

ASSESSING THE CURRENT LEVEL OF PROFESSIONAL SKILLS AMONG PRIMARY SCHOOL TEACHERS: A NEED ANALYSIS

By

SIFA ULLAH



**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
ISLAMABAD**

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SIFA ULLAH

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Thesis Titled: Assessing the current level of professional skills among primary school teachers: A need analysis

Submitted By: Sifa Ullah
Name of Student

Registration #: 38-MPhil/Edu/S22

MASTER OF PHILOSOPHY
Degree Name in Full

EDUCATIONAL SCIENCES
Name of Discipline

Dr. Quratul Ain Hina
Name of Research Supervisor

Signature of Research Supervisor

Prof.Dr.Muhammad Riaz Shad
Name of Dean (FSS)

Signature of Dean (FSS)

Date

CANDIDATE DECLARATION FORM

I **Sifa Ullah**
Son of **Kareem Dad**
Registration # **38-MPhil/Edu/S22**
Discipline **Education**

Candidate of Master of Philosophy at National University of Modern Languages do hereby declare that the thesis “**Assessing the current level of professional skills among primary school teachers: A need analysis**” submitted by me in partial fulfillment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Sifa Ullah

Dedicated to My Beloved father & Supervisor

Mr. Kareem Dad

Dr. Quratul Ain Hina

Without whose support and guidance would not complete my thesis

ABSTRACT

**Title: Assessing the Current Level of Professional Skills Among Primary School Teachers:
A Need Analysis.**

The research was conducted to measure the level of Professional Skills among primary school teachers and to compare professional skills among primary school teachers on the basis of age and gender. Research approach was quantitative. Furthermore, researcher used the comparative research design and survey method in this study. For the current study, Population consisted of 694 regular teachers in Turbat Tehsil. Proportionate stratified sampling technique was used in this research. Researcher selected 50% sample from each stratum. The sample size of this study was consisted on 347, male (216) and female (131) primary level teachers. For data collection, researcher used self-developed observational sheet. The data was analyzed with the help of ANOVA and t-test. This study was delimited to the Primary level schools of Tehsil Turbat. Findings revealed that professional skills of majority primary school teachers were on above average level. It was revealed that statistically significant difference was existing in Teachers' professional skills of different age groups of teachers. Furthermore, it was also revealed that male teachers' possessed more professional skills as compare to female. On the basis of findings, it was recommended that both male and female young teachers may improve their professional skills through regular enrolment in pre-service teaching courses such as B.Ed., M.Ed., and M.A education

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LIST OF ABBREVIATIONS

Abbreviation	Terms
B.ED	Bachelor of Education
OECD	Organization for Economic and Cultural Development
Fig	Figure
T	t-test
N	Sample
Sig.	Significance (p)
BA	Bachelor of Arts (degree)
MS	Master of Science (degree)
MPhil	Master of Philosophy (degree)
N	Population
SPSS	Statistical Package for Social Science
R	Correlation
NUML	National University of Modern Languages
FA	Intermediate level degree
B.A	Bachelor of Arts
M.A	Maters
B.ED	Bachelor in Education
M.ED	Masters in Education
GOVT	Government
ITL	Information Technology Literacy
ML	Media Literacy
CS	Collaboration Skills
SST	Secondary School Teachers

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is the process of acquiring knowledge and then getting it shared to the people who are willing to get it. Education is the capability of an individual through which real situations can be met by an individual and education is a force for change that needs to be able to elevate country's standing in the contemporary world, but it comes to teachers' skills, so teachers' skills have been main concerns to be made wider keeping the reforms of Education. So, teachers need to be professionally skillful to know the values of those reforms in Education Sector whether in Provincial or Federal level. In fact, professional skills refer to the dimensions in which we can know how teachers perform their duties in the terms of 21st century. Because the teachers' skills are those that determine how the teachers are ready for attending the class. We can recognize an expert or professional teacher through sure skills that are what we call teachers being skillful such as teachers found effective in planning and organizing activities that are already for the teachers, achieving for the realization of intended goals and evaluation of teaching process at all stages. The term skill is found with different definitions and interpretations that depend on the aspects of intentions, area, knowledge, beliefs, and abilities in which it is used as a term.

Teachers' professionalism connect comprehension, skills, attitudes, values and personal characteristics that will enable a teacher in the professional acting with situational appropriateness, Profession of teaching is a continuous process in which a teacher develops their career such as the changes taking place in a surrounding and global community teachers need to be professionally skillful to know the values of changes in a society and reforms in Education Sector whether in Provincial or Federal level. Professional skills refer to the dimensions in which we can know how

teachers perform their duties in the terms of 21st century. In a similar study of Cohen and Hill (2001) cited by Creemers, Kyriakides and Antoniou (2016) emphasized on training of teachers and their development for profession as vital frameworks to elevate teachers' content knowledge along with the development of practices of teaching. According to Didion, Toste and Filderman (2020) that professional learning of the teacher put great impact on the learners' learning outcomes and it also emphasize on teaching skills. As Ganser (2009) cited by Saeed and Akbar (2021) stated that teachers' professional skills mean teachers' professional growth, which teachers attain through training, gaining experience and through reflective practices. Being digitally updated is another challenge in 21st century as Ali, Busch, Qaisrani and Rahman (2020) states in the last three decades, relentless professional development of teachers has been used as one of the key components for the enhancement of teachers teaching quality. The usages of digital resources in teaching turns out to be increasingly significant right now, teachers moreover must have the option to stay informed about the use of digital technologies in their teaching practices. Technology incorporation in the classrooms has gotten a significant part of fruitful teaching.

There have been an attention on the development of pedagogy and content knowledge as it deals with teacher development program (Ali, Lodhi & Butt 2022). Jerotichl, Kurgat and Kimutai (2017) highlighted that teachers need regular in-service benefits within the educational system to improve their teaching methodology and further stated that teachers required regular in-service opportunities within the educational system to enhance their teaching technology. A study done by Ali et al., (2020) stated that teacher's quality is determined by the level of professional skills which is based on knowledge, understanding, skills, and attitudes he or she brings to the teaching profession. Teachers' lacking required level of professional skills is usually attributed to the defective teacher education system. In order to tailor their teaching methods to a specific classroom

environment and to specific pupils, teachers need to have a solid understanding of their students. Teachers are the key assets of an organization as they have the ability to bring change in the institution and the aptitude of the student. Teachers shape the skills of the future generation. (Ali, et al., 2020)

The teaching skills in 21st century that consist of interpersonal, organizational, communication, research, cognitive and finally enterprise skills are required for the teachers of present time to cope with challenges such as reducing the teachers' workload, getting them equipped with training to demonstrate the abilities for attending the class. For the current study, Organization for Economic and Cultural Development (OECD) (2012) will be theoretically appropriate as being theoretical framework. The skills consist of interpersonal skills. Second is research skills seeing teachers who have conducted research and must be having research skills such as Knowledge of research methods and technique, writing applications and ethics or integrity in research. Thirdly, communication skills that include oral presentation, dialogue with a non-technical audience and teaching competence including cognitive skills such as creativity and conflict resolution, organizational skills, time-handling, career planning influencing and lastly enterprise skills to recognize teachers support to students for their fields that help students to become independent in future.

The researcher conducted the research to fill the gap in the literature on the gender-based study among primary school teachers' professional skills at public schools keeping in view the needs of professional skills among Public School teachers in the context of Tehsil Turbat as nobody has done need analysis in Baluchistan to check the teachers' professional skills.

1.2 Rationale of the study

The teachers' professional skills are demonstrated by the capability, skills, and behavior that a teacher has to be the owner of these abilities, skills and behavior with appreciation and the teacher should have mastery in the skills that appear in the teacher's duties for meeting certain quality standards (Bagou & Suling, 2020). Mandal (2018) defined professional skill as the state or quality of being suitably qualified and competent of carrying out a certain function, or as a mix of knowledge, skills, and behavior used to increase performance. As Gauser (2009) cited by Saeed and Akbar (2021) stated the teachers' professional skills means teachers' professional growth are attained by teacher via training, gaining experience and reflective practice and more than these being digitally updated is another practice because the consequences of liberalization, globalization, and the achievement of ICT are important for teachers need to be trained.

Rahmad, Usman and Sundiman (2023) defined Professional skill is the possession of competence necessary for employment in a given profession where special education-based knowledge is required. Knowing a subject inside and out is what makes a teacher competent. Comprehensive and in-depth knowledge of the subject matter, mastery of the scientific content that transcends the curricular material and growth in one's own scientific understanding as a teacher are all required. Student learning outcomes are affected by teachers' professional competency. A study done by Saeed, Ahmed, Salam, Badshah, Ali and Haq (2013) stated the quality in teaching is decided by the capacity of teachers' professional skills based on comprehension, knowledge, skills and attitude of the teachers brought by them to their profession of teaching whereas teacher who lacks the needed skills of teaching skills is considered to be having deficiency that also affects the entire education system.

Researchers have long understood that improving schools, altering classroom practices, and

enhancing students' learning outcomes all depend on the professional development of teachers that lead towards teachers' professional skills (Postholm, 2018). Santos and Miguel (2019) added the term "teachers' professional development" refers to specific training, formal education, peer exchange, and professional learning aimed at helping school administrators, teachers, counselors, and other professionals in the field of education enhance their professional knowledge, abilities, and efficacy.

Andevski, Arsenijević and Spajić (2012) have defined the term skills for wide ranging combination of characteristics in order to find a person to be active and effective in a given scenario, they need to possess a complex mosaic of traits, knowledge, beliefs, abilities, skills, experiences, motivation, values, attitudes, habits, and self-regulation. This is what referred to as having skills to solve a mathematical problem or another field skill. Mandal (2018) added elements of the professional skills of teacher's field skills are connected to the inquiry of "what should be taught in schools?" They allude to the material that will be studied by the instructor and the pupils. For instance, the primary skill required of instructors who will instruct students in arithmetic is their mastery of the subject. The primary categories of teacher competences, which include content-related academic courses, are called field competencies. The skills required by field for instructors to practice their profession are called field competencies. Sulastri, Fitria and Martha (2020) stated that requirement of teachers' professional skills should be at the first priority to make the learning process better as the result, students will be motivated for learning and excelling as professional teachers' skills will be demonstrated while implementing learning strategies and materials presentation will be held in a better way to learning due to which learning will not be bounded rather potential learners growing will be found that include cognitive, affective, and psychomotor dimensions. Ahmed, Rauf, Rashid, Rehman and Salam (2013) added

that incompetent educators are unable to resolve their social and professional problems. Further he added that in Pakistan, elementary school teachers have reduced access to training resources.

According to Ali, Lodhi and Butt (2022) the particular skills and knowledge, which make the teacher productive, is a teacher competence and teacher competence can be based on two things, first teacher education and second is teachers' professional training. Conducting professional training for teachers' competences is very important to build a strong bond between the organization, the employee and it also becomes easier to the new place for the employee, and the employers it becomes easier if there is an effective conducting process. All over the world, organization spends a lot of amounts for their employee training so that they can be professional competent as well as that can be well awarded about their roles and responsibilities. Training can expand employee's professional development at primary level as well as it can help in students' great achievement (Aziz, Hassan & Pervaiz, 2022).

As Khizar, Anwar and Malik (2019) pointed out this issue that when Pakistan's Ministry of Education developed National Professional Standards for teachers' competence, it is failed to consider teachers' professionalism. They said that these developed standards could not enhance teachers' professional competence. So professional competence is an umbrella term, which directly and indirectly affect the teachers' performance in an organization (Astereki, Mehrdad & Ghobadiyan, 2021). Jerotichl at al., (2017) highlighted that teachers need regular in-service benefits within the educational system to improve their teaching methodology and further stated that teachers needed regular in-service opportunities within the educational system to enhance their teaching technology. Anjum (2019) added being a teacher has been a worthwhile yet difficult job. History has taught us that excellent professors have developed exceptional pupils. Learner accomplishment is directly impacted by the efforts of committed, dedicated and passionate

educators.

Parveen and Mughal (2022) did a research on exploring teachers' assessment competencies based on national professional standards in Punjab province only and further recommended that future researchers may conduct study to explore the teachers' professional skills to use other standards in other provinces and to conduct further study in other public and private schools in another province of Pakistan. Further, Habeeb and Kiazai (2022) did research on factors affecting the quality education in rural area of District kech, Balochistan. The research variables were mainly teachers' cognitive and communicative skills also cognitive and communicative skills were the main factors through which the current study was extended, apart from these skills, classroom facilities, water facility, boundary walls, issues and course contents and curriculum, these were the factors that affected the quality of education in broad and generally the quality of students' education. The data was collected from 290 primary school teachers and chose the quantitative research approach one of the factors they found was that apart from cognitive skills, primary school teachers had lack of communication skills and based on this gap, the current study was conducted to fill the gap in the literature on the behalf of recommendations of Haseeb et al., (2022) further study can be conducted to assess teachers' organizational, research, interpersonal and enterprise skills to reach at decision whether they also affect the students' quality of education. Because teachers had cognitive skills as they could only help, students read the text in the books and repeat after the teachers. Teachers faced problems in communicating with the students and recommended that future researchers may extend study to assess teachers' research, interpersonal, organizational and enterprise skills that may affect the quality of students' education.

Researcher extended the research on this topic to fill gap in the literature to know about the professional skills among primary school teachers at public schools both on basis of gender and

age and keeping in view the assessment of teachers' interpersonal, organizational, research and enterprise skills apart from the cognitive and communicative skills on the behalf of gap recommended by (Habeb et al., 2022). Also, researcher extended current the study to fill the gap in the literature on behalf of the recommendations of Parveen and Mughal (2022) to explore the teachers' assessment competencies in other professional skills standards in other provinces. Researcher chose model given by OECD (2012) to assess the professional skills of Primary school teachers in the context of Turbat city as nobody has done a single study to assess the teachers' professional skills that are considered transferable skills.

1.3 Statement of the Problem

Teachers' Professional skills for 21st century teachers' demands such as dealing with the students in terms of cognitive, communication, research, interpersonal and enterprise skills leave a gap for the researcher to measure. It was to measure the teachers' professional skills if through these skills teachers have capabilities to deal with students' individual difference. Both male and female teachers have been main concerns when it comes to their assessment of their skills keeping communication, cognitive, research, interpersonal and enterprise in view.

The researcher conducted the present study to compare the professional skills of gender male and female teachers in Turbat city. Researcher chose the topic to compare the teachers' professional skills among primary school teachers on the basis of age. Teachers during their teaching career taught different students, how their professional skills vary for instruction of students referring to their age is a matter of concern. This study was conducted to add in the literature in the context of researcher's own observations deeply about their needs of professional skills of teachers comparatively both on the basis of gender or age in order to identify difference on the basis of teachers' gender and ages.

1.4 Research Objectives

- 1.** To measure the level of Professional Skills among Primary school teachers.
- 2.** To compare the Professional Skills among Primary School teachers on the basis of Age.
 - 2a.** To compare the interpersonal skills among Primary school teachers on the basis of age.
 - 2b.** To compare the cognitive skills among Primary school teachers on the basis of age.
 - 2c.** To compare the communicative skills among Primary school teachers on the basis of age.
 - 2d.** To compare the research skills among Primary school teachers on the basis of age.
 - 2e.** To compare the organizational skills among Primary school teachers on the basis of age.
 - 2f.** To compare the enterprise skills among Primary school teachers on the basis of age.
- 3.** To compare the Teachers' professional Skills among Primary School teachers on the basis of gender.
 - 3a.** To compare the interpersonal skills among Primary school teachers on the basis of gender.
 - 3b.** To compare the cognitive skills among Primary school teachers on the basis of gender.
 - 3c.** To compare the communicative skills among Primary school teachers on the basis of gender.
 - 3d.** To compare the research skills among Primary school teachers on the basis of gender.
 - 3e.** To compare the organizational skills among Primary school teachers on the basis of gender.

of gender.

- 3f.** To compare the enterprise skills among Primary school teachers on the basis of gender.

1.5 Null Hypotheses

H₀₁ There is statistically no significant difference in Professional skills among Primary School teachers on the basis of age.

H_{01a} There is statistically no significant difference in interpersonal skills among Primary School teachers on the basis of age.

H_{01b} There is statistically no significant difference in cognitive skills among Primary School teachers on the basis of age.

H_{01c} There is statistically no significant difference in communicative skills among Primary School teachers on the basis of age.

H_{01d} There is statistically no significant difference in research skills among primary school teachers on the basis of age.

H_{01e} There is statistically no significant difference in organizational skills among primary school teachers on the basis of age.

H_{01f} There is statistically no significant difference in enterprise skills among primary school teachers on the basis of age.

H₀₂ There is statistically no significant difference in Professional Skills among Primary School teachers on the basis of gender.

H_{02a} There is statistically no significant difference in interpersonal skills among Primary School teachers on the basis of gender.

H_{02b} There is statistically no significant difference in cognitive skills among Primary

School teachers on the basis of gender.

H_{02c} There is statistically no significant difference in communicative skills among Primary School teachers on the basis of gender.

H_{02d} There is statistically no significant difference in research skills among primary school teachers on the basis of gender.

H_{02e} There is statistically no significant difference in organizational skills among primary school teachers on the basis of gender.

H_{02f} There is statistically no significant difference in enterprise skills among primary school teachers on the basis of gender.

1.6 Theoretical Base

National Professional Standards for Teacher Education by Ministry of Education, Government of Pakistan (2009)

This current model supported the model which the researcher used for his research study. Similarly, Rozi and Khan (2021) discussed that a country leadership given the goal to prepare the teachers for good quality education so with the help of UNESO and USAID, the ministry of Education (Gov. of Pakistan) developed some national professional standards for teachers in (2009). National standards for teachers are given below:

2.10.1 Standard No 1. Subject Matter Knowledge

It refers that teachers must have command on their subject matter. They must be aware about concepts, theories and the history of the subject. Teachers must be aware about different techniques through which he/she can acquire the knowledge to the students.

2.10.2 Standard No.2 Human Growth and Development

It refers that teachers must be aware about individual differences among the students.

Teachers can use different techniques in the class to give lecture according to their interest.

Teacher can motivate the students in the class and treat every student equally.

2.10.3 Standard No.3 Skills Knowledge of Social life according to Islam and Ethics

It refers that teachers must clear to all students' Islamic code of conduct and must be aware the students about Qur'an and Sunnah that these are the only valid source about Islamic beliefs and values as well. Teacher should also guide students to practice Islamic laws, values and ethics in their daily life.

2.10.4 Standard No.4 Instructional Strategies and Planning

It refers that teachers must be aware about the objectives, goals and curriculum of their own subject. Teachers must know different teaching strategies of teaching according to the need of the topic and children interest as well.

2.10.5 Standard No.5 Assessment

It refers that teachers must be aware about different assessment techniques to evaluate the performance of students and their own teaching as well.

2.10.6 Learning Environment

It refers that teachers must be aware that how they can make productive classroom in which all learners can participate, cooperate and help to each other.

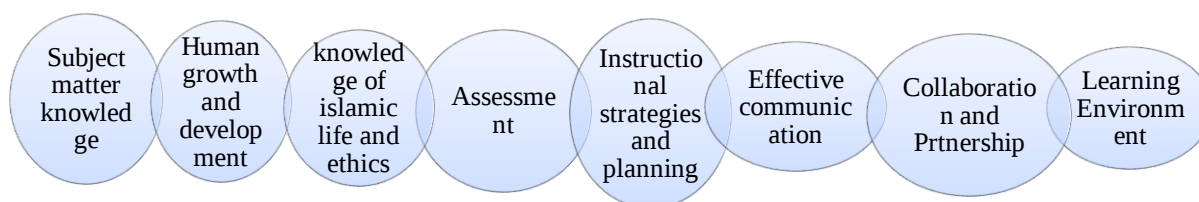
2.10.7 Communication with Efficiency and Proficient use of Information Communication Technologies

It refers that teachers must be aware about use of different gadgets in teaching and learning in an effective way.

2.10.8 Collaboration and Partnerships

It refers that teachers must know the importance of collaboration with families of students

because through collaboration of institutions and families can make the students better in school and professional life too.



*Fig 1.1 National Professional Standards for Teacher Education by Ministry of Education ,
Government of Pakistan (2009)*

1.7 Theoretical Framework

Organization for Economic Corporation and Development (OECD) was established in 1961 and its head office is in Paris. It is comprised of thirty-eight democratic countries. Organization for Economic Corporation and Development is an organization known internationally for formation of better strategies for people to live better. OECD aims to make strategies in order to promote opportunity, prosperity, well-being and equality. Members of OECD work on challenges related to education, society, economy and environment globally and find solution by introducing the standards/models for the professional development of teachers and researchers in the context of education. OECD (2012) introduced transferable skills and on behalf of these skills to measure the professional skills of teachers. Researcher chose the transferable skills model introduced by OECD (2012) to measure the level of teachers 'professional skills. It consisted of six dimensions that are

given below:

1. Cognitive Skills
2. Communicative Skills
3. Research Skills
4. Organizational Skills
5. Enterprise Skills
6. Interpersonal Skills

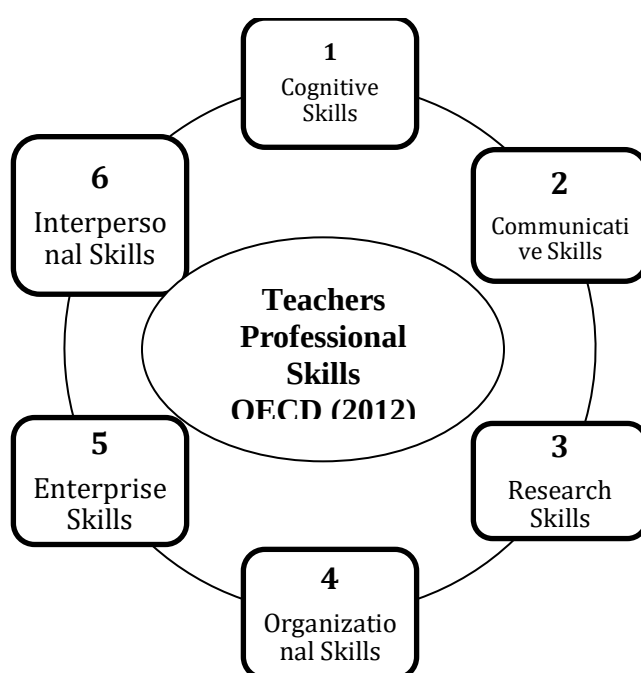


Fig.1.2 Theoretical Framework of Teachers' Professional Skills by Organization for Economic Co-operation and Development (2012)

1.7.1 Cognitive Skills

Cognitive skills refer to teachers' competencies being mentally ready to face a problem during their teaching hours and finds solution for the problem. The teachers' skills are decided by their creativity in their teaching. Moreover, the same skills are to be gauged both in female and male that how high the skills are in both gender and based on their age

too. Their professional skills further can be gauged through their quickness for deciding such as due to work load the same competent teachers may lose their consciousness as the result they will lose their competencies. These skills will decide for the teachers how highly they are skillful as in the time of difficulties with the comparison of male and female teachers.

