and implementing infrastructure for national professional standards, a consultation paper is prepared. This consultation paper is discussed in a national conference, and then it is distributed nationally for consultation. Many professional organizations, teacher's associations and teacher-educators are involved in the consultation process. Moreover, educational researchers of national and international level are also invited for consultation purposes.

Development of professional standards is not a static process but an ongoing one. Different countries are making efforts for acquiring good quality of education according to the needs of society. This is achieved by improving the system with the help of certain standards which assure the quality and equality of education. It also leads towards professionalism and healthy atmosphere to compete. Australia, USA, New Zealand and UK, have set standards for teachers. Thus, standards are important part of course, assessment and teaching methods and teacher education.²³

²⁰Charles Hoy, Colin Bayne-Jardine, and Margaret Wood, *Improving Quality in Education* (London: Falmer Press, 2002).

²¹Australian Institute for Teaching and School Leadership, *Australian Professional Standards for Teachers*, Melbourne. VIC: AITSL. (2011).

²²Nasir Mahmood, and Naseer Ahmad Salfi, "Professional Standards Imperatives: Future Teacher Vision through Quality Watch," *International Researchers* 1, no. 1 (2012): 18-32.

²³Ibid.

3.2. National Professional Standards for Teachers in Pakistan

Since the inception of Pakistan, the educated community is ceaselessly striving and supporting the propagation of quality education within the country. Rather different governments have serious concern for the betterment of educational system in the country as well as the quality education. Educational quality is based on education of teacher. So, it is emphasized in the outline of National Education Policy 2008 that quality education should be given prime importance. Teacher education is considered as a provincial subject. There is a centralized directorial structure of each province for the accreditation of teachers at all levels in public schools. There are 270 institutions for teacher education in Pakistan and all are controlled by education department at province level. For this purpose, PITEs were set up at provincial level to provide CPD to all in service teachers.²⁴

Pakistan wants to compete with other nations in the field of education and also want to train global knowledge economy and convert its young generation into self-motivated and useful citizens. So, it is the need of the day to build developed system of education according to international standard from preschool to higher level. Education of world class requires world class teachers, especially from *katchi* class to grade 10. Quality learning is not achieved without quality teaching by dedicated professionals.²⁵

Teachers' preparation according to the international level and give the power to teach generations, the basic needs are obviously explained in training material. This material consists of standards which explain the knowledge which a teacher should have and how s/he should transfer to his / her students. Therefore, standards are the parameters for specific expectations.²⁶ So professional standards are required for quality assurance of teacher education and are part and parcel of teachers' in-service training programs. MoE in association with UNESCO is working for quality education and supporting STEP project which is funded by USAID. With association of STEP Project, after discussion with all stakeholders from all provinces NPST are developed. NPST are mainly developed for teachers working at primary level and teacher accreditation programs. These standards are also being adopted by secondary school teachers. The professional Standards for Teachers were officially adopted by Stake holders in 2008.²⁷

3.3. Composition of National Professional Standards

In Pakistan there are ten NPST which comprise of three domains:

- i. Content knowledge and comprehension (Knowledge of teacher)
- ii. Dispositions (Attitude, values and behavior)

²⁴Government of Pakistan. *National Professional Standards for Teachers* (Islamabad: Ministry of Education, 2009).

²⁵Ibid.

²⁶Ibid.

²⁷Ibid.

- iii. Practices (Competency of a teacher and what a teacher can do?) (Government of Pakistan, 2009).

3.4. Teachers' Competencies and NPST

In the research study, it is assessed that the competencies of SSTs which are based on NPST and development of the mechanism for evaluation of SSTs in Pakistan.²⁸ Quality teachers play very important role in students' achievement. Teacher education is also important for providing quality teachers which can bring about variations in students' achievement. Most of the secondary school teachers were found weak in subject matter knowledge and implementation of national professional standards. Comparative results of the study²⁹ show that male teachers are more competent as compared to female teachers. According to their study some standards are not according to the circumstances of our country. It is also stated in their study that these standards are developed from NPST of New Jersey after alteration. So, national professional standards should be revised.

The study assesses teachers' subject matter knowledge competencies for professional licensing and they focus their study to develop teacher evaluation mechanism for secondary schools' teachers.³⁰ The study was aimed for the assessment of teacher evaluation mechanism to estimate performance of secondary school teachers. The focus was to assess the subject knowledge competency of SSTs based on NPST in Pakistan for professional certification and to recommend strategies for improvements in their subject matter competency for professional licensing.