1.7.2 Communication Skills

Communication skills refer to teachers' skills that demonstrates how teachers communicate with their staff members or students, which is simply called oral presenter. The teacher skills will appear as she/he will deal with a person who is not the part of work or not educated at all such as students' parents may be listed who are not part of the system (school) are. However, the teachers handle to deal with such parents that demonstrate the teachers' skills, which we simply can call teaching skills.

1.7.3 Research Skills

These professional skills refer to teachers performing their duties that are research based. Simply, these skills let the teacher be in search for the better competencies keeping the 21st century trends in the mind. As competent teacher needs to be having skill of being ethical in her/his work and use scientific procedure for teaching in the class. Research skills what demonstrate how a teacher is professionally skillful.

1.7.4 Organizational Skills

Organizational skills second lastly also demonstrate how highly teachers are skillful in their field such as managing the time for a lesson that he/she has prepared for the class, not just the time management matters rather how affectively he/she has managed time for

teaching a topic in the class and how sequence is maintained by the teacher for the lesson that he/she is going to instruct to the kids. These skills are also to be gauged gender wise or age wise in the teachers that demonstrate how highly the teachers are skilled as being professionally sound in their field.

1.7.5 Enterprise Skills

As a teacher being the part of the school community, will add everything through justification in heads meeting that are held due to problems in the school or sometimes parents' meetings are held in the school by the heads of schools. Therefore, the teachers adding points during the meeting will show how highly the teachers are competent whether on the basis of gender or age. Being competent will demonstrate how a teacher is professionally competent that will not just be benefiting the teachers themselves rather due to those teachers' use of justification will help the entire school system in making policies for that school. Transferring the knowledge for the betterment of schools' environment will demonstrate how highly the teachers are competent in their professions.

1.7.6 Interpersonal skills

Professional skills of primary teachers are building rapport with his/her coworkers in school as being among to make them friendly relation with the teachers. Keeping a friendly atmosphere around a teacher demonstrate his/her ability in the profession. As being tasked among her/his staff members, she/he will have opportunities to lead another group of teachers. The task she/he will get from the head will demonstrate the capability for taking her/his staff ahead. As being tasked a monitoring role, will demonstrate her/his skills. Negotiation is one of the most part of a teacher competency to deal with the tough

time to deal with his/her stress in the work. Being loaded with lots of work, sometimes affect the teacher competencies.

1.8 Significance of the study

This study would be fruitful for society as teachers play important role in the life of students to enhance their social skills, values, attitudes and abilities so that they can move in the society, can earn money and fulfill the demands of 21st century.

The researcher conducted the current study for Ministry of Education at Federal level to consider the training for the teachers to better implement the curriculum without any language barrier and teachers are taken account with better training without any political interference due to this the present study will give benefits to the Education Department of Turbat City to request at Federal level for provision of the trainers or educators to both male and female teachers at Primary Level when the drawbacks noted at Federal level and teachers can be able to attend their classes with their professional competencies.

The study would be helpful for the parents to be aware of the primary teachers' competencies that would be for their children mind development in this stage where the children minds are like empty pages whatever is given to them, they absorb and act accordingly and study would help as the parents have concerns about their children that how their teachers are teaching them.

This study would be fruitful for the students to get quality education from the teachers whose Professional skills were measured through this current research as the teachers were able to work on their skills that made them able for the quality education and quality education will be gauged through the teachers own competencies they show in their profession as how they are physically or mentally ready for the their lesson plans or what challenges they have which is only possible when teachers are professionally competent

Provincial institute of teachers' education (PITE), Balochistan would benefit from the current study to identify the observed teachers from those selected school who have lack of professional skills or without any professional skills and would hire professional trainers to manage the training sessions after every two months and teachers would see improvement in their teaching and can better perform their duties.

Curriculum developers would benefit from current study would take the primary school teachers into concern seeing their needs in 21st century to have better implement their professional skills. Curriculum developers would hire a team of primary school teachers from the schools to bring their agendas or suggestions to be worked on and be included in the curriculum.

Elementary school teachers (ESTs) and secondary school teachers (SSTs) would benefit from the present study to create a supporting environment for weak teachers to better perform their duties. Senior teachers would guide them in any difficulties the primary school teachers face in their profession. Primary school teachers avail their help based on their experience that they obtained through attending higher standard training sessions.

1.9 Methodology

1.9.1 Research Approach

The researcher used the Quantitative research approach. Quantitative research data is generated in quantifiable form and appropriate statistical techniques were used for the analysis of data. Because the nature of the study was quantitative, so the data of observed teachers was used in form of numeric with the help of observational sheet.

1.9.2 Research Design

Research design is plan used generally that gives answer to the researcher of the research questions (Hasa, 2017). The researcher used comparative research design considering the significance of research design

In this research, survey method was used because survey method is used and suitable for the observation of teachers.

1.9.3 Population

According to Gohary and Hatem (2021) that population is the group of individuals or a thing of concern to whom the researcher wants to collect data. The population of current study was primary school teachers of Tehsil Turbat (Balochistan). There were total 694 teachers working in Turbat Tehsil, among which 432 Male and 262 female teachers. According to the Innovative Development Organization (2017) government of Baluchistan (see Appendix H), there were 186 schools in Turbat Tehsil.

Table No.1.1

Population of the Study

	Teachers		Total
	Male	Female	
Population	432	262	694

Organization,I.D.(2017).Retrieved at: (24-04-2023), from:<http://emis.gob.pk/wesite/default.aspx>

1.9.4 Sampling Technique

The process of selecting a sample from a broad population for a particular kind of research is known as sampling. (Bradshaw, 2019). Proportionate stratified random sampling technique was used for this research purpose because there are strata in population i.e. Male and Female teachers. According to Alvi (2016) that stratified random sampling

technique we use when population has diverse groups or divided into groups so the population of this study was based on male and female teachers and researcher used this technique.

1.9.5 Sample Size

There were strata in population like male and female teachers so to give appropriate share to both groups, 50 percent from each group was taken as a sample. As Singh and Masuku, (2014) indicated that if the population is heterogeneous then 50% indicates a great level for sample.

Table No. 1.2

Sample Size

	Teachers		Total
	Male	Female	
Population	432	262	694
Sample	216	131	347
Percentage	50%	50%	

1.9.6 Data Collection Tool

In this research work, the researcher used self-developed observation sheet that was based on Teachers' Professional skills.

Teachers' professional skills were based on 5-point Likert scale for the assessment of six dimensions such as cognitive skills, Communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills.

Table No. 1.3

List of items in observation sheet

Variable	Sr.No	Sub Variables	Total No of Items
Teachers’ Professional Skills			66
	1.	Cognitive Skills	8
	2.	Communicative Skills	10
	3.	Research Skills	12
	4.	Organizational Skills	11
	5.	Enterprise Skills	12
	6.	Interpersonal Skills	13

1.9.7 Validity

After construction of tool, it was given to the experts from the field of education to check its face and content validity (See Appendix F).

1.9.8 Reliability

Further, the researcher used observation sheet to observe professional skills among forty primary school teachers of Turbat Tehsil for pilot trial. Data was examined by applying the test of reliability, item-total correlation and intersection-correlation. Weak items were improved.

1.9.9 Data Analysis

Data was analyzed on the basis of objectives and hypotheses. Appropriate statistical tests such as individual score, ANOVA and independent sample t-test were used for the interpretation of objectives and hypotheses.

Table No.1.4

Statistical Analysis

Sr.no	Objectives	Null Hypotheses	Statistical Tests
1.	To measure the level of Teachers' professional skills among Primary school teachers.		Individual Score
2.	To compare the Teachers' professional skills among Primary School teachers on the basis of Age.	H₀₁: There is statistically no significant difference in Teachers' professional skills among primary School teachers on the basis of Age.	One way ANOVA
3.	To compare the Teachers' professional skills among Primary School teachers on the basis of Gender.	H₀₂: There is statistically no significant difference in Teachers' professional skills among primary School teachers on the basis of Gender.	Independent sample t-test

1.10 Delimitations

Due to the restriction of time and resources, the study was delimited to the following things:

1. Primary level schools of Tehsil Turbat
2. Public sector only.
3. Regular Teachers of Public primary schools of Tehsil Turbat.

1.10 Operational Definitions

1.10.1 Primary Teacher

A teacher who is teaching at primary level as Pakistan national education framework

consists of twelve years which is further divided into four levels such as Primary is the first stage (1-5 Grades). So a Primary teacher whether being a female or male teaches at this stage.

1.10.2 Professional Skills

Teachers' professional skills are the abilities and attitudes for teaching students. Abilities take place from skills such as interpersonal relationships and cognitive skills. Professional skills consist of the skills in 21st century teachers having cognitive, communicative, organizational, and interpersonal and enterprise skills. Through teachers' professional, they are found effective in teaching students.

1.10.3 Challenges

Challenges refer to teachers' socioeconomic background that will be an obstacle for the teachers to perform their duties though they are having competencies. The teachers may have salaries problems, as primary teachers are teachers who are paid the lowest in many countries. We can also refer to challenges here from the enough training from the administration that badly affect the teachers' professional competencies. However, here these challenges affect the teachers' skills both in gender wise such as male and female teachers and qualification and age wise will gauged to check how competent the teachers are despite having skills.

1.10.4 Competency

The measure of an employee's performance in carrying out their duties is called competency. The benchmark for teachers to meet the demands of the modern classroom and improve their ability to administer assessments is called education, teacher competency. In simple words, it refers to teacher's capability to manage students according

to teacher's own way such as being cognitively ready, has to recognize individual difference of the students to know how to communicate to that student and some other research, interpersonal, organizational and enterprise skills the teachers may have for demonstrating their capability.

1.10.5 Prospects

Prospects refer to responses from the Education Sector both at federal and provincial level to take measures to counter these challenges that are obstacles for teachers showing their competencies.

1.10.6 Cognitive Skills

Cognitive skills are teachers' competency indication how that teacher is mentally prepared for an obstacle in their lives.

1.10.7 Communication Skills

The skills that refer to the teacher to communicate with the staff members in the time of help or to communicate with the students' parents especially after the test or exams to get better feedback.

1.10.8 Research Skills

Research skills refer to the skills which a competent teacher has to justify her/his teaching through a scientific method as being part of institution herself/himself.

1.10.9 Organizational Skills

They refer to skills of competent teacher to be able for managing lesson plan as a time is fixed for the teacher to go through a lesson.

1.10.10 Enterprise Skills

The skills refer to competent teachers to be a role model for the entire school system as discussed above the teachers' authenticity for a problem will help the heads of the school to bring sound policies or rules for the school.

1.10.11 Interpersonal Skills

Interpersonal skills mean respect for diversity means that every teacher treats other teachers with respect, notwithstanding their distinct differences. Socially supportive adults are those who have high expectations for all kids and who care deeply about the issues of other pupils. Teachers' that provide each other with social support are those who get along well with one another, attempt to assist each other out when they have issues, and encourage one another academically.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The researcher designed the study to measure Professional Skills among Primary School Teachers. The following chapter deals with the literature review. The researcher has divided this chapter into 3 sections. The section 1 deals with the introduction of the research area generally, section 2 deals with the theories and selected research variable models, and the section 3 deals with the literature review conducted in the study field. The researcher tried his best to keep the sequence being presented in the literature review.

Section 1 General Introduction of Research Area

2.1 Skills and its Importance

In all over the world, there are 190 million men and women are facing poverty or hunger due to the unemployment. Covid-19 has given arise to this situation so there is a need to promote 21st century skills among the people so that they can get job and live with satisfaction (Swiss foundation for technical cooperation, n.d).Skills development is the requirement in the global work and skills are the key of success in the life Skills refers to the capabilities which we acquire from formal, non-formal training sessions and from job as well. These skills make individuals enable that they can show the high productivity in work place to make their livelihood better and make economic growth well of their own country (Sida, 2018). Skills are known as the ability of one person to perform a specific task (Patacsil & Tablatin, 2017). According to Sida (2018) Different types of skills are required to get job or for employment. These skills are classified into four categories.

1. Basic and Foundational Skills

Basic skills refer those skills which are pre-requisite to learn the further skills. these skills can be learnt through formal, non-formal or informal education.

2. Transferable Skills

Transferable skills refers that person have the ability to learn and grasp new skills to make himself better to get better job.

3. Technical and Vocational skills

Technical and vocational skills refer those skills which person specifically learn in secondary school education or in professional environment too to perform specific tasks.

4. Professional and Personal Skills

Professional and personal skills refer those skills which are inherent or person have personal traits such as honesty, dignity, reliability, work ethics, work hard etc.

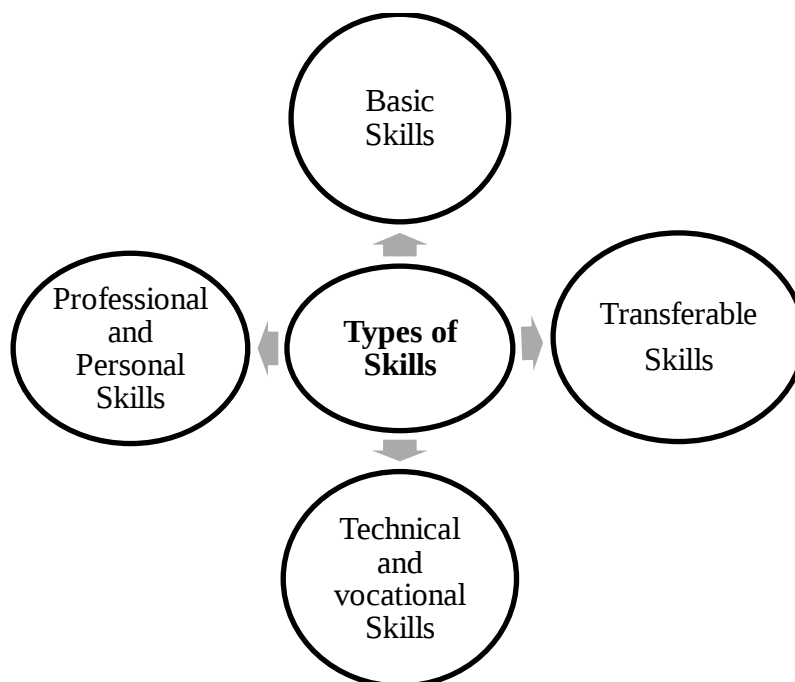


Fig 2.1 Types of Skills

2.2 Teachers' Professional Skills

Teacher is the person who builds the nations and shape behavior of their students. Teacher teaches different skills and attitudes to their students so that they can move in the society and can face different challenges of the global world. Teachers need to be well equipped with the subject matter knowledge, teach different skills to their students and always keep themselves updated with innovations and professional skills. Many scholars have given different definitions of the teachers. According to Alat (2015) cited by Ozdemir and Beceren (2018) teachers occupational characteristics include that they should be love their job, know how children learn and develop, build positive relationship with their students, always create or involve fun during the lecture, give respect to their colleagues, always follow self-reflective practices, try to teach students through different activities. In fact, a good teacher is like a candle who burns itself, but gives light to others. Additionally, a good teacher teaches from heart not from the book. In similar study, Hasnah (2017) added Teaching is a job that entails great responsibility for the growth, behavior, and accomplishments of pupils. The role of a teacher impresses us in this regard. In relation to the position, a teacher has to have a positive outlook and serving as a "good teacher," or role model, for the development of students' positive attributes. So, a good teacher is hard to define in general since each one has strengths and weaknesses as well as unique perspectives on what it takes to educate others successfully. Even though it is a necessary profession, teaching can be tremendously fulfilling when we witness our kids' growth and realize that we had a part in it. Generally, it is very tough come up with a proper definition of a good teacher as weakness or strength are owned by every teacher in the terms of changing situations. Rahmi and Erlinda (2015) added about changing situations and students' variations in behavior that both good and bad effects of globalization are felt in our social lives.

There is no denying that people's lifestyles have changed in this day and age. Humans have entered a new phase of existence thanks to the influence of technology like the internet. Additionally, it has an impact on students, who in turn affect the nation's generation. It causes a shift in their behavior as they may now readily obtain knowledge without considering whether it is beneficial to them or not.

This is a result of kids' innate tendency to copy and experiment with new things. As a result, social problems that have just lately arisen in our community are largely tied to student conduct and are frequently linked to educational failure.

Simonović (2021) stated being expert and professional completely is with the recognition of special abilities with certainty, as the skills of teachers for planning and organizing activities with certainty, either to achieve and realize the desired aims with the evaluation of process of teaching at all levels. Therefore, the professional skills are what help in teaching in planning and getting the activities organized. As Creemers, Kyriakides and Antoniou (2016) did joint efforts five years ago to comprehend quality instruction and searched the factors that are for behavior of teacher in the setting of classroom and results instructions skills could be combined into five forms of teachers' behavior. However, three writers of this book had a report for which they were responsible to study how teachers professionally develop along with the integration of research on teachers' training for their skills development. Bidarra and Rusman (2017) argued that if we want smoothness and prosperity in learning at the school, then teachers training ought to be done in a way that teachers look professional as due to professional teachers, creation of active solutions for students in activities is possible, which are for learning. Further they added it is to have a belief in teachers' professional abilities for the delivery to their students so that students will find themselves capable for finding, managing and integrating the acquisition and solutions of problems to knowledge,

attitudes and standards or skills for long life. An individual action that involves teaching something to the next generation is called character education. In this instance, a teacher's responsibility as an educator includes instructing, guiding, directing, testing, and evaluating pupils in order to mold their character (Arafah & Pasaribu, 2021)

Khatoon, Fareeda and Sajjad (2016) defined skills as referring to the appropriate method of teaching students' specific knowledge, skills, and applications. The manner in which an individual conducts themselves at work may reveal more about their professional aptitude than their IQ or educational background (Prasertcharoensuk & Somprach 2015). Nessipbayeva (2017) added the requirements for "Skill-based" teacher education are the skills—the knowledge, skills, and values that a teacher-trainee must demonstrate in order to successfully finish a teacher education program. Knowledge based teachers' education are consisted of skills such as communication. As Arafah et al., (2021) also added teachers have to be seen developing communication skills such as having a great source of motivation for their students for maintaining their commitment related to their profession that will make the teachers professionally skillful. Saputra (2022) added the process of teaching and learning involves both teachers and students working together to accomplish learning goals, particularly producing high-quality learning outcomes. Students and teachers must possess the attitudes, skills, willingness, and abilities that promote learning outcomes for the learning process to provide the desired results.

Similarly, Pavord and Donnelly (2015) emphasized with both elaboration, significance of the interpersonal communication skills and self-awareness further added there is need for knowing ourselves, and people respond the reason different people differently as the ways vary and differ. Wambui, Kibui and Gathuthi (2015) in their book emphasized on communication skills; in the process of communicating, a teacher exchanges information, and there as on what she/he thinks,

feels or show emotions on the behalf of speech, signals, written form or behavior. Further, the writers of the first Vol. book named communication skills mentioned some types of communication such verbal, oral, written and nonverbal definitely they are very much important for the professional development of primary school teachers.

When we look over Pakistan education system in the terms of teachers' professional skills, so teaching was not well recognized as profession in Pakistan as it was in other domains of world. Teachers' skills consist of the abilities, skills for teaching the students effectively. Our future today is in a classroom, where students are seated at desks, working on projects, participating in debates and discussions about education, learning new skills, and honing those they already have to ensure the development of reading, functional, economic, legal, and environmental and other types of skills (Shkerina, Savolainen & Zakhartsova, 2020). Professional skills include the skills and abilities of a leader. Stronge (2018) claimed about qualifications of teachers should include the following five distinct traits of teacher duties and behaviors (1) The teacher is a good personality example (2) The teacher is a good classroom manager and organizer (3) The teacher is an effective teacher (4) The teacher keeps track of the development and potential of the children and (5) The teacher is professional in addition. Aina, Alexander and Shola (2016) added people have a great consideration on pedagogy development and knowledge of content dealing with development programs of teachers who are teaching at primary level. In a similar study, Mandal (2018) stated regarding the importance and necessity of teachers' professional skills in 21st century that it is recommended teachers must be equipped with modern technology that comes through teachers' proper training and teachers must contribute in educational system of the country. As Ali et al., (2020) states in the last thirty years, relentless development in teacher profession has the usage which is one of the key components for the enhancement of teaching quality of teacher. Mandal

(2018) further highlighted there is a need of benefits for teachers in service regularly in the boundaries of educational system for improving teachers' methodology of teaching and also added teachers needed regular opportunities while in service in the domain of system for the enhancement of technology that teachers use for.

Creemers, Kyriakides and Antoniou (2016) emphasized on training of teachers and their development for profession as vital frameworks to elevate teachers' content knowledge along with the development of practices of teaching. Therefore, when we talk about teachers training which is one of the barriers due to which teachers lack the preparation for the class attendance. According to Didon, Toste and Filderman (2020) teachers' professional learning keeps tremendous impact on students' outcomes of learning including it emphasize on teachers' teaching skills. Professional learning is the reflection teachers' professional development in which teachers in the process of developmental stage in regard to their profession one cannot only see professional development contribution in terms of teachers' personal growth rather also the connected element raising the standard of education, so the professional development programs should have relevancy, meaning and match teachers' needs (Kabilan & Veratharaju 2015). Teachers' professional skills matter the most for the student's achievement. Teachers without professional skills who are expected to be the factors for the student's achievement, remain most of time the areas of questions; the questions raised on their professional skills. When an individual enters into teaching profession, he doesn't have to be mentally ready to deal with students rather the demands a society puts on his shoulder, needs to be ready emotionally and socially. In a similar study, Anwar, Tahir and Batool (2015) added they anticipated that disparities in their students' motivation and success in mathematics would be explained by high levels of teacher expertise, constructivist attitudes, intrinsic motivational orientations, and self-regulation. More precisely, we anticipated that educators'

perspectives and expertise would be more indicative of their pupils' academic success, and instructors' drive and self-control to be more indicative of their pupils' drive.

Nessipbayeva (2017) defined teachers' professional skills that skill is the ability to use psychological resources, such as skills and attitudes, in addition to knowledge and talents, to manage complex demands in a particular scenario. In order to strive for teaching quality, one has to be competent.

In order to tackle the intricate challenges of the modern world, educators need a wide range of skills. Teaching competence is an essential part of any training process intended to enhance the welfare of a country or the world as a whole.

The main participants in the educational process are the teachers. A person's performance, knowledge, and preparedness are important components of their training and educational success.

In a similar study, Sulastri et al., (2020) added to improve the efforts put into the learning process and to ensure that students are motivated to study, teachers must possess the professional competence excel. Because trained educators will be able to execute teaching methods, present information in an engaging manner, and be interested in developing students' capacity for learning in all of its cognitive, emotional, and psychomotor dimensions rather than just in the completion of learning alone.

Kunter et al., (2016) further added that the term "skills in education" has two separate meanings. Skills is viewed from a theoretical perspective as a cognitive framework that supports particular behaviors. From a practical standpoint, competence appears to encompass a wide range of higher order abilities and behaviors that signify the capacity to handle challenging, unpredictable circumstances. This operational definition takes into account cognition, attitudes, meta-cognition,

and strategic thinking and assumes deliberate and purposeful decision-making. Additionally, teachers face challenge due to which they lose their professional skills such as the teachers not getting enough training whether in the terms of medium of instruction or following the curriculum standards set by the Curriculum Wing at Federal level. Many regional languages, including Pashto, Balochi, Brahvi, Persian, Punjabi, Urdu, and Saraiki, are spoken in Baluchistan. Multiculturalism may provide several difficulties, particularly for English teachers employed by Baluchistan's government institutions (Rasheed, Zeeshan & Zaidi, 2017) another challenge according to Ahmed, Rauf, Rashid, Rehman and Salam (2016) is the examinations being outdated and added Pakistan has the lowest assessment standards in the world for elementary education. The examination system is out of date. The requirements of both national and international standards are not met by it. Traditional methods are used for assessments and evaluations in schools.

Many regional languages, including Pashto, Balochi, Brahvi, Persian, Punjabi, Urdu, and Saraiki, are spoken in Baluchistan. Multiculturalism may provide several difficulties, particularly for English teachers employed by Baluchistan's government institutions (Rasheed, Zeeshan & Zaidi, 2017). As Kakar, Yousaf and Shoaib (2022) noted one of the components where hiring talented instructors is necessary is merit-based teacher recruitment. In a similar study, Rahman (2002) cited by Ahmed, Rauf, Rashid, Rehman and Salam (2016) added that the education policies have not been correctly and successfully implemented throughout the years. The sluggish or subpar execution of policies can be attributed to a variety of factors, including systemic problems, political maneuvering, corruption, and inadequate management and oversight.

These challenges are the obstacles for the students in the classrooms to have better or get insights about the lessons during the teachers' instructions. In addition, those teachers have political sources; merit loses its value in front of these political sources. As Kakar, Yousaf and Shoaib

(2022) noted one of the components where hiring talented instructors is necessary is merit-based teacher recruitment.

Further Ghazi, Shahzada, Shah and Shauib (2015) in their study added that a teacher skillful or competent in his profession owns deep awareness of subject matter if contents. The teacher having grip over subject matter can be found with students who are gaining more and more information in the classroom. In fact, today in 21st century teachers of developed countries are equipped with the technological stuffs as the demand of the present time is concerned.

A study conducted by Siri, Supartha and Rahyuda (2020) added teaching is career requiring specialized education abilities, nobody outside of the education sector can have competition for this kind of task and duties include teaching, training and preparing future teachers and teaching entails carrying on advancing technology and science. According to Bidarra and Rusman (2017) effective teachers are essential to the success and efficiency of the educational process. Because only qualified teachers are capable to engage students actively in learning activities. Professional educators are said to be able to assist pupils in learning to identify, coordinate, integrate, and solve issues relating to knowledge, attitudes, and values or life skills. Professional educators are said to be able to inspire pupils' original thought, behavior, and actions. According to Kurniasih and Utari (2016), qualified instructors need to possess the following four competencies: educational competence, personality competence, social competence, and professional competence.

In a similar study, Zhumash et al., (2021) added it is believed to be essential to disclose the present teacher competency status of candidates for teaching positions in elementary schools as well as current instructors. Since elementary school teachers play a crucial role in guiding students' initial educational experiences and helping them acquire fundamental information and skills, they hold a significant position in education. As a result, it's critical that the instructor has general professional

abilities in order to be considered the perfect classroom teacher. Determining the professional abilities of classroom instructors and adhering to a growth plan in this framework are crucial in this regard. Teachers without 21st skills are considered incompetent in a similar study, Nessipbayeva (2016) students need to learn how to make decisions, organize and manage their time efficiently, listen to one another, and select the appropriate communication tactic at the appropriate moment. These are all skills that teachers must instill in them. Consequently, we have realized that we require 21st-century talents in order to achieve these new instructional standards. Ilanlou and Zand (2015) divided the skills into two categories that also indicated how the teachers are professionally skillful such as Vocational skills and Personal skills: Vocational skills are based on general knowledge, vocational knowledge and communication skills while personal competencies are based on mental and physical health, obedience to the values and good mental capabilities. Nessipbayeva (2017) added Professional instructors possess the following lifelong learning and teaching competencies: the ability to carry out complicated pedagogical tasks; the ability to communicate clearly; the ability to maintain stability and tolerance; the tendency to deal with younger students; and effective communication skills.

Selvi (2018) explained that there are nine dimensions of teachers' skills as follow which also demonstrate how the teachers are skillful in their professions. Communication skills, Information skills, environmental skills, field skills, research skills, curriculum skills, lifelong learning skills, social-cultural skills and emotional skills.

Teachers' professional skills shape students' mindsets for thinking about their future goals because students are every nation's future. Valiandes and Neophytou (2018) added the effectiveness of education depends on how well teachers engage with their pupils, who are a valuable resource. Therefore, it is necessary for teachers to be able to guide the class in learning in an effective and

efficient manner and one may say that the instructor is the class manager. A teacher must be able to manage the class properly and efficiently in order to facilitate learning. Teachers must stay current with innovations, such as those in the realm of technology, in the ever-changing times. For students to succeed and for educational institutions to deliver a high-quality education, each employee's credentials and competences must be excellent. Put another way, a teacher's success in training and education increases with increasing quality. However, many factors determine whether teachers meet the required level of credentials. Teacher competences are one approach to ascertain these requirements (Zhumash et al, 2021).

This is what shapes students learning outcomes as learning outcomes demonstrate itself the range of student progress in the process of learning and how they absorb the subject matter at school which is with the expression in the shape of marks that are gained from the results of tests about the marks of certain subject matter and teachers professionally being skillful is the basic to realize good learning outcomes for teachers' students. According to Susanto (2015) concept of learning outcomes, student-learning outcomes are skills that kids acquire after engaging in learning activities. Because learning is a process, whereby someone tries to modify his or her behavior in a way that is essentially permanent. The instructor often establishes learning objectives for instructional or learning activities. Children who achieve learning objectives or instructional objectives are effective learners.

2.3 Teachers' Adoption of 21st Century Skills

Those organizations, which pay more attention on teachers' professional training, they have noticed that now they are giving emphasize on activity and practical based curriculum as compare to knowledge-oriented curriculum. Many in-service teachers are trained in old conventional ways just because of limited exposure. Good or successful teachers always go to learn 21st century skills

to get more and more benefits and success and meanwhile they also transmit those skills to their students as well. As cited by Reynolds, Tavares and Notari (2016) that many teachers are not aware about information technology, information literacy, media literacy and digital collaboration skills as well. Hindrance of these skills can lead the students to get less interest in studies and low achievement as well.

2.3.1 Information Technology Literacy (ITL)

Nowadays, information technology information is fundamental in education. All schools now giving empathize of integrating technology with pedagogy in the classroom to enhance the learners' skills and increasing their interest in studies. Providing the technology to the teachers would help to build their confidence and enhancement of 21st century skills.

2.3.2 Media Literacy (ML)

As in this era, students are always found in the use of social media. New technologies are emerging day by day so it's a responsibility of the teachers to be aware of new emerging or trending technologies. If teacher will convey the knowledge in the class through giving presentation on power point or using software, students will get enough interest. Teachers must be well aware about the media that which new technologies are emerging so they can provide new information to their students and they update by themselves as well.

2.3.3 Collaboration Skills (CS)

Collaboration skills among the students can enhance their different skills. Through collaboration, teachers are going to play the role of facilitator as compare to a knowledge deliverer. Through collaboration, students will be able to learn different skills and expertise and in this regard teacher also need to keep an eye on all students that whether they are

completing the given task on time or not. So, this collaboration activity will also helpful for the teachers and the students as well.

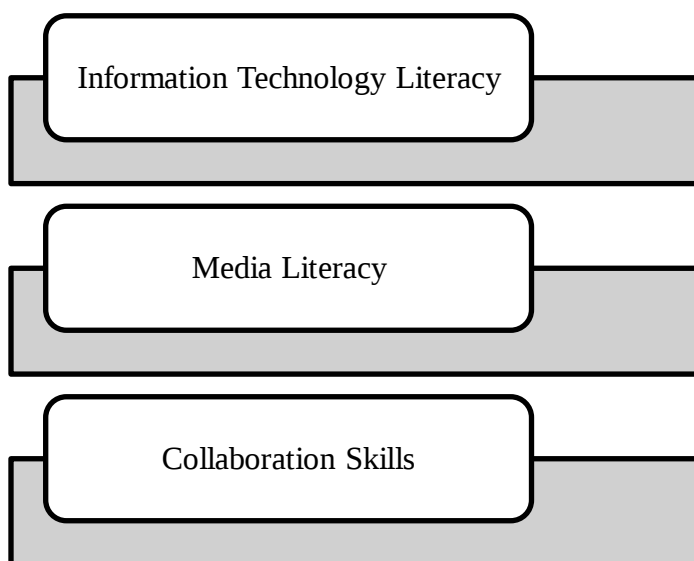


Fig. 2.2 Teachers' Adoption of 21st Century Skills

Section II Related Theories and Models of Teachers' Professional Skills

Models on Teachers' Professional Skills

2.4 Essential Teaching Skills by Kyriacou (2007)

According to Kyriacou (2007) cited by Gultom, Hutaaruk and Ginting (2020) recommended seven essential teaching skills. These skills are as follow:

2.4.1 Planning and Preparation Skills

Planning and preparation skills help in the selection of aims of study and learning outcomes intended for the lesson and how better we can achieve them.

2.4.2 Lesson Presentation Skills

Lesson and presentation skills helps in engagement of the student in study or learning experiences, specifically helps in quality of instruction.

2.4.3 Lesson Management Skills

Lesson management skills help teacher in engaging the students in learning activities which are related to the topic of the lecture to attain or grab the attention and interest of students.

2.4.4 Classroom Climate Skills

Classroom climate skills help teachers to build the positive attitude of the students in the class and motivate them towards the lesson or the topic of the day.

2.4.5 Discipline Skills

Discipline skills help teachers in maintaining good and positive atmosphere in the class and dealing with the behavior of the students.

2.4.6 Assessing Pupils' Progress Skills

Assessing pupils' progress skills help teachers in assessing the students' progress in the class and at the end of the semester as well.

2.4.7 Reflection and Evaluation Skills

Reflection and evaluation skills help teacher in self-reflective practices that they can assess their teaching practice and can improve them for future.

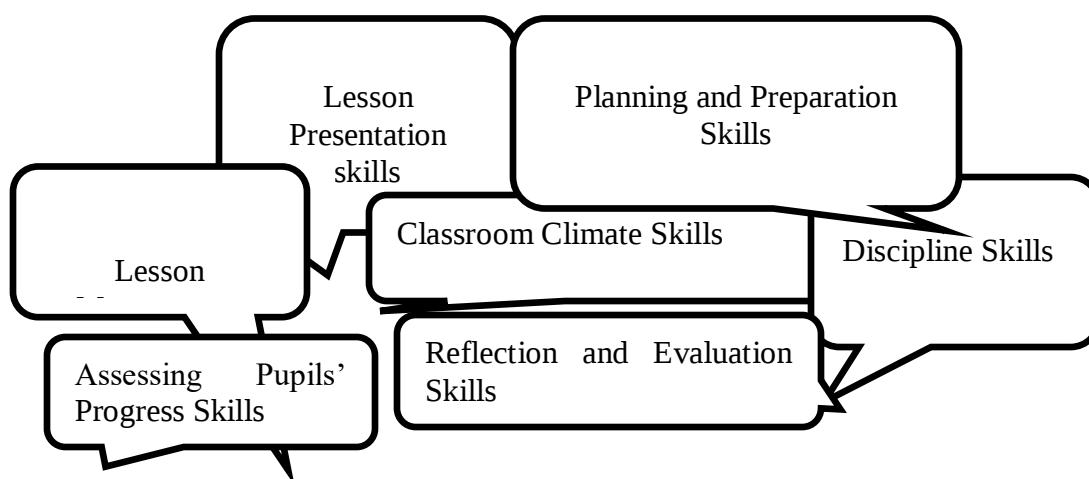


Fig 2.3 Essential Teaching Skills

2.5 Fundamental Instructional Skills by Educational Teaching Institution Development (1984)

Educational teaching institution development team (1984) cited by Sugihartini, Sindu, Dewi, Zakariah and Sudira (2019) have given eight basic teaching skills, which are as follow:

2.5.1 Question Skill

Question skill refers that teachers' capability to ask the question from students during lecture so that it can help pupils ponder and problem-solving skills can be developed in them. Those teachers who have capability of questioning skill can lead them to higher order questions and open-ended questions.

2.5.2 Reinforcement Skill

Reinforcement skills refers that all types of response that plays the role in teachers modification behavior towards pupil which purpose is to provide feedback about students' action and response.

2.5.3 Variation Skill

Variation skill refers the actions of the teachers in context of teaching and learning process, and its purpose is to overcome the boredom of the learners.

2.5.4 Explaining Skill

Explaining skill refers the ability of the teacher to deliver information orally and in a organized way so that students can learn the information easily.

2.5.5 Opening and Closing Skill

Opening and closing skill refers that teacher must be capable that he/she can grab the attention of the students towards lesson and teacher should develop conducive atmosphere for students' mental readiness and communication can take place among teachers, students

and educators.

2.5.6 Small Group Discussion Skill

Small group discussion refers that teacher is capable to involve the pupils in small group discussion and in cooperative work, where they can discuss information with each other and can solve problems which they are facing.

2.5.7 Classroom Management Skill

Classroom management skill refers that every child in the class can grab the information properly so that teaching objectives can meet.

2.5.8 Organization of Mini Group Work and Work Skill of Individual

Organizational skills of mini group work and work of individual refers to the action of teacher with reference to the teaching and learning process, where 3-8 participants can participate only.

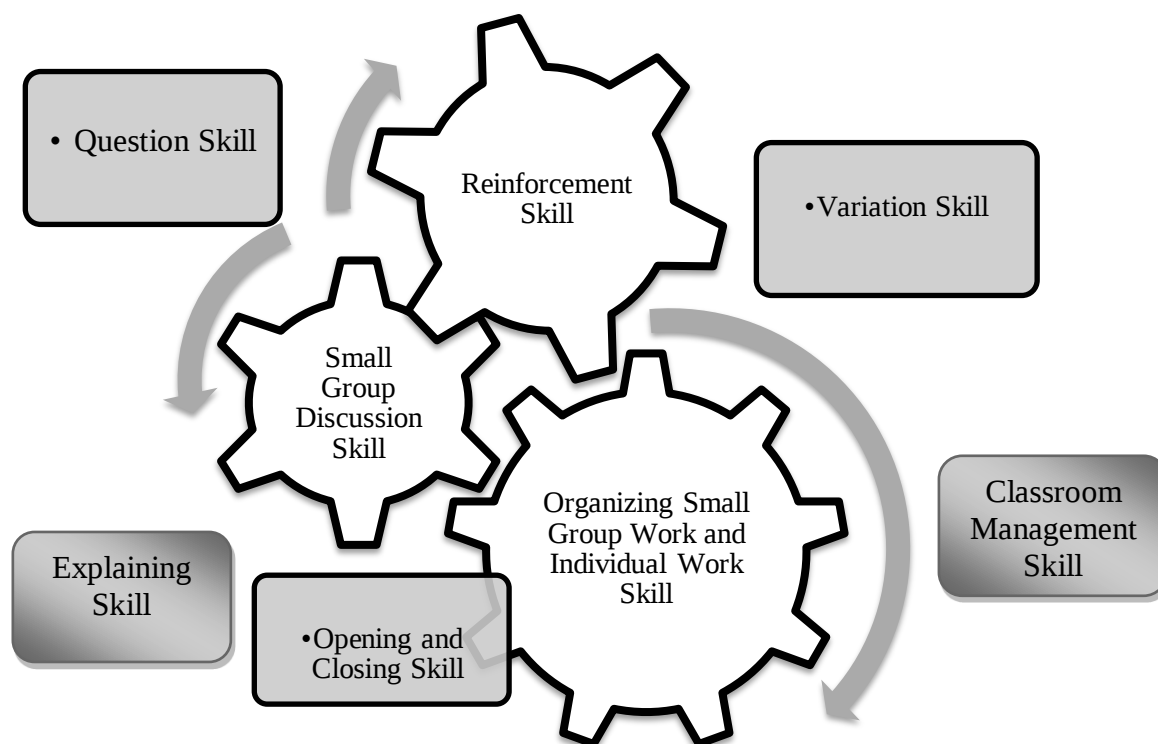


Fig 2.4 Fundamental Instructional Skills

2.6 21st Century Teaching Skills by Nessipbayeva (2012)

Nessipbayeva (2012) has given five 21st century skills, which are as follow:

2.6.1 Teacher Demonstrate Leadership

It refers that teachers maintain or build conducive atmosphere in the classroom. They try to judge the students by using variety of assessment techniques. Teachers are well aware about the elements that how they can bring improvement in school and they engaged in collaborative professional learning activities. collaborative professional learning activities.

2.6.2 Establishment of Respected Surrounding for Students Population in Diversity.

It refers that teacher build the positive atmosphere of the classroom, where students give respect to each other and adults too. Teachers try to plan their lesson plan by keeping diversity of classroom in front of them and in which they can give examples according to every culture. Teachers also use different research strategies to develop different learning activities for the students which are beneficial for them.

2.6.3 Teachers Know the Content They Teach

It refers that teachers prepare their lesson plan relating to the global awareness. They motivate the students to find out more content on the given topic or lesson.

2.6.4 Teachers Facilitate Learning for Their Students

It refers that teachers are well aware that how learning can take place and for that reason they kept in mind individual differences of the students. Teachers plan instructions or lesson with the collaboration of their colleagues by keeping in view the diversity of their classroom. Teachers also use different methods to monitor the progress of their students through formative and summative assessment.

2.6.5 Teachers Reflect on Their Practice

It refers that teachers use different strategies for the improvement in their teaching so that good learning can take place. They also enthusiastically participate in professional development activities to enhance their teaching skills.

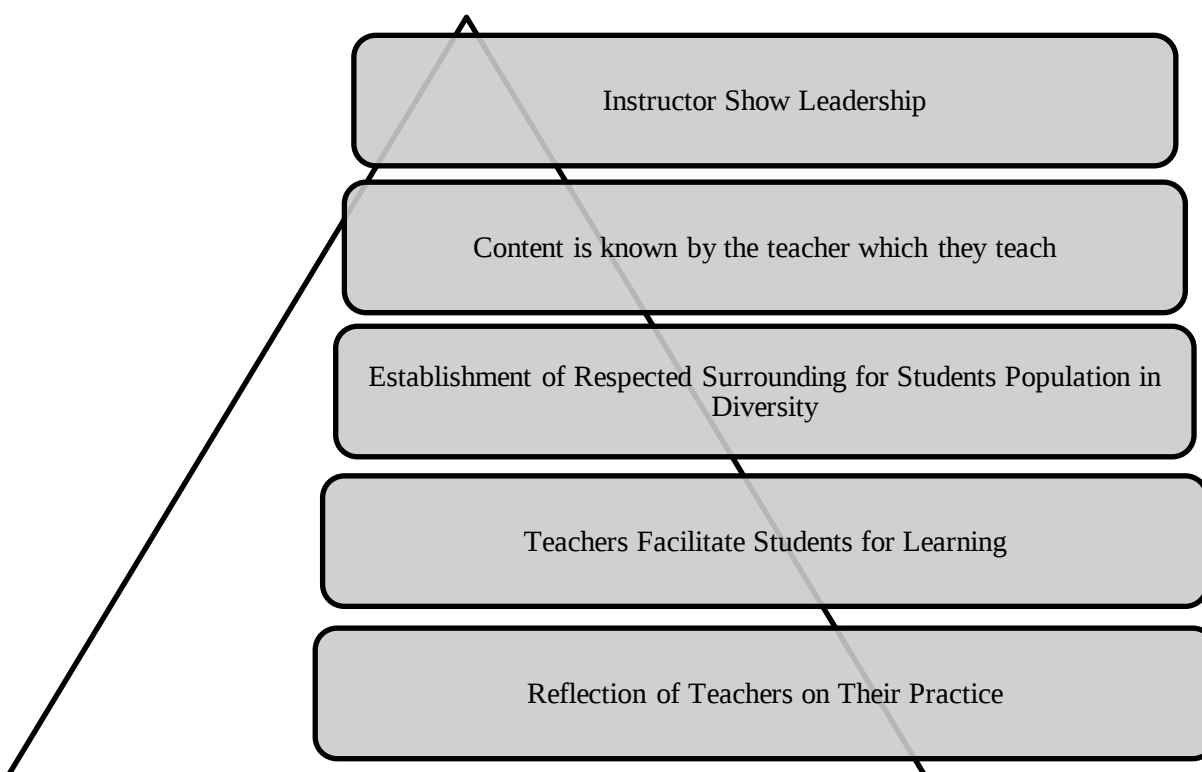


Fig 2.5 21st Century Teaching Skills

2.7 Inquiry model of Teachers' professional skills by Centin & Bayrakci (2019)

Inquiry model has given by Cetin and Bayrakci in (2019). This model is also known as action

research model. In this model, participants use structured method to know that how they can bring a change in specific practice impacts teaching and learning. This model is developed on the basis of this thing that teachers will bring change in their teaching by developing new ideas and strategies in their method of teaching, if give them the chance of asking questions which are based on the data which they collected from the classroom while teaching.

According to Glatthorn (1987) cited by cetin and Bayrakci (2019) that there are four steps of process of action research model, which are given below:

- Identify a problem
- Decide upon a specific research question to be investigated and methodology to be used
- Carry out the research design
- Use the research to design an intervention to be implemented in the school.

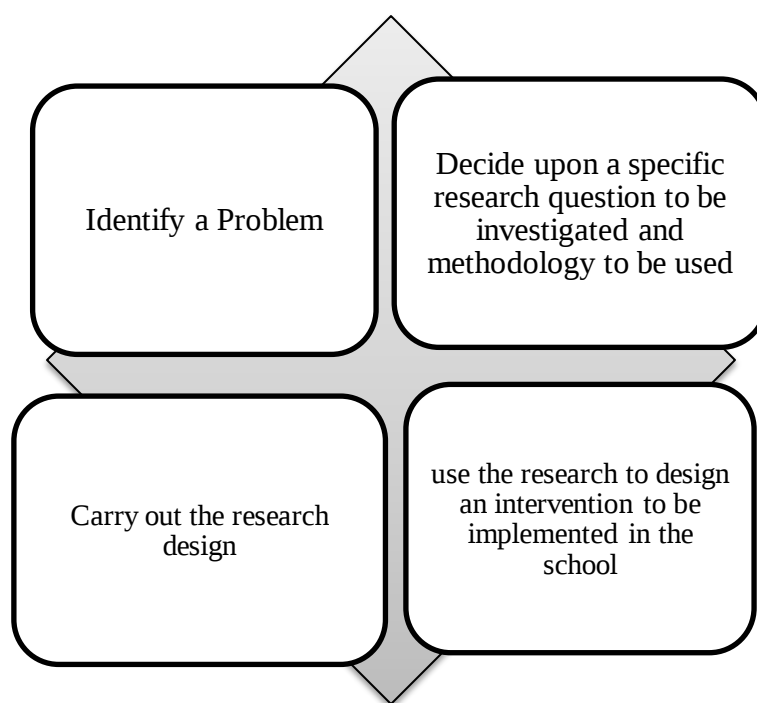


Fig 2.6 Teachers' Professional Skills

2.8 Professional skills of Teachers by Quebec (2021)

Professional skills have given by Quebec (2021), which are further categorized as follow:

2.8.1 Fundamental Skills

2.8.1.1 Skill 1 (Act as a cultural facilitator when carrying out duties)

It refers that teacher must bring diversity reference in teaching and learning scenario during instructions.