The study revealed that majority of the teachers did not know about the national curriculum framework and half of the teachers have poor concepts. The reason for this problem is that teachers are not given proper in-service trainings. A research study supported the concept of teachers' trainings and said that Jordan is providing time and training courses to their teachers to develop skills in subject matter required for new standards.³¹ Whereas another study proved that teachers even did not know how to gain and improve subject matter knowledge.³² And more than half of the teachers did not feel any need to update their subject matter knowledge. The study also showed that majority of

²⁸Muhammad Shakir, and Muhammad Aslam Adeeb, "Performance Appraisal: An Evaluation of Teachers' Competencies Based on National Professional Standards in Pakistan," *International Review of Social Science* 2, no. 12 (2014): 532-539.

²⁹Ibid., 532-539.

³⁰Muhammad Shakir, and Ishrat Siddiq Lodhi, "Restructuring Teacher Education: Assessing Teachers' subject Knowledge Competency for Professional Certification," *The Sindh University Journal of Education-SUJE* 45, no. 1 (2016): 113-130.

³¹Saleh Sailem Alshurfat, "Teachers Application of the National Professional Standards in Three Northern Jordanian Provincial Schools," *International Journal of Education* 8, no. 1 (2016): 59-77.

³²Muhammad Shakir, and Ishrat Siddiq Lodhi, "Restructuring Teacher Education: Assessing Teachers' subject Knowledge Competency for Professional Certification," 113-130.

secondary school teachers never used to relate their lessons with every day examples. They did not use different teaching techniques and inquiry tools to test students' previous knowledge while teaching. So, teachers with poor subject matter knowledge did not bother to prepare well before going to class.

Researchers studied the selected five standards out of ten NPST in Pakistan and developed a tool SITE II for self-evaluation for the teachers.³³ They selected standards which are directly related with classroom instructions. A questionnaire was constructed for this purpose. For this purpose, forty government girls' and boys' secondary schools of district Okara were selected. Data was collected from 279 mathematics and English teachers of selected schools. The reliability of this tool was ($\alpha=.94$). According to them teacher evaluation is most important factor for improvement of quality of education. There should be present a criteria according to which teachers can be assessed, so teachers can judge their work because of these criteria and can improve their teaching practices. Because of the results, short courses and trainings should also be recommended, however the test may not be biased. The high value of test results means that teacher is more efficient. Because of low score of the test the teacher requires to improve his/her teaching practices. So, this is the most important tool to measure the efficacy of teachers.

3.5. Teachers' Knowledge, Understanding and Practices

It is stated in their study that classroom practices depend on professional information and comprehension.³⁴ Proficiency in any field depends on proper knowledge and its understanding. In the same way, excellence in educational field is based on the skill of transferring knowledge during classroom instructions. Objective of this article is to explore level of teachers' capability to transfer knowledge at classroom level. Population of the study was future teachers. Questionnaire and observational technique are used to collect data.

The study concluded that professional information, its comprehension and implementation are interconnected during classroom instructions.³⁵ The study is based on comprehension of professional information about three standards out of ten NPST in Pakistan which include: methods for teaching, atmosphere of classroom including management and students' evaluation. Professional information comprises the knowledge of relevant subject, preparation before going to class and formative assessment. Skillful

³³Muhammad Akram, and Sally J. Zepeda, "Development and Validation of a Teacher Self-assessment Instrument," *Journal of Research and Reflections in Education (JRRE)* 9, no. 2 (2015): 134-148.

³⁴Muhammad Tahir Khan, Ayaz Muhammad Khan, and Khalid Saleem, "Teachers' Professional Knowledge Disposition: Relationship between Understanding and Practices," *Journal of Research and Reflections in Education (JRRE)* 9, no. 1 (2015): 55-62.

³⁵*Ibid.*, 55-62.

teaching practice at classroom level is not achieved without it. So, it is concluded that it is necessary for effectual and flourishing teaching practice.

4. Research Procedure

The present study analyzed the examples from the teachings of Muhammad (SAW) and contemporary national professional standards for teachers. So, qualitative research method was used for the study. There are ten national professional standards for teachers at secondary level. The researchers selected five professional standards thematically to observe the examples from the teaching of Prophet Muhammad (SAW). The detail is as under:

- Subject Matter Knowledge
- Islamic Values' Knowledge
- Instructional Strategies and Planning
- Learning Environment
- Teaching of English as a Foreign Language

Different hadiths of Muhammad (SAW) were quoted for the better awareness and implementation of national professional standards at different levels i.e. primary, secondary, higher secondary, graduation and post-graduation.