2.8.1.2 Skill 2(Master the language of instruction)

It refers that teacher must have competency on diverse language, not only the technical skills. So that teacher can deliver the same material in the diverse environment.

2.8.2 Area 1 Working with and for Students

Area 1 covered six skills as follow:

2.8.2.1 Skill 3 (Plan teaching and learning situations)

It refers that teacher must plan the lesson according to the diverse culture of classroom.

2.8.2.2 Skill 4 (Implement teaching and learning situations)

It refers that when teacher is implementing teaching in the class, teacher make comparison between planner and students' interest in teaching. Whether students are participating or engaging in classroom through planned activities or not.

2.8.2.3 Skill 5 (Evaluate Learning)

It refers that teacher continuously evaluate the learning of their students through different ways and try to improve their performance.

2.8.2.4 Skill 6 (*Manage how the class Operates*)

It refers that how teachers build or maintain positive relationship among students and Implementation of rules in class to maintain discipline.

2.8.2.5 Skill 7 (*Take into account student diversity*)

It refers that how teacher develop conducive environment in the class among student by taking into consideration the diversity of the students.

2.8.2.6 Skill 8 (*Support students' love of learning*)

It refers that by making interesting lesson plan to grasp the interest of the students towards learning. Teacher nourishes the interest and curiosity of the students towards learning.

2.8.3 Area 2 Collaborative Professionalism

Area 2 further divided into two skills as follow:

2.8.3.1 Skill 9 (*Be actively involved as a member of the school team*)

It refers that for the success of the students; teachers collaborate with stakeholders and principals to resolve the issues of their students.

2.8.3.2 Skill 10 (*Be hand to hand with members of Family and Partners in the field of Education in the Surrounding*)

It refers that student's success only depends on the physical and emotional wellbeing of the students and families atmosphere too contribute in this regard. Teachers must need to maintain contact with students' families so that teacher can know the student' family background and can deal with students according to that and can work with these families to meet the needs of their students.

2.8.4 Area 3 Teachers' Professionalism

Area 3 teachers' professionalism is further divided into one skill as follow:

2.8.4.1 Skill 11 (Be committed to own professional development in profession and to the profession itself)

It refers that teachers and schools must engage in professional development, as it is a dire need of 21st century. Teachers must polish themselves and equip themselves with new techniques and strategies, which they can implement in the class to meet the requirement of the society and global world.

2.8.5 Two Cross-Curricular Skills

Two cross-curricular skills are further divided into two categories as follow:

2.8.5.1 Skill 12 (Mobilize digital technologies)

It refers that teacher not only be equipped with old methods of teaching but they must be aware with digital tools that how they can use them in the class for implementation of good lesson plan and it's a need of today's century.

2.8.5.2 Skill 13 (Do action according to the profession ethical principles)

It refers that teachers need to act ethically and professionally in their profession. It also refers that teachers must be aware about their professional responsibilities as being a teacher.

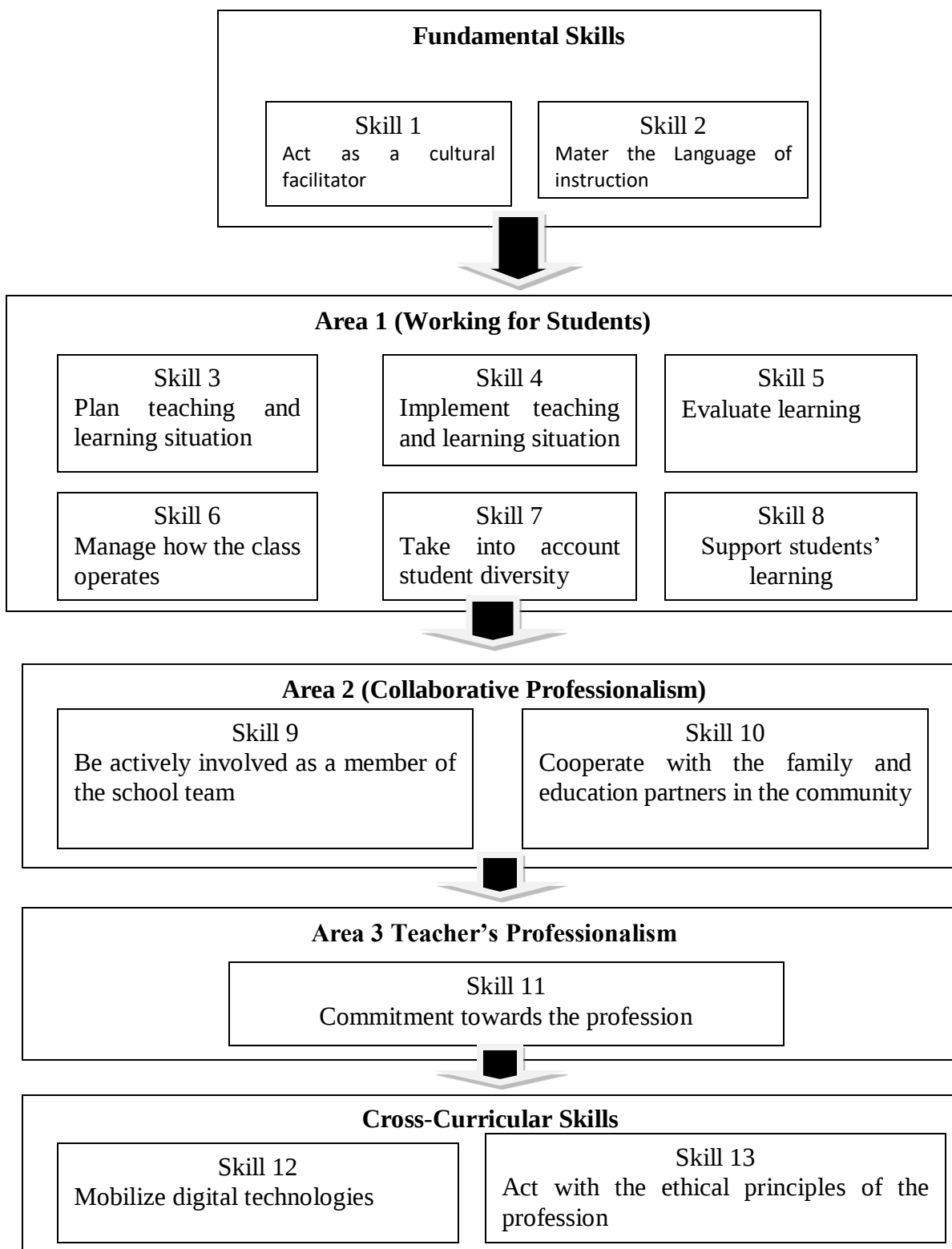


Fig 2.7 Professional Skills of Teachers

2.9 Components of Teachers' Professional Skills by Selvi (2018)

According to Selvi (2018) there are nine components of teachers' professional skills, which are as follow:

2.9.1 Field Skills

It refers that teacher must be well equipped with the subject matter knowledge and what student will learn.

2.9.2 Research Skills

It refers that teachers must be aware about different techniques and methods of research so that they can resolve classroom issues by using them. These skills also help teachers to support them research based education.

2.9.3 Curriculum Skills

It refers that teachers must be well aware about the development of curriculum, its elements and models as well. Teacher also has knowledge about curriculum that how he/she can implement curriculum in classroom to make teaching and learning process effective.

2.9.4 Lifelong Learning Skills

It refers that teacher is responsible for their own lifelong learning skills and students also be responsible by their own of their lifelong learning skills.

2.9.5 Socio-cultural Skills

It refers the knowledge about the socio-cultural background, social issues, human right issues and cooperative with others. Teachers' socio-cultural skills can promote students learning and teachers and students should provide freedom in learning and teaching these issues.

2.9.6 Emotional Skills

It refers that teachers must be aware that how they can improve students emotional skills or competencies so that they can learn in a better way.

2.9.7 Communication Skills

It refers that interaction between teacher and students and socio learning environment. Teacher must be well equipped with techniques of verbal communication, how to use body language and professional language in their field.

2.9.8 Information and Communication Technology Skills

It refers that teachers must be well equipped with information technology that how they can integrate in curriculum while delivering the lecture to their students.

2.9.9 Environmental Skills

It refers those skills for ecological and environmental safety. Knowledge about environment such as how to keep cleans the environment, use and availability of natural resources.

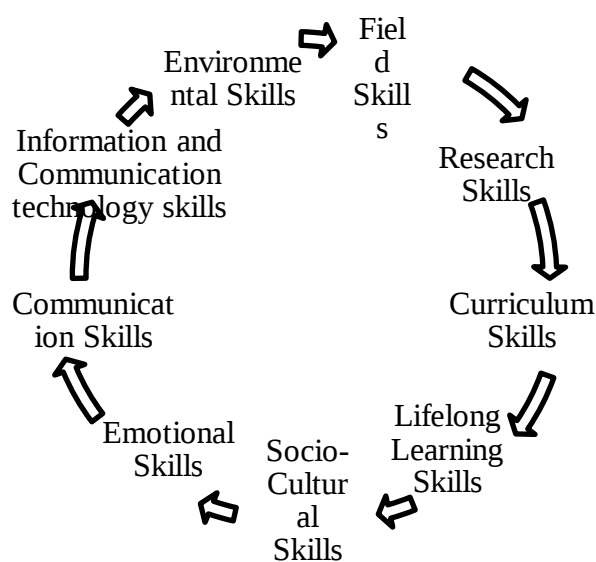


Fig 2.8 Components of Teachers' Professional Skills

2.10 21st Century Professional Development Skills by Cox (2019)

Cox (2019) has given fifteen 21st century skills for teachers' professional development are as follow:

2.10.1 Adaptability

It refers that in this 21st century, new innovations and methods schools want to adopt. So teachers must be able to adapt new innovations of teaching.

2.10.2 Confidence

It refers that teachers must be confident because only confident person can inspire their students and can make them better.

2.10.3 Communication

It refers those teachers communication skills must be good because communication skills help teachers to communicate not only with students, but with parents and staff in a better way.

2.10.4 Team Player

Team player refers that teacher must possess team skills and can motivate students to work in a group because team work create fun in learning, students learn in a better way and enhance students' problem solving skills as well.

2.10.5 Continuous Learner

It refers that teaching is a lifelong learning process. As innovations are taking place in teaching as well so teacher need to be ready all the time to learn new technologies and techniques of teaching.

2.10.6 Imaginative

It refers that teachers must be imaginative so that they can be creative and think in a unique

way.

2.10.7 Leadership

It refers that teachers must be mentor so that they can facilitate their students in every problem.

2.10.8 Organization

It refers that teachers have ability to organize and ready for unknown. They know the alternatives of the things that how to manage the things.

2.10.9 Innovative

It refers that teachers are always ready to welcome and try new technologies in the field of education.

2.10.10 Commitment

It refers that teachers always be sincere and committed towards their job. Modern teachers should always engage with their profession and should be loyal.

2.10.11 Ability to Manage Online Reputation

It refers that teachers must be well aware that how to comment with colleagues online networking.

2.10.12 Ability to Engage

It refers that teachers must be well aware about resources, materials and techniques so by using them, they can make the lesson interesting and grab the attention of their students towards learning.

2.10.13 Understanding of Technology

It refers that teachers must have knowledge of digital tools and which tools are best for the use of students.

2.10.14 Know When to Unplug

It refers that teachers must be aware that when to say no to social media and get relax.

Teachers also need to know that when to give a little break to their students during the lecture to get relax and they can be freshened.

2.10.15 Ability to Empower

It refers that teachers must be inspiration to their students, can bring their students towards critical thinking, and make them passionate and flexible.

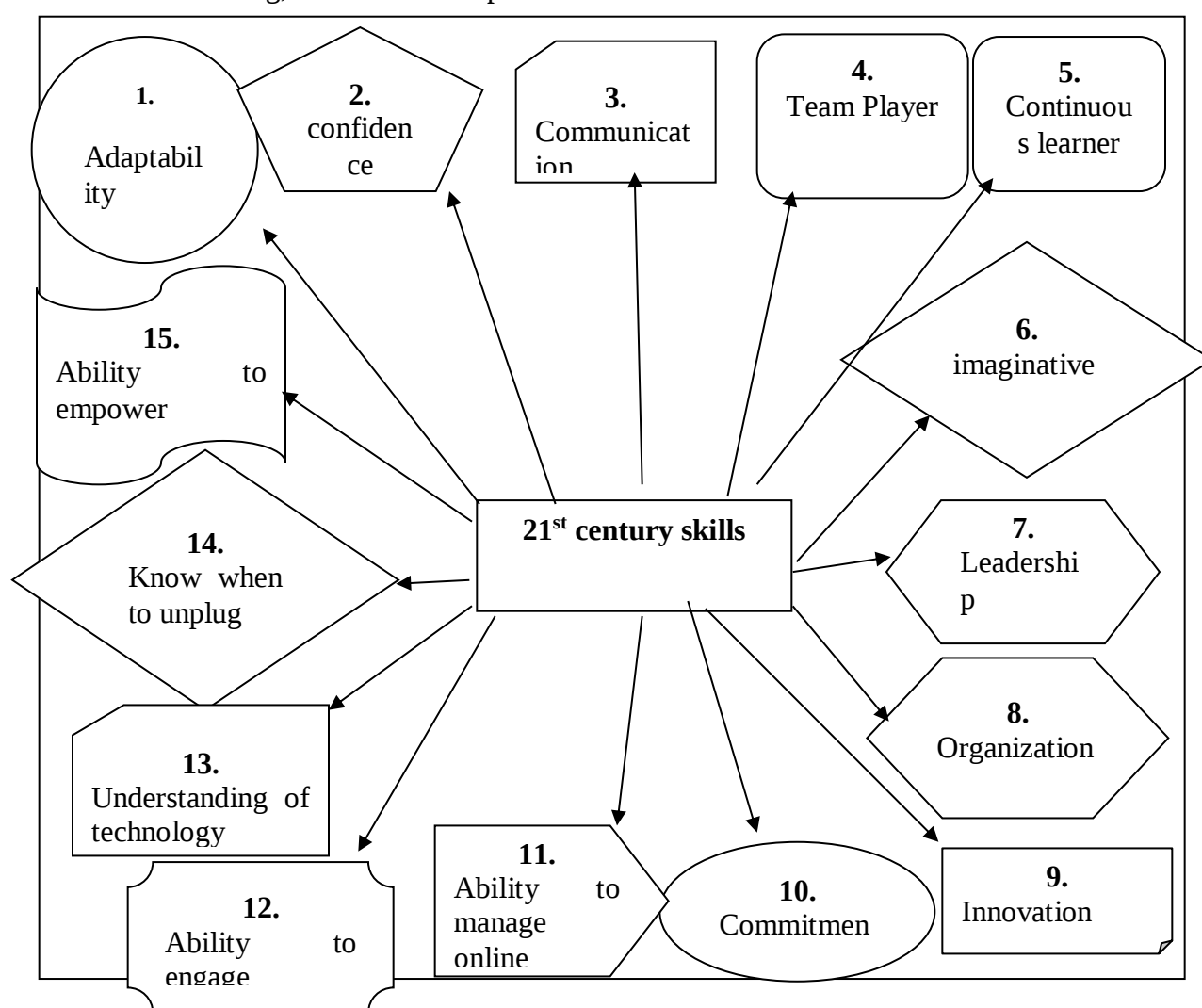


Figure 2.9 21st Century Professional Development Skills by Cox (2019)

2.11 Model of Key Soft Skills for the modern teacher by Sydorenko et al (2022)

The model of soft skills development of a teacher aims to form a structure that embodies the abstract and planned process of training an expert, competitive in the domestic and European labor markets, and with the required set of skills and competences. Such a structure also allows you to track the development of the object. model of soft-skills development of a modern teacher includes the following components: communication skills, critical thinking, self-control skills, professional flexibility and compliancy, emotional competence, leadership, teamwork, social harmony, and social contacts.

2.11.1 Communicative Skills

Communicative skills make teacher able to arrange the process of professional relationships, creating means of communicative impact, relying on the originality of a communicative event, characteristic of interlocutors, prior communicative (constructive or destructive) knowledge, everyday life experience.

2.11.2 Critical Thinking

Scholars consider critical thinking to be the kind of a logical, practical, and conceptually abstract mindset that focuses on characteristics like purposefulness, independence, validity, flexibility, and responsibility. For the teachers, it helps them to have knowledge of certain techniques which together create a proven effective methodology for processing information.

2.11.2 Self-Management

Self-management skills consist of three key facets of self-administering: time efficiency, life management, and self-control. As far as the teacher is concerned, it helps him to set goals in the profession and their future realization, control over their own actions, conditions, emotions,

conditions and development and setting priorities in decision-making.

2.11.3 Professional flexibility and adaptability

In terms of professional flexibility and compliancy, contemporary sociocultural issues invoke an expert and teacher to possess a certain flexibility, adaptability, and the ability for life-long learning. Having acquired professional flexibility, an expert can resolve various professional problems, change the available ways of their solving to more efficient ones, or find new original approaches.

2.11.4 Emotional intelligence

Emotional intelligence includes the capacity to express, describe and comprehend one's own emotional state, goals, and motivation, as well as those of other people. It also involves the management of our own emotions and those of the people around tactfulness, timely responses, and us.

2.11.5 Leadership teamwork

The determinates of leadership skills are as follows: self-assurance, conscientiousness, determination, emotional intelligence, stress resilience, communicative and self-presentation skills, self-motivation, originality and innovativeness, problem-solving, strategic thinking, influence, persuasion, the ability to organize and develop efficient teams. For the teacher, Leadership and teamwork skills mean that the term leader (the one who leads, goes ahead, and shows the way) is multiple meaning and used to denote a member of the group, whom the group (team) recognizes the right to make decisions; an individual who can organize joint activities and manage interaction in a group.

2.11.6 Social cohesion and social interaction

Social cohesion and social interaction as complex notions based on the principles of inter-individual and inter-structural interaction includes the following mandatory components that unite

them: mutual assistance, trust, perception of differences and justice, social inclusion, etc. For the teacher. For the teacher, this is one of the soft skills needed to perform professional tasks at the workplace with high quality and initiative.

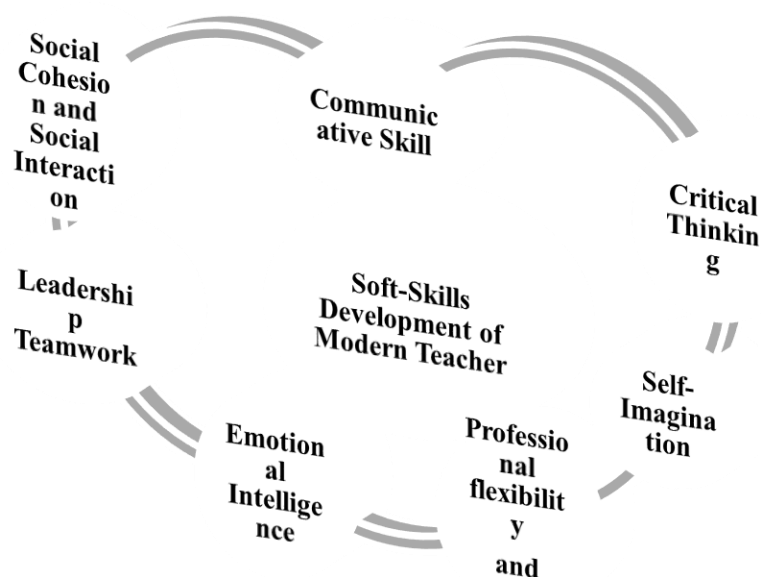


Fig 2.10 Soft-Skills Development Model of modern teachers

Section III Researches Related to Teachers' Professional Skills

Ilanlou et al, (2016) investigated Professional skills of teachers and the qualitative evaluation. The researchers used descriptive research design and survey method for data collection. 191 teachers were taken as a sample. Findings showed that there is a positive correlation between teachers' professional competencies and their perspective about qualitative evaluation.

Majid, Suud and Bahiroh (2020) explored Teacher competence, commitment and work motivation: What influences performance in Yogyakarta. Researcher collected data from 161 teachers through questionnaire. The research revealed that there is a significant influence of motivation, commitment and competence on teacher's performance.

Siri, Supartha, and Rahyuda (2020) examined that does teachers' competence and commitment

improve teacher's professionalism. This study was conducted in Madrasah schools in Bali. 5% sample was taken which was 277 teachers. Data was gathered through interview. The results indicated that teachers' competencies and commitment was positively effect on the performance of professional teachers. In addition, more importantly, communication skills are very significant for the teachers that demonstrate how skillful the teachers.

Ozdemir and Beceren (2018) investigated the role of the professional characteristics of teachers in the context of the general qualifications of the teaching profession. In this study, researcher used observation, interview and document analysis technique for data collection. The findings revealed that parents, teachers and administrators generally emphasized on qualification about attitudes and values regarding profession of teaching.

Gultom, Hutaurok and Ginting (2020) explored teaching skills of teacher in increasing student-learning interest. This study was based on qualitative research approach. Data reduction and data analysis technique was used for data analysis. The results of this study indicated that teachers must possess several skills such as questioning skills, reinforcement skills, variation skills, mini guiding skills for group discussion, management skills for classroom and explaining skills as well. .

Ngang, Yunus and Hashim (2015) explored integration of soft skills in teaching occupation training: novice teachers' perspective. The findings showed that six to seven soft skills in teachers were perceived as relevant to teaching tasks. So according to researcher, these skills were insufficient for teachers in their professional life. On the basis of findings, the researcher suggested that educators should integrate these soft skills during teachers' professional training to make them train.

Cubero (2022) investigated the qualities of teachers that personal and professional including their affect on the performance of the pre-service teachers related to their academics. Researcher had

used quantitative research approach and correlation research design. Sample of this study was based on 116 primary school teachers. Findings demonstrated that statistically significant relationship between the professional qualities of teachers and academic performance was there. Personal qualities of teachers had not shown any kind of significant relationship with academic performance of the students. On the basis of findings, researcher recommended that teachers should update themselves all the times with new emerging approaches, strategies and pedagogy techniques through attending seminars and conferences in universities.

Makvec (2018) investigated the teacher's role and professional development. in the first part by using literature, researcher identified some factors that influence teacher perception of their role, in second part, researcher showed the factors such as teachers' belief about their qualification, as well as work years that these factors put statistically significant influence the teachers' professional development. Furthermore, researcher revealed that teachers who had experience of several years, they perform their professional duties very well as compare to other teachers who have less experience. One more result revealed that teachers show their personality identity by showing their personality traits because these traits play an important role in teachers' professional development. Saleem and Dogar (2020) investigated the effectiveness of continuous professional development program as perceived by primary level teachers. As primary teachers are not enough competent so effective professional development programs were provided to teachers. Questionnaire of this study was based on four components such as training, continuous assessment, mentoring and professional development. The researcher used random sampling technique in this study. Mean frequency and percentages were applied to check the results. Moreover, researcher used z-test to check the mean between rural and urban schools, male and female teachers. Meanwhile, researcher used Anova on demographics to check the result. The findings revealed that majority primary

school teachers showed positive attitude towards continuous professional development program. It is sum up from the above discussion that very little work has been done on teachers' competencies in Pakistan.