5. Discussion and Conclusion

The study explored state of classrooms of government elementary schools in the light of NPST in Pakistan.³⁶ The study was focused to those three standards which are directly related to the practices in classroom. For this purpose, observational technique was used and researchers constructed a questionnaire according to the factors mentioned in NPST in Pakistan. The classroom instructions were observed directly. Data was collected from thirty teachers of government schools of Rawalpindi district. They found that teachers possess content knowledge but they did not bother to plan their lessons and ignore students' evaluation. Here Uqba bin Amir (RA) narrated that: Once I was with the Messenger of Allah (SAW) when I traveled, and he said to me: Hey, after! Did I notify you the last two letters you read? I said: Yes, He said: Say: I seek refuge in the Lord of divinity and say: I seek refuge in the Lord of people.³⁷

The Holy Prophet Muhammad (SAW) called his followers with their full names and furthermore, he informed the students/followers of the importance of the content. Such teaching techniques inspire the learners toward learning. Further, the study of Atta et al.

³⁶Naushaba Atta, Shamsa Aziz, Hamid Hassan, and Nadeem Ahmad, "National Professional Standards for Teachers and Classroom Practices," *Language in India* 12, no. 3 (2012): 468, 469, 474.

³⁷Ahmad Ibn Hambal, *Al-Musnad*, 4/103, 63, Al-Maktaba Al-Islami.

(2012) concluded that teachers have knowledge about the subjects they are teaching but to some extent and they have lack of teaching techniques also.

Teachers do not use different teaching techniques based on individual differences present among the students. On contrary, a few teachers create good atmosphere for educational activities in the class. They also give confidence to their pupils. So, it is suggested to take some necessary steps to improve the conditions for better learning.

Imam Bukhari narrated from Abdullah Bin Umer³⁸: The followers of the Prophet Muhammad (SAW) follow his teachings and frequently ask questions related to their religious issues, ethical issues, social and economic problems. Prophet Muhammad (SAW) suggest them a reliable solution for their all problems in a congruent way.³⁹ So, being teachers, we must have to follow the life of Muhammad (SAW) and also study it thoroughly and suggest our students to study the life of Muhammad (SAW) for success in this world and the world hereafter.

The classroom instructions are directly related to the quality of education. Quality of instructions in the classroom depends upon the teacher. The qualification, subject based knowledge, skill of teaching and dedication of a teacher are the factors which play very important role in classroom instructions⁴⁰. After identifying the factors which are the main cause of weakening the education quality, there should be main focus on the effective programs for teacher education. The teachers which are in service should also provide training through different professional developmental programs (National Education Policy, 1998-2010) related to instructional strategies and planning.

Most of the time, Muhammad (SAW) started his conversation to his students/followers with questionable way. Definitely, this technique attracts the attention of the learns. Various research studies indicated this fact that contemporary teachers have lack of this technique. From the life of Muhammad (SAW) here is an example of such technique⁴¹ The concept of standards for teachers covers wide range of characteristics which we want to see in teachers from command on subject, atmosphere of class room, teaching and assessment strategies, code of conduct and behavior management not only with students but also with parents, colleagues, public etc. Standards also provide a forum to teachers to demonstrate their abilities and expertise. They also provide assistance to the teachers to set certain aims and put efforts to achieve these aims for improved quality of educational activities in an educational institute.

³⁸Imam Bukhari, *Sahih al-Bukhari*, Kitab al-Ilm, Hadith: 10133/230, 59.

³⁹*Sahih al-Bukhari*, Kitab al-Ilm, Hadith: 10133/230, 59.

⁴⁰Ayesha Shafi, Dr. Muhammad Zafar Iqbal, and Muhammad Qasim Ali, "National Professional Standards at Secondary Level: Awareness and Implementation," *Hamdard Islamicus* XLIII no. 1 (2020): 324-336.

⁴¹*Sahih al-Bukhari*, Kitab al-Adab, Hadith: 10, 0999/427-426, 87.

Our beloved Prophet Muhammad's (SAW) life informed us that Muhammad (SAW) got each and every opportunity that was available for the purpose of education carefully. On sighting the moon eclipse, how the Holy Prophet taught to refuge from eclipsed moon. The Prophet (SAW) looked at the moon, and said: Oh Aisha! I seek refuge in God from this evil, for this is the darkness if it comes. How beautifully the Prophet Muhammad (SAW) taught his beloved wife about the bad effects of eclipsed moon in a short description⁴². So, it is the responsibility of the teacher to teach students with real objects. In modern times, educational neuroscience supports the above mentioned teaching techniques with real objects for students' better learning. In another example related to the learning environment, Umer RA narrated:observed the affection)SAW(Holy Prophet Muhammad⁴³ of a mother for her baby child and described the Divine mercy in an effective way as well as to attract the attention of his followers; Muhammad (SAW) used the question technique also.

As cited in (UNICEF, 2000), the study identified five factors that affect the educational quality in institutions. These factors are as; quality of learning environment, quality of process, content quality and quality of outcome.⁴⁴ Quality process depends on quality of teaching and instructional process. Quality of teaching cannot be achieved without teachers' quality. Quality of teaching can only be achieved by following some criteria in the form of standards. The purpose of this study is to explain the importance of standards in improvement of quality education. This study also explained the development and need of standards for improvement of quality.

The previous studies,⁴⁵ proved that standards have prime importance and can bring changes in educational system. They have changed the concept of classroom teaching by developing professionalism in teachers. So that teachers have become more responsible, efficient and competent. They also help teachers to evaluate themselves. They provide guidelines for quality assurance of education system. It is also suggested in this study to evaluate the performance of the teachers on the basis of NPST.

It is explicit in the study that most of the teachers have poor knowledge about needs of the students based on the personality differences, learning languages.⁴⁶ They are using the same teaching strategy for each student ignoring their needs and requirements. They have no concept of ICT, CPD, parents' involvement and lesson planning with congested classrooms. Teaching of English language is also ignored. Most of the teachers are found

⁴²Al-Musnid 43208/8, 85.

⁴³*Sahih al-Bukhari*, Kitab al-Adab, Hadith: 10, 0999/427-426, 87.

⁴⁴Nasir Mahmood, and Naseer Ahmad Salfi, "Professional Standards Imperatives: Future Teacher Vision through Quality Watch," *International Researchers* 1, no. 1 (2012): 18-32.

⁴⁵Muhammad Akram, and Sally J. Zepeda, "Development and Validation of a Teacher Self-assessment Instrument," *Journal of Research and Reflections in Education (JRRE)* 9, no. 2 (2015).

⁴⁶Rahim Khan and Saiful Islam, "An Evaluation of National Professional Standards of Public Sector School Teachers at Primary Level in District Peshawar," *The Dialogue* 10, no. 4 (2015): 366-375.

ignorant about the significance of the language. It is a reality that English is the language of knowledge and power. Because the countries that are ruling the world, having English language. We must focus English language for knowledge and power.

One of the Hadith informed us ⁴⁷ that Muhammad (SAW) selected Hazrat Zaid for foreign language (Language of Jews) learning. And Hazrat Zaid is so committed, he learned this language within 15 days. It is also concluded that Muhammad (SAW) made aware the faculties of his students/followers. Muhammad (SAW) motivated his followers to learning foreign language for religious secrets, peace and religious adroitness.

It is concluded from the study that Prophet Muhammad (SAW) took practical life like examples and taught his followers/students through such example whereas the contemporary teachers in a hurry to finish the syllabus and cover the mentioned curriculum. Basically, the contemporary teachers are not concentrating on the lifelong training of their learners/students. It is because through subject matter knowledge we may explore new horizons for our students. It is also concluded that teachers concentrate on religious and ethical values for the promotion of better social life. So, it is the first and foremost quality of teachers to induce their students toward their religion. The Holy Prophet Muhammad (SAW) used multiple instructional techniques during his teachings to his followers. So, it is the key responsibility of teachers to follow the teachings of Muhammad (SAW) in full spirit. It is because the contemporary age is a perturbed age and confused, people are not focusing on their learning rather they are concentrating on numbers gain. No doubt, the contemporary classroom is well decorated and furnished with learning tools but there is a lack of creation in learning environment and spirit for learning. The life of Muhammad (SAW) personified that he (SAW) create a teaching learning environment for the better learning of their followers. It is also perceived from the life of Muhammad (SAW) that he (SAW) stressed the learning of foreign language.

6. Recommendations

The study suggests the following recommendations;

1. Teachers may narrate the importance of the content to the students that they are going to deliver in the class and also call students with their full names.
2. Teachers may create a learning environment through physical, emotional, cultural, social, economic, ethical instructional techniques for students' better learning.
3. The study may recommend that we may teach the foreign language (English) to the smart and active students rather it is compulsory to all the students from primary to graduation.

⁴⁷*Sahih Al-Bukhari*, Kitab al-Adab, Hadith: 10, 0999-

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