Saeed and Akbar (2021) investigated relationship of teachers' professional skills and students' achievement in English at BA level. Population of this was based on students of Govt Degree Colleges and these colleges were affiliated with Punjab University. The researcher selected 20% colleges through random sampling technique. The researcher used correlational research design. Findings revealed that there is a weak positive relationship between teachers' professional skills and students' achievement at BA level. No difference was found among students based on gender. So, researcher recommended that for better achievement, colleges may change their assessment system.

Copriady (2014) conducted research on competency of teachers in the teaching and learning Practical in Chemistry. The purpose of the study was for the exploration for the contributions of competency in teachers teaching students. Survey method was through questionnaire for the determination of aspects of competencies. The sample size was 234 teachers teaching chemistry subject. The findings revealed competency level in all areas or aspects of designing, planning the lesson, implementation of lesson plan in practical and evaluation of practical training is at the level which is moderate.

Ilgan, Aslanargun, Kilic and Shaukat (2018) did comparison of Turkish and Pakistani teachers' professionalism. The researcher used quantitative research approach and descriptive research design. Sample of this study was 315 teachers from Turkey and 202 teachers were selected from Pakistan to compare their professionalism. Researcher used teachers' Professionalism (TP) scale, which was comprised on nine dimensions. Results of this study revealed that Pakistani teachers

are more professional as compare to Turkey teachers. Moreover, findings also revealed that in Pakistan male teachers had more positive professionalism perception as compare to female.

Further Anwar, Tahir and Batool (2015) did research on professional role of teachers in Government Colleges and Higher Secondary Schools for F.SC program in Punjab: A comparative study. Population of this study was based on 12 teachers of government colleges and higher secondary school from district of Punjab. Four hundred and thirty-two teachers were selected as a sample from Government College and higher secondary school. Researcher used t-test to compare the government college teachers and higher secondary school teachers. On the basis of results, it was revealed that teachers of colleges were possessed strong professional background in teaching as compare to higher secondary school teachers.

Gul and Ullah (2020) investigated a study of teachers' professional knowledge and its practices at secondary level in Khyber Pakhtunkhwa. Population of this study was based on 212 prospective teachers who were students of B.ED and M.ED in Northern University Nowshera and male (18683) teachers, who were enrolled in government secondary schools in Khyber Pakhtunkhwa. Researcher selected male through convenient sampling technique. Researcher used 3-point Likert scale to collect data from the sample. Results revealed that the study is significant for all stakeholders, teachers, students and policy makers as well.

Khan, Khan and Saleem (2015) investigated teachers' professional knowledge disposition: Relationship between understanding and practice. The researchers used questionnaire to collect the data from teachers and later they also observed teachers in the class that how much they r implementing professional knowledge in the class. Results indicated significant relationship between getting professional knowledge and implementation of it in the classroom

Saleem, Masrur and Afzal (2014) explored effect of professional development on enhancing the

knowledge level of university teachers in Pakistan. Researchers used quantitative research approach to meet the objectives. Researcher developed written test for pre and posttest of the participants. Researchers used pair sample t-test. The results revealed that scores of post assessment were high two standard as compare to pre assessment. So the researchers sum up that the difference in the knowledge of teachers is due to the professional training of the participants.

Ullah, Mazhar and Baber (2022) explored teachers' practices through national professional standards for teachers in Pakistan. Researchers collected data by using two questionnaires i.e. one questionnaire filled by the teachers and other filled by their students. Sample of this study was based on 539 teachers and 1044 students of grade 9th and 10th. Researchers conducted an observation in twenty-eight rooms to see that whether teachers are following professional standards in classroom or not so findings revealed that teachers were well aware about National professional standards for teachers in Pakistan but they were not practicing those standards in the classroom. So, on the basis of findings, researchers recommended that teachers should be train according to these professional standards.

Munir, Jabeen and Nader (2021) investigated continuous professional development: performance of primary school teachers. Researchers conducted this study in district Faisalabad. Researchers used mix method approach in this research. Descriptive statistics and document analysis both were used to interpret the data in this research. Findings revealed that there is statistically not significant improvement shown in teachers' performance. It also revealed that teachers' performance remain fair from the start of the academic session.

Ozdemir et al., (2018) explored the role of the professional characteristics of teachers in the context of the general qualification of the teaching profession. The sample of this study was based on teachers, parents and administrators. Researchers collected data through document analysis,

observation and interview. Data was analyzed by using descriptive analysis. Findings of this study revealed that parents, teachers and administrators emphasize the qualification about attitudes and values regarding teaching profession which defining a preschool teacher. Findings further revealed that teachers' general qualification regarding profession do not overlap with the ones in professional knowledge and professional skills.

Jakhanwal and Sinha (2021) investigated professional and communication skills for teachers. The basic purpose of this research was to investigate the perception of students about teachers' communication role on students' success. Findings of this study revealed that communication skills of teachers have significant role in students' academic success.

Lans, Creners, Klugkist and Zwart (2020) investigated teachers' relationships that are personal and expertise in instruction. The sample size of this research relied on 34 in-service teachers. Results of this study revealed that increase in instructional expertise of teachers is associated with decrease in the within-class variance in interpersonal relationships. The incensement in instructional expertise of teachers, the more interpersonal skills are helpful for the students of class. Fongkanta, Buakanok, Netasit and Kruaphung (2022) explored professional development of teachers in teachers' research skills in non-formal education center, Lampang Thailand. In this study researcher used wlodkowski's motivational approach, coaching. Sample of this study was based on 12 teachers who were in the non-formal training center, Lampang Thailand. To develop research skills of teachers, researchers used wlodkowski's motivational approach and coaching. Results of this study indicated that in-service teachers' research skills increased in all domains. Research skills score of teachers after receiving treatment were high as compare to receiving pretreatment.

Zaidi, Khan and Khan (2018) investigated factors within the organization, professional

development of teachers and teaching practices: Findings from female elementary school teachers. The sample of this study was based on 377 teachers of private elementary schools of Karachi. Findings of this research indicated there exists a significant relationship among factors within the organization, professional building of teachers and teaching practices of teachers.

Lee (2017) investigated professional development and teachers' perception of efficacy for inclusion. Theoretical framework for this study was constructed by using Bandura (1977) self-efficacy and social cognitive theory. Population of this study was based on 385 elementary teachers in one East Tennessee school district. Findings of this research revealed that statistically no significant correlation between teacher self-efficacy for inclusion scores and the amount of professional development completed during the school is there.

Raza, Nasim and Javed (2022) conducted a researcher on academic qualification and teaching competencies; comparative study of primary school teachers. The study aimed to compare the teaching competencies of primary school teachers through academic qualification. The sample size consisted of 25 male and 25 female headmasters of high school. Findings of the study revealed teachers had no such required competencies, but teachers with high degrees were better than teachers with low qualification.

Parveen and Mughal (2022) explored teachers 'skills assessment on the basis of national professional standards in Punjab. The purpose of the study was the exploration of national professional standards for teachers referring to Pakistan's national professional standards. Sample size of the study was 500 elementary teachers. The findings of the research showed 25.5% were emerging teachers, 50.2 % of teachers developing, 18.39 % of the teachers were proficient, and 6.8% of teachers were accomplished. There was meaningful difference on the basis of age and qualification.

Saeed and Mahmood (2018) did research on assessment of primary school teachers in mathematics, pedagogy and science in Pakistan. The purpose of the study was to investigate competency level of primary teachers of schools in pedagogy, science and mathematics disciplines. The sample size of the study was 1,800 Primary school teachers of 22 districts of Punjab. Findings revealed gender was an indicator significant in the study as male teachers were more competent than female teachers.

Suleman, Hussain, Butt and Ahmad (2019) conducted research on problems identification faced by secondary school teacher in Kohat division. The study aimed to identify the hurdles faced by secondary school teachers. The sample size of the study was 120 female and 160 male teachers at secondary level. The data was collected personally by the researcher. The findings revealed that significance existed between mean opinions of the male and female Secondary School Teachers (SSTs).

Munawar, Haider, Khadim and Ali (2022) explored the identification of teachers training need at primary level in Punjab. The study aimed to identify the need for teachers training at primary level. The sample size consisted of 245 teachers. The findings revealed the most of the teachers were at an average level.

Moshahid and Hussain (2017) explored the skills of teachers in private and government primary schools. Sample size of the study was 112 teachers at primary level (54 private and 58 government teachers). Analysis of the data done through mean, SD and t-test. Findings indicated there is no significant difference between the competencies of teaching in male and female teachers at primary school level. There was no significant difference in competencies of government and private female schoolteachers.

Paramanik and Barman (2019) did research on teachers' skills status among B. Ed. Trainee

teachers. The purpose of the study was to investigate the status of teachers' competency among B. Ed. Trainee teachers. Sample size of the study was 200 preservice teachers. Data was analyzed by S.D, mean and t-test and graph. The findings of the study revealed that teachers having good level of competency were in majority.

Driana and Ernawati (2019) did research on teachers understanding and practices in assessing high order thinking skills at primary schools' level. The purpose of the study was to explore primary school teachers' higher order thinking skills, implementations of higher order thinking skills (HOT) in classroom assessment, Sample size of the study was 10 private and public-school teachers at primary level in Jakarta. Data was collected through semi-structured interviews Findings of the study revealed after the participation of primary teachers in HOTS did not have a profound understanding of HOTS.

Bouchaib (2016) conducted a research on exploring teachers' assessment skills and practices. The purpose of the study was to understand the researcher literature of practitioners' knowledge and skills that interpret and use educational data. The sample size of the study was 40 high school teachers. The finding revealed that study ended with implications for policy makers and teachers. Saputra (2022) did research on the effect of teacher communication ability and learning motivation on student learning outcomes in Economic lessons for Class XI IPS. The purpose of the study was to reveal the effect of teachers' communication skills and students learning motivation towards the students' learning outcomes of class XI economics subject. The sample size of the study was 200 students. The findings showed that teachers' communication skills have positive influence on economic outcomes of students learning.

Siddique, Siddique and Khan, (2023) did a research influence of teachers 'organizational skills on their academic optimism. The purpose of the study for the determination of three organizational

skills which consists of lesson planning, time management and communication of teachers on their academic optimism which has the definition of integration of efficient teacher, academic press, and trust. Sample size comprised of 150 teachers. The study revealed the moderate correlation existed teachers' organizational skills and optimism. Also, the regression analysis revealed there 32 percentage changes.

Alomari (2023) did research on assessing teachers' skills and competencies in teaching and learning using distance education. The purpose of the study was for the examination 3rd grade teachers' perceptions towards attainment of competencies in teaching in the Science field. The sample size of the study consisted of 45 teachers of third grade. The results revealed that depth into the skills and experiences that were owned by different degrees. Also results revealed that there was statistically significance difference based on the gender and academic qualification.

Finally, the researcher could not found single research on teachers' professional skills at Tehsil Turbat of Baluchistan at primary school level and that is the gap which researcher wanted to fill this gap in the current literature. Researcher chose the gender-based study to see both male and female teachers' professional skills. Researcher also chose the study on basis of Primary school teachers ages. Teachers' professional skills play a very important role in professional development. Incompetent educators are unable to resolve their social and professional problems. training of teachers and their development for profession is a vital framework to elevate teachers' content knowledge along with development of teaching practices. Teachers' Professionalism connect all those students' weakness have whereas teachers with professional skills convert their weakness into the strength through recognizing students' individual difference. Thus, Government can play a vital role to provide productive training including the environment so that teachers can increase their professional development.

CHAPTER 3

METHODS AND PROCEDURE

This chapter included all the details about the procedures conducted in this study. This study was descriptive research, which aimed to assess the current level of professional skills among primary school teacher, it is need analysis because without understanding the current capabilities and needs, training programs risk being irrelevant or ineffective. For getting evident, a detailed study plan was brought into development. this chapter has the description of research procedures discussed as the research design and further has the elaboration of population, sampling technique, sample size, tool construction, validation of tool, reliability, corrections, revisions of the research tool, the observation sheet, analysis of the data and limitations.

3.1 Research Paradigm

The term paradigm discovered by Thomas Kuln in (1962), in his research paper named as "The structure of scientific revolutions". Kuln has defined paradigm as a philosophical way of thinking (Ugwu, Ekere & Onoh, 2021). Okesina (2020) defined paradigm as a philosophical way that influences what should be studied, how it should be studied and how the results should be interpreted. Research paradigm is the lens in which a researcher has the conceptual examination of aspects that are methodological and sees the research framework dimensionally in order to have decision what the methods in research will be used and how the analysis of the data is done (Kivunja and Kuyini, 2017). Rahman (2017) cited that Weber (2004) cited to his friends that in positivism person and reality are separate, statistics research method is used, results of reliability can be reproduced.

According to Candy (1989) cited by Kivunja et al., (2017) that many paradigms pointed out by the

researchers but paradigms can be classified into three groups such as Positivist, Interpretive and Critical. For this research purpose, researcher used positivist research paradigm because positivist paradigm is used to interpret observations in term of facts and numerical entities (Fadhel, 2002). Positivism paradigm, test the hypotheses and develop the conclusion. Its purpose is to make predictions based on measurable outcome that is obtained from statistical analysis. (Kivunja et al, 2017). Researcher used positivist paradigm within that quantitative approach, comparative design, probability sampling, and observation of people, these all appear (Ugwu at al., 2021).

Researcher within positivist paradigm focuses on the point for formulating hypotheses, how to test those hypotheses, reach at a deductive logic, and define a term within the research operationally, statistical equitation, calculation and how the respondents expressed themselves, are by researcher for deriving conclusion (Kivunja et al, 2017). Reality is objective, quantifiable, and can be measured via processes without dependency on another reason because of having a single reality (Ugwu at al., 2021).

3.2 Research Approach

The study had attempted to assess the current level of professional skills among primary school teachers. The conducted study was quantitative research. In quantitative research, we observe, collect data and analyze data in numerical form to test hypotheses and answer research questions. Quantitative data is used to find out the averages, to summarize the data, make prediction and generalize results on a big population (Rana, Gutierrez & Oldroyd, 2021). Quantitative findings can be generalized to a whole population or a sub-population due to the large number of samples which is selected by the researcher randomly (Rahman, 2017). The quantitative approach gave help to the researcher to handle the observed data to obtain clear results. Rather than just categorizing and explaining the meanings that individuals introduce with their behavior,

quantitative research concentrates on those characteristics of human behavior that can be quantified and designed (Rashid & Sipahi, 2021).

3.3 Research Design

Research design is known as the structure of the research or we can call it glue that holds all the elements of the research project together. It is a plan of the proposed research work. For this present study, researcher used comparative research design. Research design. According to Hashemi, Khatibi, Hojabrnia and Alam (2021) a comparative study is a kind of method that analyzes phenomena and put them together to find the similarities and differences. For analyzing the teachers' professional skills, the survey method was used and teachers were examined comparatively based on their qualification, gender and age respectively. Survey method is known as self-research report. The variable or variables that the researcher want to comprehend will be covered in the survey (Thomas & Zubkov,2020).When surveys are employed, they often entail self-reporting, in which researcher fill out the questionnaire or observational sheet on their own, and the researcher uses the data they provide to do statistical analysis.so people frequently express their opinions, sentiments, and/or actions in response to survey items when the researcher observes them (Thomas & Zubkov 2020). Survey data observed was statistically analyzed on SPSS 20th version.

3.4 Population

The research population consisted of 694 primary school teachers considered the population of the study from different public schools. Among 694 working teachers, 432 were male teachers and 262 were female teachers. Next, the researcher received 186 primary schools' list of Tehsil Turbat from the website of Government of Baluchistan (See Appendix H) which is the innovative

Development Organization (2017). Government of Baluchistan recognizes all these 186 primary schools that include 116 male schools and 70 female public schools.

Table No 3.1

Population of the Study

Frequency	Population		
	Male	Female	Total
Primary School	432	262	694
Teachers			
Government	116	70	186
Schools			

Table No 3.1 showed the population of the study. There were total 694 teachers serving in primary schools in Turbat Tehsil, among which 432 were male and 262 were female teachers. There were total 186 primary public schools in Baluchistan, among which 116 were male and 70 were female primary public schools.

3.5 Sampling Technique

The study population consisted of 694 primary school teachers including 432 teachers from 116 boys' public schools and 262 teachers from 70 girls' public schools. 694 teachers is an unequal sample distribution, now to divide the population equally based on subgroups, the proportionate stratified sampling technique was used. In proportionate stratified random sampling technique, the researcher has chosen the sample size from each stratum in equal proportions. Each stratum is smeared with exactly the same sampling fraction, giving any single element within the population an equal chance of being picked. Then a self –weighting sample is the resulting sample (Iliyasu &

Etikan, 2021). Stratified sampling uses simple random sampling when the categories are generated such as male and female. Stratified sampling is a sampling that involves chosen some group of items from population based on classification and random selection (Iliyasu & Etikan 2021) In this research, teachers were divided into two groups, so the researcher picked an equal percentage from both stratum.

Table No.3.2

Procedure of sampling technique for drawing the sample Size

Steps	Actions Taken
Step 1 Define the population and strata.	Researcher had the Population that comprised of 694 teachers. Among them 432 were male and 262 were female.
Step 2 Separate the Population into Strata.	There were clear subgroups, so the population of 694 were divided two distinct strata (Male) and (Female) based on gender.
Step 3 Determine the Sample Size for Each Stratum	The researcher chose a sample of 347 teachers, which is approximately 50% of the total population.
Step 4 Calculate the Proportional Allocation.	To maintain the same ratio of male and female teachers in the sample as in the population, the researcher calculated the same sample Size. • Male Population = 432 • Sample for Male =

-
- 432 divided by 694 $\times$ 347 $\approx$ 216

For Female:

- Female Population = 262
- Sample for Female =
- 262 divided by 694 $\times$ 347 $\approx$ 131
- Note: The total sample size = 216 (Male) + 131 (Female) = 347

Step 5 Randomly Select After determining how many participants to take from each Individuals within Each group, the researcher used simple random sampling *within* each Stratum: gender group to ensure that every teacher had an equal chance of being selected

3.6 Sample Size

The population of this study was divided into two major strata i.e. boys' primary schools and girls' public primary schools. 50% from each group of the population (694) was taken which makes a sample of 347 of primary school teachers. Among which 216 were male whereas 131 were female teachers from public schools that the researcher considered as the sample of the study. In this research study, the research used the formula of Mills & Gay (2016) to select sample size. Therefore, the sample size for this study was 50% of the population that was 694. Whereas the formula of Mills & Gay (2016) discusses it is to increase the sample size when the population is less the Researcher observed all 347 male and female teachers.

Table No 3.3

Sample Size of Primary Public School Teachers

Teachers of Primary Public Schools			
	Male	Female	Total
Population	432	262	694
Sample	216	131	347
Percentage	50%	50%	100%

Table 3.3 indicated the sample size of total population. There were total 694 teachers serving in public schools of Baluchistan. Researcher has chosen 50 percent sample from each stratum which was consisted on 347 teachers.

3.7 Tool Construction

In this research work, the researcher had used self-developed observation sheet that was based on the model of professional skills by Organization for Economic Cooperation and Development (2012). The model suits the self-developed observation sheet best to assess the professional skills which covers all those skills such as cognitive skills, communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills, in the term of 21st century. Teachers' professional skills observation sheet was rated on 5-point Likert scale for the assessment of those six skills mentioned above and the research instrument is appended as (Appendix-I). Further, the expression of the responses including the division of the tool into two parts such as demographic information and Dimensions. Detail of both sections are given below:

3.7.1 Demographic Section

Demographic section of observation sheet of teachers' professional skills incorporated information such as: Gender, Grade, Age, Academic Qualification, Teaching Experience and Professional Qualification.

3.7.2 Teachers' Professional Skills Observational Sheet

Observation sheet on Teachers' professional skills titled as Teachers' professional skills observation sheet was based on six skills such as: Cognitive skills, communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills. Observation sheet was based on 65 numbers of items.

Table No 3.4

List of Items in Observation Sheet

Variable	Sr.No	Sub Variables	Total No of Items
Teachers'			65
Professional Skills			
	1.	Cognitive Skills	8
	2.	Communicative Skills	10
	3.	Research Skills	12
	4.	Organizational Skills	11
	5.	Enterprise Skills	12
	6.	Interpersonal Skills	12

Table No 3.4 explains the list of items in observation sheet. There were total 65 numbers of items in observation sheet and observation sheet was categorized on six skills such as cognitive skills, communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills.

3.7.3 Procedure of Observation

The researcher followed observation procedure to ensure validity, reliability and consistency of data collection. However, the complete procedure is mentioned above.

1. Purpose of Observation

Researcher defined the purpose with clarity for the observation to assess the teachers' cognitive, communicative, organizational, interpersonal, research and enterprise skills.

2. Participant VS Non-Participant Observation

The researcher as observer interacted with the teachers when had a question during the teaching, but asked first and while ticking on the Five- Point Likert-Scale options, the researcher remained non-participant.

3. Making of the observational Sheet.

Researcher had self-developed research tool with a 5- Point Likert Scale through which researcher measured the quality of skills demonstration.

4. Schedule of Observation

The setting was classroom where students interacted with these teachers and researcher observed each teacher from 10-20 minutes. Each teacher was observed once and in the same working day, five female teachers were observed from same Girls School and other 10 teachers from two different Boys' Schools..

5. Pilot Trial to Check Reliability and Validity

Before going for final Data Collection, the researcher observed 40 teachers (30 male teachers and 10 female teachers). Then ran the observed data through SPSS to check the tool reliability. Also molded and refined the weak statements for the final Data collection from 397 teachers.

6. Final Data Collection and Analysis

After the Pilot trial of 40 teachers, the researcher worked on weak statements by molding or refining them. Then researcher observed all 397 teachers and used SPSS to run the observed data through statistical tests.

3.7.4 Protocols of Observation

Protocols of observation ensured that researcher conducted the study with teachers' veneration, with teachers' concerns, ensuring teachers for their safety being observed and protected all their privacy. Researcher used structured observational sheet that permitted him to observe what professional skills (cognitive, communicative, organizational, research, interpersonal and enterprise skills) teachers had and what occurred in a controlled surrounding of a classroom. The researcher followed the following protocols mentioned.

1. Permission Seeking

Researcher obtained a permission letter from the Department of Educational Sciences, NUML to collect data or observe teachers for data that was provided to both first the head of school to allow researcher go to the class for observation and from the teacher, permission was taken whether the teacher agreed to be observed.

2. Ensuring the Voluntary Participation

Researcher ensured teachers of being a volunteer in the observation process if they disagreed on point they could withdraw.

3. Anonymity and Confidentiality

Researcher kept all the observed teaches data confidential and their names and school names all were told to be known whereas just the observation of the teachers was necessary.

4. Zero Disruption of Class.

Researcher ensured no teacher was hurt socially and psychologically. Researcher observed the teachers on the behalf of the cognitive, communicative, researcher, interpersonal, enterprise and organizational skills.

5. Withdrawal Right

Teachers were reminded to withdraw from being observed anytime they thought they felt uncomfortable.

6. Protection of Data and Data keeping

As far as the observation of teachers' professional skills was concerned, the researcher observed for his research apart from this, researcher had no other purpose. Also it was to show the observed data to the authorized person such as; the supervisor or co-supervisor.

3.7.5 Scoring of the research Tool

For current study, research developed Teachers' Professional Skills Observation Sheet to explore the teachers' professional skills. This observation sheet was based on six skills. These skills were: cognitive, communicative, research, organizational, enterprise and interpersonal skills. Teachers' professional skills observation sheet was rated on five-point Likert scale. The results were scored through calculating the total scores. There was total 65 items interrelated to teachers' professional skills observation sheet. Therefore, least possible score was 65 ($1 \times 65 = 65$) whereas maximum possible score was 325. This range was distributed in three levels. These three levels were below average, average and above average. The scoring of the answers was calculated on the following levels.

Score 65-125=Low

Score 153-239= Below Average

Score 240-325= Above Average

Table No 3.5

Scoring for the level of Teachers' Professional Skills among Primary school Teachers

Variable	Level of Teachers' Professional Skills	Score
Teachers' Professional Skills	Below Average	65 – 152
	Average	153 – 239
	Above Average	240 – 325

3.7.6 Validation of Research Tool

In this research work, the researcher used self-developed observation sheet. Which was based on six skills. To check the validity of research tool, the researcher approached four experts from the field of education (See Appendix F). The researchers validated the observation sheet in the light of research objectives, hypothesis and framework. Researchers had given the suggestions for the upgrade of tool, the researcher made amendments in the observation sheet in the light of the precious suggestions. Names of the experts who validated the tool are given below:

Table No 3.6

List of Experts Instruments Validation

Expert Name	Designation	Institute Name	Date
Dr. Muhammad Imran Yousaf	Professor	PMAS-Arid Agriculture University Rawalpindi	10-8-2023
	Assistant	Allama Iqbal Open	09-08-2023
Dr. Muhammad Samiullah	Professor	University, Islamabad	
Dr. Aftaab Ahmed	Lecturer	Allama Iqbal Open University, Islamabad	09-08-2023
Dr. Muhammad Nasir Khan	Lecturer	International Islamic University Islamabad	17-08-2023

Table No 3.6 explained the name of the experts to whom researcher validated the tool.

3.7.7 Pilot Testing

For pilot testing, the researcher observed forty teachers of primary public schools from Turbat Tehsil, Baluchistan. After observing the teachers, researcher analyzed data through statistical package of social sciences (SPSS) 20th Edition.

3.7.8 Reliability of the Tool

The data gathered through pilot trial was tested for Cronbach's Alpha Reliability, Inter-section correlation and Items Total Correlation was calculated. Results are given below:

3.7.8.1 Teachers' Professional Skills Observational Sheet

Teachers' professional skills observation sheet was based on six skills. Six skills were Cognitive skills, communicative skills, research skills, organization skills, enterprise

skills and interpersonal skills. The following table indicated the Cronbach Alpha Reliability of Teachers' Professional Skills Observation Sheet.

Table No 3.7

Cronbach Alpha Reliability of Teachers' Professional Skills Observation Sheet

Variable	Sr No.	Sub variables	Total No. of Items in Each Dimension	Cronbach Alpha Reliability
Teachers' Professional Skills				.98
	1	Cognitive Skills	8	.84
	2	Communicative Skills	10	.80
	3	Research Skills	12	.95
	4	Organizational Skills	11	.85
	5	Enterprise Skills	12	.95
	6	Interpersonal Skills	12	.91

Table No 3.7 indicated the Cronbach alpha reliability of teachers' professional skills observation Sheet. Reliability index of Teachers' professional skills observation sheet was found (.98), while the reliability index of cognitive skills, communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills were .84, .80, .95,.85, .95 and .91 respectively.

Table No 3.8

Item-total correlation of Teacher's Professional Skills observation sheet (n=65)

Items/Codes	r	Items/Codes	r
Q1/CO1	.809**	Q34/OS4	.541**
Q2/CO2	.645**	Q35/OS5	.222
Q3/CO3	.690**	Q36/OS6	.310*
Q4/CO4	.664**	Q37/OS7	.612**
Q5/CO5	.756**	Q38/OS8	.240
Q6/CO6	.739**	Q39/OS9	.344*
Q7/CO7	.645**	Q40/OS10	.716**
Q8/CO8	.254	Q41/OS11	.793**
Q9/CS1	.670**	Q42/ES1	.908**
Q10/CS2	.725**	Q43/ES2	.806**
Q11/CS3	.357*	Q44/ES3	.697**
Q12/CS4	.736**	Q45/ES4	.887**
Q13/CS5	.561**	Q46/ES5	.518**
Q15CS6	.735**	Q47/ES6	.849**
Q15/CS7	.655**	Q48/ES7	.649**
Q16/CS8	.304*	Q49/ES8	.779**
Q17/CS9	.289	Q50/ES9	.859**
Q18/CS10	.800**	Q51/ES10	.804**
Q19/RS1	.761**	Q52/ES11	.847**
Q20/RS2	.893**	Q53/ES12	.839**
Q21/RS3	.697**	Q54/IS1	.638**
Q22/RS4	.664**	Q55/IS2	.747**
Q23/RS5	.808**	Q56/IS3	.227
Q24/RS6	.713**	Q57/IS4	.541**
Q25/RS7	.669**	Q58/IS5	.654**
Q26/RS8	.921**	Q59/IS6	.750**
Q27/RS9	.616**	Q60/IS7	.664**
Q28/RS10	.938**	Q61/IS8	.784**
Q29/RS11	.831**	Q62/IS9	.676**
Q30/RS12	.873**	Q63/IS10	.733**
Q31/OS1	.707**	Q64/IS11	.588**
Q32/OS2	.912**	Q65/IS12	.670**
Q33/OS3	.827**		

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table No 3.8 revealed the Item-total correlation of Teacher's Professional Skills observation sheet. There were total 65 items in teachers' professional skills observation sheet. Mostly items were having strong correlation and items CO8, CS9, OS5, OS8 and IS3 were found weak. So, the researcher molded weak items.

Table No 3.9

Intersection correlation of Teachers' Professional Skills Observation Sheet (n=40)

Section	Cognit ive Skills	Com muni cativ e Skill s	Rese arch Skill s	Orga nizati onal Skills	Enter prise Skills	Inter pers onal Skill s	Teach ers' Profes sional Skills
Cognitive Skills	1						
Communica tive Skills	.926**	1					
Research Skills	.863**	.896**	1				
Organizatio nal Skills	.843**	.829**	.863**	1			
Enterprise Skills	.825**	.840**	.843**	.766**	1		
Interperson al Skills	.813**	.809**	.840**	.724**	.962**	1	
Teachers' Professional Skills	.930**	.939**	.955**	.890**	.944**	.930**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.9 indicated the intersection correlation of Teachers' professional skills observational sheet. The highest correlation was found between Enterprise skills and Interpersonal skills at (.962**) while the lowest correlation was found between Interpersonal skills and Organizational skills (.724**).

3.8 Revision/Final Version of Research Tool

The researcher had used Teachers' Professional Skills observation sheet for his research work. In observation sheet, five statements were found weak. These statements were Q8/CO8, Q17/CS9, Q35/OS5, Q38/OS8 and IS3. For the sake of final observation sheet, researcher modified these statements.

Table No 3.10

Modified Statements of Teachers' Professional Skills Observation Sheet

Codes	Old Statements	New Statements
CO8	Teacher assign home task for a student on daily basis.	Teacher gives homework daily.
CS9	Teacher tries to guide parents related to students' active participation during learning process.	Teacher informs parent about student's performance.
OS5	Teacher attends the parents' teachers meeting to let know them of their child.	Teacher has to attend parent teacher meeting.
OS8	Teacher changes sitting arrangement of his/her class according to the activity.	Teacher arranges seating according to the activity.
IS3	Teacher helps students to clear their concepts regarding lesson.	Teacher tries to clear concepts of their students.

Table 3.10 indicated the old and new statements. Correlation of CO8, SC9, OS5, OS8 and IS3 were found weak and researcher molded these statements for final data collection.

Table No 3.11

Revised Version of Teachers' Professional Skills Scale

Variable	Sr.No	Sub variables	Total No of Items in Each Dimension	Codes
Teacher' Professional Skills			65	
	1.	Cognitive Skills	8	CO1-CO8
	2.	Communicative Skills	10	CS1-CS10
	3.	Research Skills	12	RS1--RS12
	4.	Organizational Skills	11	OS1-OS11
	5.	Enterprise Skills	12	ES1-ES12
	6.	Interpersonal Skills	12	IS1-IS12

Table No 3.11 shows the items of Teacher professional skills observation sheet those were used in final observation sheet. There were total 65 items included in Teachers' professional skills observation sheet.

1. Cognitive Skills

Researcher wanted to check cognitive skills through following characteristics:

Teacher tries to define the purpose of information with students.

Teacher defines terms in a topic carefully to his/her students.

Teacher relates every topic with real life experience to students.

Teacher tries to break out the lesson to draw out key ideas.

Teacher tries to solve difficulties of slow learners via different teaching strategies.

Teacher summarizes lesson at the end of the class discussion.

Teacher checks the students spelling mistakes.

Teachers gives homework daily.

2. Communicative Skills

Researcher wanted to check communicative skills through following characteristics:

Teacher tries to make a classroom environment friendly.

Teacher tries to learn new words daily to increase his/her vocabulary.

Students feels free to ask questions from teacher.

Teacher tries to solve students reading problems in the class.

Teacher provides an opportunity to speak in front of class.

Teacher allows students to ask questions freely.

Teacher clarifies topic with simple examples.

Teachers 'teaching method sometimes makes students passive in the classroom.

Teacher informs parent about students 'performance.

Teacher motivated students to perform assigned roles in groups.

3. Research Skills

Researcher wanted to check research skills through following characteristics:

Teacher understands recent advances in teaching methods

Teacher understands relevant teaching methods in the teaching process.

Teacher is capable of understanding the requirements for conducting research.

Teacher has knowledge of funding processes available for research.

Teacher engages with peers to get feedback on his/her research work.

Teacher has knowledge of research gaps.

Teacher is capable of working in a diverse environment.

Teacher always keeps him/herself up to date with new teaching skills.

Teacher always cooperates with colleagues in doing research.

Teacher is capable of developing networks with the wider research community.

Teacher likes to demonstrate research skills through teaching students.

Teacher can use different project management strategies.

4. Organizational Skills

Researcher wanted to check organizational skills through following characteristics:

Teacher plans the topic effectively.

Teacher uses different teaching methods according to the need of the topic in the class.

Teacher relates topic with daily life situations.

Teacher manages time to study material to teach in the class.

Teacher has to attend the parents' teachers meeting.

Teacher uses visual Aids in the class to grab the attention of his/her students.

Teacher provides feedback to their students on daily basis.

Teacher arranges seating according to the activity.

Teacher organizes the activities to fulfill the learning objectives.

All students are committed to follow class rules.

Teacher finishes class just before with a reflection activity about the lesson.

5. Interpersonal Skills

Researcher wanted to check teachers' interpersonal skills through following characteristics:

Teacher listens to students' problems actively.

Teacher gives group work to his/her students.

Teacher has to clear the concepts of their students.

Teacher helps students to clear their understanding regarding the lesson.

Teacher tries to resolve the conflicts of his/her students.

Students always share their problems with the teacher without any fear.

Students enjoy being part of a group during any activity in the class.

Students always show respect towards the teachers.

Students always greet teachers.

Students enthusiastically participate in class discussions.

Students always help their peers in class work.

Teacher motivates students to participate in co-curricular activities.

6. Enterprise Skills

Researcher wanted to check teachers' enterprise skills through following characteristics:

Teacher provides reading material to students.

Teacher appreciates students on their creative work.

Teacher has ability to make decisions about their lesson planning.

Teacher discusses unique ideas during lesson planning with colleagues.

Teacher makes cooperative working relationship with colleagues.

Teacher can effectively convince people who have different ideas with her.

Teacher can identify the value of an idea.

Teacher can recognize the need for passion in own work.

Teacher gives creative ideas during staff meeting to improve school environment.

Teacher is capable to add her/his share in better production of the school.

Teacher can identify entrepreneurial skills in students for their careers.

Teacher encourages entrepreneurial skills in students.

3.9 Data Collection

Researcher referred to letter that he obtained from the Department of Educational sciences, University of Modern Languages (NUML) for the sake of observing the teachers at the stage of pilot trial (See Appendix C). After the process of pilot trial, process of observation began. The public schools having concerned authorities that were selected were shown the reference letter to concerned authorities for getting permission for the collection of data. The researcher had a sharp observation of teachers one by one. Each teacher was observed from 5 to 10 minutes. All 347 respondents were observed carefully; the researcher succeeded to observe the 347 teachers and filled them sharply.

3.10 Data Analysis

Data for this research study, the researcher gathered personally by visiting schools. After observation of teachers, researcher entered data in Statistical Package of Social Sciences (SPSS) to test the hypotheses. Following mentioned table showed the objectives with their particular statistical procedures.

Table No 3.12

Tests Used in Analysis

Sr.no	Objectives	Null Hypotheses	Statistical Tests	Assumption
1.	To measure the level of professional skills among Primary school teachers.		Individual Score	
2.	To compare the professional skills among Primary School teachers on the basis of Age.	H_{01} : There is statistically no significant difference in professional skills among primary School teachers based on Age.	ANOVA	-Independence of observations -Normal distribution -Homogeneity of variances
3.	To compare the professional skills among Primary School teachers on the basis of Gender.	H_{02} : There is statistically no significant difference in professional skills among primary School teachers based on Gender.	Independent sample t-test	-Independence of observations -Normal distribution -Homogeneity of variances (Levene's Test)

Table No 3.12 explains the tests used in analysis with their objectives and hypotheses. To test the first objective, researcher had used individual score. To test the second objective "compare the Teachers' professional skills among Primary School teachers on the basis of Age", researcher had used ANOVA and to analyze the third objective "compare the Teachers' professional skills among Primary School teachers on the basis of Gender", researcher had used independent sample t-test.

3.11 Research Ethical Consideration

Adaption of specific ethics in particular research has to be taken and is for confidentiality in the research work, which needs to be applied. In fact, the researcher used the observation sheet for observing the teachers that was not possible without a sharp observation of teachers one by one.

Researcher had a developed cover letter with the clearance of promise and commitment to keep any kind of respondents' name confidential whoever was visited personally. The researcher also pointed out whatever is being observed, the data obtained during the observation, will be kept for researcher's research work, which the researcher aimed at research, definitely avoided asking personal questions.

3.12 Delimitations

Due to the restriction of time and resources, the study was delimited to the following things:

1. Primary level schools of Tehsil Turbat
2. Public sector only.
3. Permanent Teachers of Public primary schools of Tehsil Turbat.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The chapter has dealings and present the data in tabular forms. This base of this chapter on four major sections developed for the analysis based on research objectives.

4.1 Summary of the Analysis (Final Tool)

The analysis of the data is divided into five sections.

Section I

Section II has relation with the demographic information through collection of data.

Section II

Section III covers the analysis of the data against objective No. 1 that is “to measure the level of teachers’ professional skills among primary school teachers”. This consists of respondents’ individual scores through the calculation and these scores had the division into three levels i.e. below average, average and high average. However, the results are drawn through the way the data was generated.

Section III

Section IV is related to objective No.2 that is “to compare the Teachers’ professional Skills among Primary School teachers on the basis of Age. The anova was used for the comparison on the basis of age.

Section IV

Section V is based on objective No.3 that is “to compare the Teachers’ professional Skills among Primary School teachers on the basis of gender. In addition, the t-test was used for the comparison.

Section I

4.2 Demographics of the Sample

Table 4.1

Gender wise Distribution of the Sample (n = 347)

Gender	Frequency	Percentage
Male	216	62
Female	131	38
Total	347	100

Table 4.1 showed that there were total 347 respondents observed in which 216 (62 %) were male and 131 (38%) were female school teachers in service in Turbat Tehsil at Primary level.

Table 4.2

Class wise Distribution of the Sample (n= 347)

Class	Frequency	Percentage
One	15	4
Two	54	16
Three	92	27
Four	95	27
Fifth	91	26
Total	347	100

Table 4.2 elaborated that there were 347 observed participants in total being school teachers in which 15 (4.3%) were teaching class one, 54 (16%) class two, 92 (27%) were of class three, 95 (27%) were class four teachers while 91 (26%) were teaching class fifth. It was pointed out class fourth and third teachers were more than class one, two and fifth. Therefore, it was not major difference in the number among classes three and fifth teachers, class three having (27%) and fifth class teachers were (26%)

Table 4.3

Age wise Distribution of the Sample (n=347)

Age	Frequency	Percentage
20-30	21	6
31-40	96	28
41-50	132	38
51-60	68	28
Total	347	100

Table 4.3 had the demonstration of total 347 school teachers observed. Among who 21 (6%) were of 20-30 age interval, 96 (28%) were of 31-40 interval age, 132 (38%) belonged to 41-50 age interval and 68 (28%) belonged to 51-60 age interval.

Table 4.4

Academic Qualification wise Distribution of the Sample (n= 347)

Academic Qualification	Frequency	Percentage
Matric	2	6
F.A/F.sc	12	4
B.A/B.SC	177	51
M.A/M.Sc.	156	45
Total	347	100

Table 4.4 has the indication that (6%) school teachers had Matric degree, 12 (4%) teachers were the degree holders of F.A, 177 (51%) were B.A degree holders and 156 (45%) had M.A degrees. However, there were 347 observed primary school teachers.

Table 4.5

Teaching Experience wise Distribution of the Sample (n = 347)

Teaching Experience	Frequency	Percentage
0-5	32	9
6-10	103	30
11-15	113	33
16+	99	29
Total	347	100

Table 4.5 demonstrated that 32 (9%) primary school teachers owned 0-5 years of teaching experience, 103 (30%) teachers had 6-10 years of experience in teaching. 113 (33) teachers with 11-15 years of teaching experience and 99 (29%) had 16 and plus years of teaching experience. However, the researcher observed 347 teachers.

Table 4.6

Professional Qualification wise Distribution of the Sample (n= 347)

Professional Qualification	Frequency	Percentage
PTC	16	5
B.ED	118	34
M.ED	117	34
Any other specific	98	28
Total	347	100

Table 4.6 elaborates the observed primary school teachers were 347. Among who 16 (5%) were having professional degree of PTC, 118 (34%) primary teachers owned professional degree of B.ED, 117 (34%) had the professional degree of M.ED. There was major difference in the degree holders of B.ED (33%) and degree holders of M.ED (34%).

Section II

4.3 Level of Teachers' Professional Skills

Objective No.1 **To measure the level of professional skills among Primary school teachers”.**

Table 4.7

Level of Primary Teachers' Professional skills (n=347)

Variable	Level of Teachers' Professional Skills	Score	N	Percentage
Teachers'	Below Average	65 – 152	11	3%
Professio	Average	153 – 239	32	9%
nal Skills	Above Average	240 – 325	304	88%

Table 4.7 demonstrates the level of Primary school teachers' Professional skills related to the teachers' professional skills observational sheet (TPSOS) had the category into three levels i.e. below average (65-152), average (153-239) and above average (240-326) (88%) observed teachers were at the level of professional skills and only 11 (3%) observed teachers were at below average level of professional skills related to Teachers' Professional Skills Observational Sheet (TPSOS). Most of teachers had (88%) high level of professional skills related to Teachers' Professional Skills Observational sheet (TPSOS).

Section III

4.4 Age wise Comparison of Teachers' Professional Skills

Objective No.2: To compare the Professional Skills among Primary School teachers on the basis of Age.

H₀₁ There is statistically no significant difference in Teachers' professional skills among Primary School teachers on the basis of Age.

Table 4.8

Age wise Comparison of Teachers' Professional Skill) (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Teachers Professional Skills	20-30	21	240.666	343	6.774	.000
	31-40	96	273.166			
	41-50	132	270.022			
	51-60	98	282.224			
	Total	347	272.5620			

Table 4.8 showed that the F value (6.774) was found statistically significant at (0.000). Thus our H₀₁ was fail to accept which means that difference was existing in Teachers' professional skills of different age groups of teachers. Post Hoc test-bonferroni was applied in this regard.

Table 4.9

Age wise multiple comparisons of Teachers' Professional Skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Teachers' Professional Skills	20-30	31-40	.004
		41-50	.010
		51-60	.000
	31-40	20-30	.004
		41-50	1.000
		51-60	.657
	41-50	20-30	.010
		31-40	1.000
		51-60	.123
	51-60	20-30	.000
		31-40	.657
		41-50	.123

Table 4.9 demonstrates there was significant difference in teachers' professional skills observational sheet between the age groups of 20-30 and 31-40 years (.004), 31-40 and 41-50 years (1.000) and between 41-50 and 51-60 years, difference was (.123).

Objective No.2a: To compare the Teachers ‘Professional Skills related to interpersonal skills among Primary School teachers on the basis of Age.

H_{01a} There is statistically no significant difference in teachers’ interpersonal skills among Primary School teachers on the basis of Age.

Table 4.10

Age wise Comparison of Interpersonal Skills among Primary School Teachers (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Interpersonal Skills	20-30	21	45.33	343	4.238549	.006
	31-40	96	50.30			
	41-50	132	49.58			
	51-60	98	51.77			
	Total	347	50.14			

Table 4.10 showed that the F value (4.238549) was found statistically significant at (0.006). Thus our H_{01a} was fail to accept which means that difference was existing in Teachers’ interpersonal skills of different age groups of teachers.

Table 4.11

Age wise multiple comparisons of Interpersonal Skills among Primary school teachers (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Interpersonal Skills	20-30	31-40	.056
		41-50	.134
		51-60	.005
	31-40	20-30	.056
		41-50	1.000
		51-60	1.000
	41-50	20-30	.134
		31-40	1.000
		51-60	.227
	51-60	20-30	.005
		31-40	1.000
		41-50	.227

Table 4.11 indicates there was significant difference in teachers' professional skills observational sheet related to interpersonal skills between the age group of 20-30 years and 31-40 years (.050), 31-40 years and 41-50 years (1.000) and between 41-50 and 51-60 years (.227).

Objective No.2b: To compare the Cognitive Skills among Primary School teachers on the basis of Age.

H_{01b} There is statistically no significant difference in teachers' cognitive skills among Primary School teachers on the basis of Age.

Table 4.12

Age wise Comparison of Teachers Cognitive Skills (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Cognitive Skills	20-30	21	29.285	343	5.179	.002
	31-40	96	33.052			
	41-50	132	33.212			
	51-60	98	34.683			
	Total	347	33.345			

Table 4.12 showed that the F value (5.179) was found statistically significant at (0.002). Thus our H_{01b} was fail to accept which means that difference was existing in Teachers' cognitive skills on the basis of age.

Table 4.13

Age wise multiple comparisons of Teachers Cognitive Skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Cognitive Skills	20-30	31-40	.048
		41-50	.027
		51-60	.001
	31-40	20-30	.048
		41-50	1.000
		51-60	.318
	41-50	20-30	.027
		31-40	1.000
		51-60	.361
	51-60	20-30	.001
		31-40	.318
		41-50	.361

Table 4.13 indicated there was significant difference in teachers' professional skills related to cognitive skills between the age groups of 20-30 years and 31-40 years (.048), 31-40 years to 41-50 years (1.000) and respectively between 41-50 and 51-60 years (.361).

Objective No.2c: To compare the Teachers' Professional Skills related to Communicative Skills among Primary School teachers on the basis of Age.

H_{01c} There is statistically no significant difference in teachers' communicative skills among Primary School teachers on the basis of Age.

Table 4.14

Age wise Comparison of Teachers' Communicative Skills (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Communicative Skills	20-30	21	36.761	343	7.479	.000
	31-40	96	42.458			
	41-50	132	42.212			
	51-60	98	44.040			
	Total	347	42.466			

Table 4.14 showed that the F value (7.479) was found statistically significant at (0.000). Thus our H_{01c} was fail to accept which means that difference was existing in Teachers' communicative skills on different age groups of teachers.

Table 4.15

Age wise multiple comparisons of Teachers' communicative skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Communicative Skills	20-30	31-40	.002
		41-50	.002
		51-60	.000
	31-40	20-30	.002
		41-50	1.000
		51-60	.532
	41-50	20-30	.002
		31-40	1.000
		51-60	.206
	51-60	20-30	.000
		31-40	.532
		41-50	.206

As table 4.15 shows there was difference in the age groups regarding teachers professional skills related to communicative skills between 20-30 years and 31-40 years (.002), 31-40 years and 41-50 years (1.000) and between 41-50 years and 51-60 years (.206).

Objective No.2d: To compare the Teachers ‘Professional skills related to Research Skills among Primary School teachers on the basis of Age.

H_{01d} There is statistically no significant difference in teachers’ Research Skills among Primary School teachers on the basis of Age.

Table 4.16

Age wise Comparison of Teachers’ Research Skills (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Research Skills	20-30	21	43.714	343	7.076	.000
	31-40	96	50.541			
	41-50	132	52.166			
	51-60	98	52.428			
	Total	347	50.518			

Table 4.16 showed that the F value (7.076) was found statistically significant at (0.000). Thus our H_{01d} was fail to accept which means that difference was existing in Teachers’ research skills of different age groups of teachers.

Table 4.17

Age wise multiple comparisons of Teachers' Research Skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Research Skills	20-30	31-40	.003
		41-50	.004
		51-60	.000
	31-40	20-30	.003
		41-50	1.000
		51-60	.599
	41-50	20-30	.004
		31-40	1.000
		51-60	.203
	51-60	20-30	.000
		31-40	.599
		41-50	.203

As demonstrated in table 4.17 there was difference in teachers' professional skills related to research skills between age groups of 20-30 years and 31-40 years (.003), 31-40 and 41-50 years (1.000) and respectively between 41-50 years and 51-60 years (.203).

Objective No.2e: To compare the Teachers' Professional Skills related to Organizational Skills among Primary School teachers on the basis of Age.

H_{01e} There is statistically no significant difference in teachers' Organizational Skills among Primary School teachers on the basis of Age.

Table 4.18

Age wise Comparison of Teachers' Organizational Skills (n=347)

Variable	Age Range	n	Mean	df	F	Sig.
Organizational Skill	20-30	21	40.523	343	5.806	.000
	31-40	96	46.114			
	41-50	132	45.583			
	51-60	98	47.551			
	Total	347	45.979			

Table 4.18 showed that the F value (5.806) was found statistically significant at (0.000). Thus our H_{01e} was fail to accept which means that difference was existing in Teachers' organizational skills of different age groups of teachers.

Table 4.19

Age wise multiple comparisons of Teachers' Organizational Skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Organizational Skills	20-30	31-40	.008
		41-50	.017
		51-60	.000
	31-40	20-30	.008
		41-50	1.000
		51-60	.975
	41-50	20-30	.017
		31-40	1.000
		51-60	.238
	51-60	20-30	.000
		31-40	.975
		41-50	.238

Table 4.19 depicted that difference in age groups regarding teachers' professional skills related to organizational skills between 20-30 years and 31-40 years (.008), 31-40 years and 41-50 years (1.000) and between 41-50 years and 51-60 years (.238).

Objective No.2f: To compare the Enterprise Skills among Primary School teachers on the basis of Age.

H_{01f} There is statistically no significant difference in teachers' Enterprise Skills among Primary School teachers on the basis of Age.

Table 4.20

Age wise Comparison of Teachers' Enterprise Skills (n=347)

Variable	Age Range	N	Mean	df	F	Sig.
Enterprise Skills	20-30	21	45.047	3	5.20	.000
	31-40	96	50.697			
	41-50	132	49.265			
	51-60	98	51.744			
	Total	347	50.106			

Table 4.20 showed that the F value (5.20) was found statistically significant at (0.000). Thus our H_{01f} was fail to accept which means that difference was existing in Teachers' enterprise skills of different age groups of teachers.

Table 4.21

Age wise multiple comparisons of Teachers' Enterprise Skills (n=347)

Variable	(I) Age Range	(J) Age Range	Sig.
Enterprise Skills	20-30	31-40	.015
		41-50	.123
		51-60	.002
	31-40	20-30	.015
		41-50	1.000
		51-60	1.000
	41-50	20-30	.123
		31-40	1.000
		51-60	.098
	51-60	20-30	.002
		31-40	1.000
		41-50	.098

As table 4.21 indicated that there was difference in teachers' professional skills related to enterprise skills between 20-30 years and 31-40 years (.015), 31-40 years and 41-50 years (1.000) and 41-50 and 51-60 years (1.000).

Section IV

4.5 Gender wise Comparison of Teachers' Professional Skills

Objective No.3 “To compare the Professional skills among primary school teachers on the basis of Gender”.

H₀₂: There is statistically no significant difference in Teachers' professional skills among primary School teachers on the basis of Gender.

Table 4.22

Gender wise Comparison of Teachers' Professional Skills (n = 347)

Variable	Gender	N	Mean	t	df	Sig.
Teachers' Professional Skills	Male	216	279.310	3.432	345	.000
Observational Sheet	Female	131	261.435			

* $p < 0.05$, ** $p < 0.01$

Table 4.22 had the demonstration that t value ($t=3.432$) was statistically significant. Thus, there was statistically significant difference was found between male (279.310) and female (261.435) teachers on the basis of teachers' professional skills. However, the H₀₂ is failed to accept. The result showed that male teachers' possessed more professional skills as compare to female.

Objective No. 3a ‘To compare Cognitive Skills among Primary School teachers on the basis of gender.

H_{02a}: There is statistically no significant difference in cognitive skills among Primary School teachers on the basis of gender.

Table 4.23

Gender base comparison of Teachers’ Cognitive Skills (n=347)

Variable	Gender	N	Mean	T	df	Sig.
Teachers Cognitive Skills	Male	216	34.680	5.588	345	.000
	Female	131	31.145			

**p<0.05, **p<0.01*

Table 4.23 had the demonstration that t value (t=5.588) was statistically significant. Thus, there was statistically significant difference was found between male (34.680) and female (31.145) teachers on the basis of teachers’ cognitive skills. However, the H_{02a} is failed to accept. The result showed that male teachers’ possessed more cognitive skills as compare to female teachers.

Objective No.3b To compare the Interpersonal Skills among Primary School teachers on the basis of gender.

H_{02b} There is statistically no significant difference in interpersonal skills among Primary School teachers on the basis of gender.

Table 4.24

Gender wise Comparison of Teachers' Interpersonal Skills (n= 347)

Variable	Gender	N	Mean	t	df	Sig.
Teachers' Interpersonal Skills	Male	216	50.972	2.496	345	.000
	Female	131	48.778			

**p<0.05, **p<0.01*

Table 4.24 had the demonstration that t value (t=2.196) was statistically significant. Thus, there was statistically significant difference was found between male (50.972) and female (48.778) teachers on the basis of teachers' interpersonal skills. However, the H_{02b} is failed to accept. The result showed that male teachers' possessed more interpersonal skills as compare to female.

Objective No. 3c To compare the teachers' Communicative Skills among Primary School teachers on the basis of gender

H_{02c} There is statistically no significant difference in Communicative skills among Primary School teachers on the basis of gender.

Table 4.25

Gender wise Comparison of Teachers' Communicative Skills (n= 347)

Variable	Gender	N	Mean	t	df	Sig.
Teachers' Communicative Skills	Male	216	43.797	4.917	345	.000
	Female	131	40.290			

**p<0.05, **p<0.01*

Table 4.25 had the demonstration that t value (t=4.917) was statistically significant. Thus, there was statistically significant difference was found between male (43.797) and female (40.290) teachers on the basis of teachers' communicative skills. However, the H_{02c} is failed to accept. The result showed that male teachers' possessed more communicative skills as compare to female.

Objective No. 3d To compare Research Skills among Primary School teacher on the basis of gender

H_{02d} There is statistically no significant difference in Research skills among Primary School teachers on the basis of gender.

Table 4.26

Gender wise Comparison of Teachers' Research Skills (n= 347)

Variable	Gender	N	Mean	t	df	Sig.
Teachers' Research Skills	Male	216	51.986	4.409	345	.000
	Female	131	48.099			

**p<0.05, **p<0.01*

Table 4.26 had the demonstration that t value (t=4.409) was statistically significant. Thus, there was statistically significant difference was found between male (51.986) and female (48.099) teachers on the basis of teachers' research skills. However, the H_{02d} is failed to accept. The result showed that male teachers' possessed more research skills as compare to female.

Objective No. 3e To compare organizational Skills on the basis of gender at Primary School Level.

H_{02e} There is statistically no significant difference in Organizational skills among Primary School teachers on the basis of gender.

Table 4.27

Gender wise Comparison of Teachers' Organizational Skills (n= 347)

Variable	Gender	N	Mean	t	df	Sig.
Teachers' Organizational Skills	Male	216	46.935	3.174	345	.000
	Female	131	44.404			

**p<0.05, **p<0.01*

Table 4.27 had the demonstration that t value (t=3.174) was statistically significant. Thus, there was statistically significant difference between male (46.935) and female (44.404) teachers on the basis of organizational skills. However, the H_{02e} is failed to accept. The result showed that male teachers' possessed more organizational skills as compare to female.

Objective No. 3f To compare the teachers' Enterprise skills among the primary school teachers on the basis of gender at Primary School Level.

H_{02f} There is statistically no significant difference in Enterprise skills among Primary School teachers on the basis of gender.

Table 4.28

Gender wise Comparison of Teachers' Enterprise Skills (n= 347)

Variable		Gende r	N	Mean	t	df	Sig.
Teachers Enterprise Skills		Male	216	50.949	2.589	345	.000
		Female	131	49.717			

**p<0.05, **p<0.01*

Table 4.28 had the demonstration that t value (t=2.589) was statistically significant. Thus, there was statistically significant difference was found between male (50.949) and female (49.717) teachers on the basis of teachers' enterprise skills. However, the H_{02f} is failed to accept. The result showed that male teachers' possessed more enterprise skills as compare to female.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

This chapter is consisted on summary, findings, discussion, conclusions and recommendations.

Detail is given below:

5.1 Summary

Topic of this study was for assessing the current level of professional skills among primary school teachers: A need analysis. This study was based on three main objectives which were: To measure the level of Professional Skills among Primary school teachers. To compare the Professional Skills among Primary School teachers on the basis of age and compare the Teachers' professional Skills among Primary School teachers on the basis of gender. The main null hypotheses were: H_{01} There is statistically no significant difference in Professional skills among Primary School teachers on the basis of age and H_{02} There is statistically no significant difference in Professional Skills among Primary School teachers on the basis of gender.

Theoretical framework of this study was based on six transferable skills for teachers and researchers, given by Organization for Economic Co-operation and Development (2012) i.e. cognitive skills, communication skills, research skills, organizational skills, enterprise skills and interpersonal skills.

In this study, researcher used positivist research paradigm, quantitative research approach and comparative research design. The population of this study was based on Balochistan Govt. Primary school teachers of Turbat Tehsil. Male and female, both were taken as a population. Researcher

used stratified random sampling technique to select the sample from the population. 50% sample was selected from each strata to observe teachers. Researcher used self-developed observation sheet, named as Teachers' professional skills observation sheet. Teachers' professional skills observation sheet was based on six skills and had 65 items. Observation sheet was divided into two parts i.e. demographics and items related to the selected variable.

For the validity of the observation sheet, researcher approached four experts from the field of education and made changes in observation sheet under their valuable remarks. For pilot testing, researcher observed forty teachers. After that, observed teachers in pilot testing, researcher entered in statistical package for social sciences (SPSS) 20th edition to check the reliability of the tool. The reliability of Teachers' professional skills observation sheet was found (.98). After calculation of the reliability, researcher made changes in the observation sheet for the final observational sheet. For final observational sheet, researcher selected 50% sample from each strata. For the sake of observing the teachers, researcher visited some school personally and observed the teachers personally. When the teachers were observed, the researcher had entered the data in SPSS and applied three tests for data analysis such as individual score, t-test and ANOVA.

5.2 Findings

This section discussed the findings of current study.

1. Results demonstrated the score of Teachers' Professional Skills and was divided into three levels. 11 (3%) had the below average level of Professional Skills, 32 (9%) had the average level score of Professional Skills and 304 (88%) observed teachers at above average level which depicts the majority of the teachers had maximum Professional Skills (Table No.4.10).

2. Data demonstrated that F value (6.774) was found statistically significant. Thus our H_{01} was fail to accept which means that difference was existing in Teachers' professional skills of different age groups of teachers (Table 4.11).
3. Results showed that the F value (4.238549) was found statistically significant at (0.006). Thus our H_{01} was fail to accept which means that difference was existing in Teachers' professional skills of different age groups of teachers (Table 4.13).
4. Data showed that the F value (5.179) was found statistically significant at (0.002). Thus our H_{01b} was fail to accept which means that difference was existing in Teachers' cognitive skills on the basis of age (Table 4.15).
5. Results showed that the F value (7.479) was found statistically significant at (0.000). Thus our H_{01c} was fail to accept which means that difference was existing in Teachers' communicative skills on different age groups of teachers (Table 4.17).
6. Results showed that the F value (7.076) was found statistically significant at (0.000). Thus our H_{01d} was fail to accept which means that difference was existing in Teachers' research skills of different age groups of teachers (Table 4.19).
7. Results showed that the F value (5.806) was found statistically significant at (0.000). Thus our H_{01e} was fail to accept which means that difference was existing in Teachers' organizational skills of different age groups of teachers (Table 4.22).
8. Data showed that the F value (5.20) was found statistically significant at (0.000). Thus our H_{01f} was fail to accept which means that difference was existing in Teachers' enterprise skills of different age groups of teachers (Table 4.23).
9. Data demonstrated that t value ($t=3.432$) was statistically significant. Thus, there was statistically significant difference was found between male (279.310) and female (261.435)

teachers on the basis of teachers' professional skills. However, the H_{02} is failed to accept. The result showed that male teachers' possessed more professional skills as compare to female (Table 4.25).

10. Results had demonstrated that t value ($t=5.588$) was statistically significant. Thus, there was statistically significant difference was found between male (34.680) and female (31.145) teachers on the basis of teachers' cognitive skills. However, the H_{02a} is failed to accept. The result showed that male teachers' possessed more cognitive skills as compare to female teachers (Table 4.26).
11. Data had demonstrated that t value ($t=2.196$) was statistically significant. Thus, there was statistically significant difference was found between male (50.972) and female (48.778) teachers on the basis of teachers' interpersonal skills. However, the H_{02b} is failed to accept. The result showed that male teachers' possessed more interpersonal skills as compare to female (Table 4.27).
12. Results had demonstrated that t value ($t=4.917$) was statistically significant. Thus, there was statistically significant difference was found between male (43.797) and female (40.290) teachers on the basis of teachers' communicative skills. However, the H_{02c} is failed to accept. The result showed that male teachers' possessed more communicative skills as compare to female (Table 4.28).
13. Results had demonstrated that t value ($t=4.409$) was statistically significant. Thus, there was statistically significant difference was found between male (51.986) and female (48.099) teachers on the basis of teachers' research skills. However, the H_{02d} is failed to accept. The result showed that male teachers' possessed more research skills as compare to female (Table 4.29).

14. Results had demonstrated that t value ($t=3.174$) was statistically significant. Thus, there was statistically significant difference was found between male (46.935) and female (44.404) teachers on the basis of organizational skills. However, the H_{02e} is failed to accept. The result showed that male teachers' possessed more organizational skills as compare to female (Table 4.30).
15. Results had demonstrated that t value ($t=2.589$) was statistically significant. Thus, there was statistically significant difference between male (50.949) and female (49.717) teachers on the basis of teachers' enterprise skills. However, the H_{02f} is failed to accept. The result showed that male teachers' possessed more enterprise skills as compare to female (Table 4.31).

5.3 Discussion

Teachers' professional skills have huge role in 21st century where artificial intelligence is introduced with each new feature every coming day, but teachers professional skills need to be met with the different development programs through which teachers not only come out of traditional methods of teaching rather be updated about trends that they adapt to be considered modern day teachers. In Pakistan, the teachers to be aware of the trends and have knowledge of integration of technology is a far implementable idea, the same scenario is for teachers development programs for technology integration. The proper building for a school is a still a concerning question in Pakistan also school without teachers is another matter of concern. Students learning outcomes are determined by the quality of teaching that is possible through transferable skills such as cognitive, communicative, organizational, research, enterprise and interpersonal skills, this notion in professional skills can bring education leaders with high performance (OECD, 2012). The present study focused on assessing the current level of professional skills among primary school teachers. According to Ali et al, (2020) teachers' quality is the reflection of

professional skills that is based on knowledge, understanding and attitudes he or she brings to teaching professional. A total of three objectives and three null hypotheses which had the analysis running the data in SPSS 20TH Edition, For the discussion of teachers' professional skills, OECD model was brought into use to measure teachers' current level of professional skills which is complement of the process as a whole. The current study has the usage of OECD model taking the teachers' professional skills transferable skills at Primary level schools.

On the basis of means scores of this study, finding revealed that teachers were professionally skillful and had enough development programs/ trainings that made them professional. There are several researches already conducted on the same area in Pakistan and other countries whose results had consistency with the research found in literature (Illanlou et al., 2011; Saeed and Akbar 2021; Jakhanwal and Sinha 2021, Saleem, Masrur and Afzal 2014) Thus, two researches in the done previously had contradiction with the results present study as the researches had the reports with low and moderate level in the in-service teachers' professional skills referring to the other models of Professional skills into consideration (Ngang, Yunus and Hashim 2015, Iqbal, Khalid and Hussain (n.d). Nagang, Yunus and Hashim (2015) found that teacher soft skills were insufficient for teachers in their professional life. Iqbal, Khalid and Hussain (n.d) revealed that these competencies showing the gap in the prospective teachers' training programs. Highlights of the literature were previously reported demonstrated there is further need of conducting more studies to further confirmation of findings of the current study. The individual score was applied for the accomplishment of objective 1, to measure the level of teachers' professional among primary school teachers. Data collection was conducted with the help of a observational sheet by researcher as observer. Data collection revealed that teachers in majority of primary teachers owned above average level of professional skills. Therefore, it was found that teachers were about

the importance, use and need of professional skills as majority of them had professional skills.

The 2nd main objective was to compare the Professional Skills among Primary School teachers on the basis of Age. H_{01} was fail to accept which means that difference was existing in Teachers' professional skills of different age groups of teachers. A study conducted by Kiran, Arshad and Rizwan (2022), they revealed that there was no statistically significant difference was found in teachers professional development and teaching performance on the basis of age. So on the basis of findings it was recommended that government should allot more time for teachers professional training. More training session related to educational technologies should arrange and make then interesting.

The 3rd main objective was to compare the Professional skills among Primary School teachers on the basis of Gender. Thus, there was statistically significant difference was found between male and female teachers on the basis of teachers' professional skills. However, the result showed that male teachers' possessed more professional skills as compare to female. Saeed and Akbar (2021) also conducted study on relationship of teachers' professional skills and students' achievement in English at BA level. So they compared male and female students' perception about teachers' professional skills on the basis of Gender so the findings revealed that there was statistically significant difference was found in teachers' professional skills on the basis of gender. So on the basis of findings it was recommended that teachers need training for better use of instructional material in the class so at the end students can better organize the content at the end. Furthermore, Kiran et al., (2022) also found that there was significant difference in gender on the basis of educational technology instruction, curriculum and content expertise and meanwhile male value of male teachers were found greater as compare to female.

5.4 Conclusions

After analyzing the data and based on findings, researcher concluded that majority of teachers (88%) possessed above average professional skills meanwhile (9%) teachers fall in average category and (3%) teachers possessed below average professional skills. Based on second findings of second objective of the study, it was concluded that there was statistically significant difference was found in teachers' professional skills on the basis of age Primary school teachers aged between 51-60 possessed more professional skills. H01 in the study failed to accept which means that difference was existing in professional skills of different age groups of teachers.

Both male and female teachers were observed and based on findings from third objective it was concluded that there was statistically significant difference between male and female teachers exist on the basis of teachers' professional skills. However, male teachers possessed more professional skills as compared to female.

5.5 Recommendations

On the basis of findings of the study, the researcher provided following recommendations:

1. Teachers may attend online tutorial arranged by provincial institute of teacher education (PITE) Baluchistan and may also attend online platforms like Alison Islamabad to enhance their professional skills.
2. Both male and female young teachers may improve their professional skills through regular enrolment in pre-service teaching courses such as B.Ed., M.Ed., and M.A education.
3. Heads of schools may attach young or newly appointed teachers with experienced teachers to observe the experienced teachers' teaching strategies and to enhance their skills.
4. Experienced teachers may create an environment of collaborative planning in which young or newly appointed teachers are taken into the group to observe the experienced one to learn the

methods used in lesson planning that can help the young teachers be prepared.

5. Girls' schools may make an integrated learning environment for female teachers based on teachers' own research such as providing the female exposure visits to boys schools to observe male teachers' teachers' teaching strategies for improvement.
6. Female teachers may attend local conferences on education arranged by District Education Officers to share their problems they face in the implementation of professional skills and to obtain possible solutions of problems.

5.6 Recommendations For Future Researchers

Researcher provided the following recommendation for the future researchers:

1. For future researchers, the present study had suggestions for discovering the dimensions that were unable to be covered by the researcher. Present study was delimited to public sector schools of Turbat. A comparative study may be directed among public and private schools in Turbat.
2. Upcoming studies may also be conducted on gender base at secondary school level.
3. The present study was gender based comparative study only so this research can also be extended to another comparative study on the basis of teachers' specialization in subjects.
4. Future researchers may conduct studies on the challenges of teachers' professional skills implementation at primary level.

5.7 Limitations of the Study

Researcher had given the following limitations:

1. Researcher could not cover the private sector schools of Tehsil Turbat due to lack of resources and time.

2. The current study was delimited only to the public sector elementary schools of Turbat Tehsil.

3. Permanent Teachers of Public Primary Schools of Tehsil Turbat.

Table No. 5.1

Alignment Table

Sr.No	Objectives	Null Hypotheses	Findings	Recommendations
1.	To measure the level of professional skills among Primary school teachers.		The level of teachers' professional skills related to Teachers' Professional Skills Observational Sheet (TPSOS) had the categorization into three levels i.e. below average, average and high average. Majority (88%) observed teachers had high average level of professional skills related to Teachers' Professional Skills Observational Sheet (TPSOS) (Table 4.10).	Teachers may attend Provincial Institute of Teacher Education (PITE) in Baluchistan to enhance their professional skills such as: Computer literacy and to improve English language skills.

2.	To compare the Teachers' professional Skills among Primary School teachers on the basis of Age.	H₀₁ There is statistically no significant difference in Teachers' professional skills among Primary School teachers on the basis of Age.	Table 4.11 had the explanation that the f value (0.6774) was found significant which demonstrated there is a significant difference in teachers professional skills of different age groups of teachers including the finding that shows a significant difference in teachers professional skills exists between age groups of 20-30 years, 31-40 years, 41-50 years, and 51-60 years concerning. The highest mean valued was reported with mean score age groups 51-60	Both male and female Young teachers may improve their professional skills through regular enrolment in pre-service teaching courses such as B.Ed., M.Ed., and M.A education.
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- years (M=282)
and 31-40 years
(M=272)
respectively.
4. To compare the H_{02} There is t-value (t=3.432) Government may
Teachers' statistically no was statistically assess the teachers
Professional skills significant significant. Thus, annually on the
among Primary difference in there was basis of tests and
School teachers on Teachers' statistically basis of tests and
the basis of Gender. professional skills significant may issue them
among primary difference proper teaching
School teachers on between male license as it will
the basis of Gender. (279.310) and help to enhance
female (261.435) their teachers'
teachers on the professional skills.
basis of teachers' professional skills.
professional skills. However, the H_{02}
is failed to accept.
The result showed
that male teachers'
possessed more
professional skills
as compare to
female (Table
4.27).
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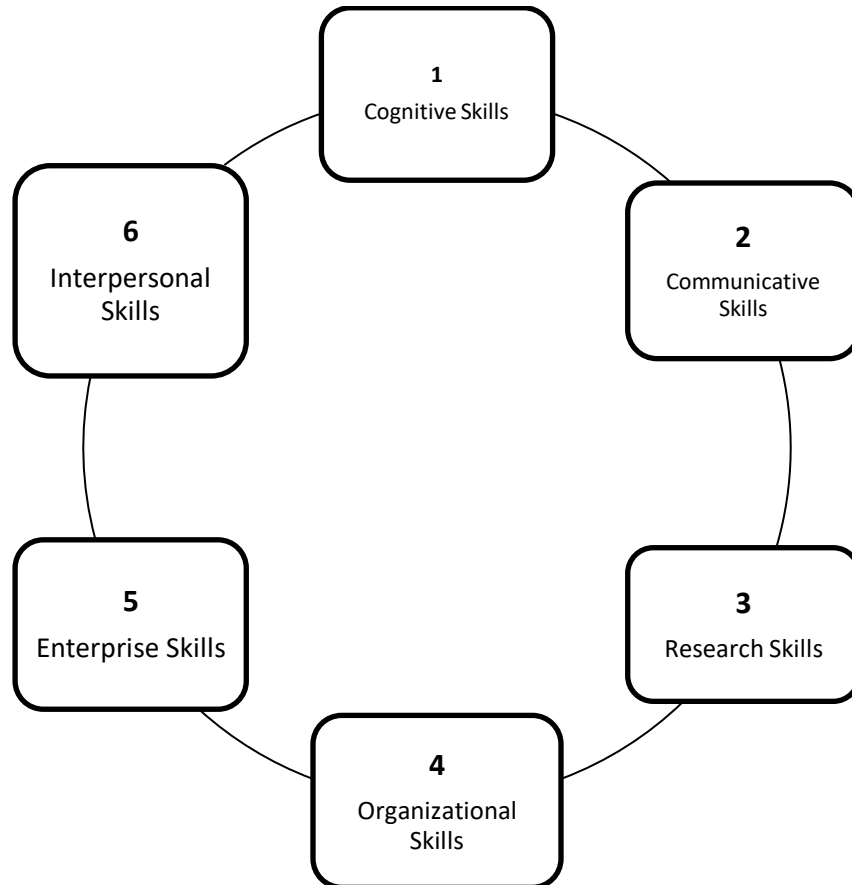
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Appendix A

Theoretical Framework of the Study



Appendix B

Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1-3/ES/2023/422

Dated: 26-06-2023

Name: Sifa Ullah Reg No. 38-M.Phil/Edu/S22

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, M.L.1-4/Edu/2021/422, dated 26-06-2021, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and Supervisor in 16th BASR Meeting dated 21st June 2023 and the recommendations of Faculty Board of Studies vide its meeting held on 27th April 2023.

a. Supervisor's Name & Designation

Dr. Qurat ul Ain Hina,
Assistant Professor,
Department of Educational Sciences NUML, Islamabad.

b. Topic of Thesis

**Assessing the Current Level of Professional Skills Among Primary School Teachers:
A Need Analysis.**

c. Theme: Organizational Behaviour

d. Practical Application: Community Service / Commercialization

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time by **30th June 2024** for further processing as per NUML MPhil Timeline. (**Timeline Attached**).

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeeha Shahid
Head

Department of Educational Sciences

Distribution:

Mr. Sifa Ullah (M.Phil Scholar)

Dr. Qurat ul Ain Hina (Thesis Supervisor)

Appendix C

Permission Letter for Data Collection



DEPARTMENT OF EDUCATIONAL SCIENCES
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2023-Edu/457

Dated: 06-09-2023

WHOM SO EVER IT MAY CONCERN

Mr. Sifaullah S/O Kareem Dad, student of Mphil (Edu) Department of Educational Sciences, National University of Modern Languages is engaged in project of his Research Work.

He may please be allowed to visit your Institution / Library to obtain the required information for his Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Dr Wajeeha Shahid
Head,
Department of Educational Sciences



Scanned with CamScanner

Appendix D

Cover Letter for Validity Certificates

Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis



Subject: Request for Validity Certificate

Respected Sir/Madam

I have attached my observational sheet, adapted for the purpose of research title as “Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis”. I have developed teachers’ professional skills observation sheet in the light of the Model presented by Organization for Economic Cooperation and Development (2012). This model is based on six dimensions as: cognitive skills, communicative skills, research skills, organizational skills, enterprise skills and interpersonal skills.

Kindly check my observational sheet, its content and construction, and provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

SifaUllah

Mphil scholar, Deptt of Education,
National University of Modern Languages,
Islamabad Pakistan.

Appendix E

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

**(Assessing the Current Level of Professional Skills among Primary School Teachers: A
Need Analysis)**



By Mr SifaUllah

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the observational sheet developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis.

It is considered that the research observational sheet, developed for the above mentioned title and its according to objective and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: _____

Designation: _____

Institution: _____

Signature: _____

Date: _____

Appendix F

List of Experts Committee for Tool Validation

Expert Name	Designation	Institute Name	Date
Dr. Muhammad Imran Yousaf	Professor	PMAS-Arid Agriculture University Rawalpindi	10-8-2023
	Assistant	Allama Iqbal Open	09-08-2023
Dr. Muhammad Samiullah	Professor	University, Islamabad	
Dr. Aftaab Ahmed	Lecturer	Allama Iqbal Open Univerity, Islamabad	09-08-2023
Dr. Muhammad Nasir Khan	Lecturer	International Islamic University Islamabad	17-08-2023

Appendix G

Research Instrument Validity Certificates

CERTIFICATE OF VALIDITY

(Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis)



By Mr SifaUllah

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences,

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the observational sheet developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis.

It is considered that the research observational sheet, developed for the above mentioned title and it is according to objective and hypotheses of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: _____

Designation: _____

Institution: **Dr. Muhammad Samiullah**
Assistant Professor
Early Childhood Education and Elementary
Teacher Education Department
Allama Iqbal Open University, Islamabad

Signature: _____

Date: _____

CERTIFICATE OF VALIDITY

(Assessing the Current Level of Professional Skills among Primary School Teachers: A
Need Analysis)



By Mr SifaUllah

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the observational sheet developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis.

It is considered that the research observational sheet, self-developed for the above mentioned title and its according to objectives and hypotheses of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. M. Imran Yousuf

Designation: _____

Institution: _____

Signature: _____

Date: _____

Prof. Dr. M. Imran Yousuf
Department of Education
PMAS-Arid Agriculture University
Islamabad

CERTIFICATE OF VALIDITY

(Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis)



By Mr SifaUllah

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences,

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the observational sheet developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis.

It is considered that the research observational sheet, developed for the above mentioned title and it is according to objective and hypotheses of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Afia Shahid
Designation: Professor
Institution: A-Z.O.U
Signature: [Signature]
Date: 09/08/2023

CERTIFICATE OF VALIDITY

(Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis)



By Mr SifaUllah

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certify that the observational sheet developed by the scholar towards his ^{research paper} thesis has been assessed by me and I find it to have been designed adequately for Assessing the Current Level of Professional Skills among Primary School Teachers: A Need Analysis.

It is considered that the research observational sheet, self-developed for the above mentioned title and its according to objectives and hypotheses of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. M. Nasir Ullah
Designation: Chairman
Institution: NUML
Signature: [Signature]
Date: August 17, 2020

Dated.....
By No.....
Office of the Chairman
Department of Teacher Education
Faculty of Education
International Islamic University
Islamabad

Appendix H

Population of the Study

List of Boys Schools of Turbat Tehsil

Sr.no	Bemis Code	School Name	No of Teachers
1	05855	GBPS Sotkal Bazar (Zargift)	5
2	05856	GBPS Ali Abad	4
3	05858	GBPS Aspi Bazar	4
4	05859	Gbps Tanzag	4
5	05860	GBPS Banduk	5
6	05862	GBPS Nokabad	3
7	05865	GBPS New Kotwali	5
8	05868	GBPS Kahn Pusht	4
9	05901	GBPS Mada Kalat	2
10	05902	GBPS Mir-e-Bazar Dunder	6
11	05904	GBPS Ashal Muhammad Ali Bazar	3
12	05905	GBPS Mullai Bazar Kumbi Herronk	3
13	05907	GBPS Joo-e-Sar Naag	3
14	05908	GBPS Dohago Muhallah	2
15	05909	GBPS Bidrung	4
16	05910	GBPS Seguk	5
17	05912	GBPS Jath Kolwa	2
18	05913	GBPS Badoluk Kolwa	3
19	05914	GBPS Gamook	3
20	05915	GBPS Nalbona	5
21	05916	GBPS Balgater Loop	2
22	05918	GBPS Thalsar Hoshab	4
23	05920	GBPS Garonk	3
24	05921	GBPS Gowand Sarin	3
25	05926	GBPS Kallag Sami	4
26	05928	GBPS Danay Sar Sami	3
27	05929	GBPS Omari Kahan Sami	5
28	05930	GBPS Dan Dalay Dun	3
29	05938	GBPS Korag Hotabad	4
30	05953	GBPS Aabsar Muhallah	3
31	05954	GBPS Salala Bazar	4
32	05956	GBPS Josh Muhallah	3
33	05957	GBPS Syed Muhammad Mohalla	3
34	05959	GBPS Basol Kore	4
34	05960	GBPS Loryani Bazar	3
35	05961	GBPS Maliki Bagh	3
36	05962	GBPS Mir-e-Bazar Jusak	3
37	05965	GBPS Bug Turbat	5
38	05968	GBPS Sohrani Band Gap	3

39	05970	GBPS Sing Kalat	3
40	05971	GBPS Piri Kahan	4
41	05972	GBPS Mazari Kahan	3
42	06062	GBPS Shay Tager	3
43	06065	GBPS Phullani	5
44	06066	GBPS Nokahan	3
45	06069	GBPS Pashoo Bazar	3
46	06071	GBPS Allah Bakhath	4
47	06072	GBPS Geebun	2
48	06074	GBPS Meero Bazar Solband	4
49	06092	GBPS Goodi	5
50	06093	GBPS Dalay Sar Nodiz	3
51	06096	GBPS Danchoop Dun	2
52	06097	GBPS Lullain	4
53	06100	GBPS Chotai Joo New Dehat	3
54	06102	GBPS Danchoop Dun Nazim Bazar	3
55	06165	GBPS Danay Sar Shahrag	4
56	06166	GBPS Gowaniki	5
57	06168	GBPS Pugunsh	6
58	06169	GBPS Solani	4
59	06172	GBPS Niami Kallag	3
60	06177	GBPS Kicken	4
61	06178	GBPS Kesak	3
62	06182	GBPS Jail Pusht	4
63	06183	GBPS Airport Road	3
64	06184	GBPS Dashti Bazar	4
65	06186	GBPS Koshak Turbat	4
66	06187	GBPS Haibathan Mohullah	3
67	06188	GBPS Goshthung Bazari Masjid	4
68	06189	GBPS Malik Abad Shaikhani Bazar	4
69	06190	GBPS Shahi Tump	3
70	06202	GBPS Karkak Kadaki	5
71	09040	GBPS Koh-e-Murad Bazar	3
72	09041	GBPS Waja Abbas Bazar Nodiz	3
73	09042	GBPS Rodkan Tash	4
74	09229	GBPS Phullah Bazar	3
75	09230	GBPS Shapkol	3
76	09231	GBPS Shahdad Bazar Kolwa	4
77	090390	GBPS Parkotag	4
78	09391	GBPS Balgatar Amin Bazar	3
79	09392	GBPS Sharqi Shay Kahan	5
80	09393	GBPS Baloch Abad	4
81	09394	GBPS Gazzandar	4
82	09395	GBPS Allah Bakht	3
83	10006	GBPS Jath Marastani	5
84	10198	GBPS Murad Bazar	6

85	10486	GBPS Paddi Lal Muhammad BAZAR	4
86	12866	GBPS Tanzala Kunari	3
87	12867	GBPS Koocha Wasti Sami	4
88	12869	GBPS Sheroki Waris Muhallah	4
89	12870	GBPS Zangi Bazar	4
90	13130	GBPS Kolwah No.1	6
91	13229	GBPS South Chahsar	5
92	14033	GBPS Kakrasee Tarati	4
93	14496	GBPS Langi Jamak	3
94	14577	GBPS Shah Abad Absar	3
95	14578	GBPS Khuda Baksh Bazar Bahria Dat	3
96	14616	GBPS Mir Muhammad Ali Bazar Sukkah	3
97	14623	GBPS Goree Balghtar	3
98	14624	GBPS Kolwah No.2	4
99	14625	GBPS Jangian Abad	4
100	14633	GBPS Sari Gowaniki	5
101	15282	GBPS Shah Abad Nasarabad	4
102	15537	GBPS Sardar Aziz Ahmed Muhallah Pidrak	3
103	15874	GBPS Nawab Muhallah Balicha	3
104	16070	GBPS Sarbazi Muhallah Hoshob	5
105	16071	GBPS Thalgul Muhammad Bazar Hoshab	3
106	16072	GBPS Nigore Bazar Dander	6
107	16073	GBPS Sabzal Muhallah Hoshab	3
108	16098	GBPS Gango Zar Bazar	4
109	16099	GBPS Sirbazi	3
110	16100	GBPS Chloo	4
111	16102	GBPS Maqous Zar Pidark	3
112	16103	GBPS Nokhan Kalatuk	4
113	16105	GBPS Haji Abdul Salam Muhallah	4
114	16965	GBPS Abdullah Bazar Hoshab	3
115	16966	GBPS Sindhi Bazar Hoshab	4
116	16967	GBPS Dalay Bazar Dandar	3

List of Girl Schools of Turbat Tehsil

Sr.no	Bemis Code	School Name	No of Teachers
1.	05869	GGCSP Bug Turbat	4
2.	09210	GGPS Sang Kalat	3
3.	09398	GGCSP Phullay Bazar Ginnah	5
4.	09399	GGCSP Sorag Bazar	3
5.	10121	GGCSP Phullani	4
6.	10178	FFCSP Pathan-e-Kahnoor	4
7.	10179	GGPS Hoot Abad	3
8.	10189	GGPS Mazari Kahan	4
9.	10196	GGCSP Meno	5
10.	10206	GGCSP Qadar Baksh Muhallah	3
11.	10594	GGCSP Dany Sar Shahrag	4
12.	10749	GGCSP Lullain	4
13.	10750	GGCSP Umari Kahan	3
14.	10753	GGCSP Dan Dalay Dun	4
15.	10836	GGCSP Sari Kallag	3
16.	10841	GGCSP Balochi Bazar Sami	4
17.	10964	GGPS Goodi	3
18.	10966	GGCSP Zangi Bazar Shapuk	4
19.	10984	GGPS Nok Abad	4
20.	11019	GGCSP Maghrabi Khair Abad	6
21.	11021	GGPS Hafto Bazar	5
22.	11032	GGCSP Dabuk	5
23.	11036	GGPS Allah Bakht	4
24.	11041	GGCSP Dalay Bazar Nasarabad	4
25.	11042	GGCSP Kicken Shahrag	3
26.	11046	GGCSP Baloch Muhallah Absar	3
27.	11047	GGCSP Kumbi (Hironk)	4
28.	11048	GGCSP Pugunsh Shahrag	5
29.	11049	GGCSP Gokdan (West)	4
30.	11050	GGCSP Khan-e-Pusht	4
31.	11053	GGCSP Dan Chope Dan	3
32.	11399	GGPS Gowaniki Shahrag	3
33.	11493	GGCSP Din Muhammad Muhallah Absar	3
34.	11657	GGPS Abdul Rab Muhallah	4
35.	11658	GGPS Churbuk	4
36.	11660	GGPS Thalsar Hoshab	5
37.	11661	GGPS Bogan	3
38.	11737	GGCSP Tijaban	3
39.	13117	GGCMPS Kallag Sami	4
40.	13119	GGCSP Mir Maqsood Bazar Hoshab	3
41.	13121	GGCSP Sari Gowaniki Shahrag	4

42.	13128	GGCSP Koh-e-Murad	4
43.	13129	GGCMPS Abbad Bazar Nodiz	4
44.	14398	GGPS Mir Nasar Ali Muhallah Muhalla Absar Sukka	5
45.	14621	GGPS Karim Bakhsh Bazar	4
46.	14622	GGPS Dandar	3
47.	14627	GGPS Shay Sechi	4
48.	15283	GGPS Kauda Asumi Muhallah Pidrak	3
49.	15440	GGPS Baloor	4
50..	15441	GGPS Balgather	3
51.	15442	GGPS Surab Bangul Bazar Hoshab	4
52.	15443	GGPS Killi Imam Baksh Bazar Absar	3
53.	15538	GGPS Haji Naseer Ahmed	4
54.	15541	GGPS East Sarikan	3
55.	15866	GGPS Malik Abdul Pidrak	4
56.	15869	GGPS Nawab Muhallah Balicha	3
57.	15872	GGPS Muhallah Molana Abdul Haq Baloch	4
58.	16067	GGPS Koh-e-Bun	3
59.	16068	GGPS Garwan Pidark	3
60.	16075	GGPS Josak Mariabad Mir Shahdin Muhallah	3
61.	16077	GGPS Sing Abad Sari Karki Sami	3
62.	16127	GGPS Shakhan	4
63.	16314	GGPS Khalil Abad	4
64.	16316	GGPS Hussain Abad Saed Abad Kalatuk	5
65.	16317	GGPS Miro Bazar Shy Kehn	4
66.	16443	GGPS Askani Bazar Absar	3
67.	16617	GGPS Mir Akbar Askni Bazar Jhat Joe	4
68.	16620	GGPS Sary Karki Faqir Mohd Bazar Tejaban	3
69.	16625	GGPS Sengbad Bazar Karki Tejaban	4
70.	16968	GGPS Gandap Kumbe Heronk	3

Total		
Gender	School	Teachers
Male	116	432
Female	70	262
Total	186	694

Retrieved From: <http://emis.gob.pk/website/Default.aspx>

Appendix I

Research Instrument

Serial No:

Assessing the Current Level of Professional Skills among Primary School Teachers: A

Need Analysis

Dear Respondent,

I am M.Phil. Scholar (Education) working on my research work on above mentioned topic. The researcher would take teacher' precious time to fill this attached five-point Likert scale Observation sheet. The first part of observation sheet is based on Demographic information and the second part of observation sheet is five-point Likert Scale that deals with the Teachers' Professional Skills. It is assured that observed responses would be kept confidential and will not be disclosed to any person or authority. The five point Likert scale consists of five options from which the observer will tick on one option. The observation sheet is developed to collect data for my research work only.

Sifa Ullah

M.Phil. Scholar (Education)

Department of Educational Sciences,

National University of Modern Languages,

Islamabad, Pakistan

DEMOGRAPHICS:

a.	Gender	Male 1			Female 2	
b.	Teaching Class/Grade	One 1	Two 2	Three 3	Four 4	Fifth 5
C	Age (in Years)	20-30 1	31-40 2	41-50 3	51-60 4	
D	Academic Qualification	Matric 1	F.A/F.SC 2	BA/BSC/BS 3	M.A/M.SC 4	M.Phil./M S 5
E	Teaching Experience (in years)	0-5 1	6-10 2	11-15 3	16+ 4	
F	Professional Qualification	PTC 1	B.ED 2	M.ED 3	Any other specific 4	

INSTRUCTIONS:

You are requested to give your answers against the options ranging from 5 to 1 indicating your preferences of responses (5= Always, 4=Often, 3=Sometimes, 2=Rarely, 1=Never).

		Teachers' Professional Skills Observation Sheet It refers teachers' abilities, values, attitudes and skills, which they use in the class. استادانی کسبی زانگ ء زانشی چار ء تپاس ء تاک -اے استادانی زانت ، آبابی لائکی، رؤشت، قابلیت ء قدرانی ہواریں جُست انت کہ وانگی کوٹیاں کارِ ایش بند انت					
Sr. No	Code	Dimension 1: Cognitive Skills It refers that teachers use creativity in teaching method. پهنات 1: سمائی لائکی ایشی ء مانا ہمیش انت کہ استاد وانگی کوٹیاں تہا ساچشی سر ء سوچ -دثینت	N	R	ST	O	A
1.	CO1	Teacher tries to define the purpose of information with students. -استاد مالومداری ء مکسد ء شر گیشینگ ء جہد ء کنت	1	2	3	4	5
2.	CO2	Teacher defines terms in a topic carefully to his/her students. -استاد مان ہنگتاں انگگیں گالبنداں شرین وڈے ء سمجائینیت	1	2	3	4	5
3.	CO3	Teacher relates every topic with real life experience to students. -استاد دُرسیں ہنگتاں اسل دنیا ئی دروران دیان ء گیشینیت	1	2	3	4	5
4.	CO4	Teacher tries to break out the lesson to draw out key ideas. -استاد جہد کنت کہ ہمک در ء گیشِ اِنگیں ہیالان یک پک ء بہ گیشینیت	1	2	3	4	5
5.	CO5	Teacher tries to solve difficulties of slow learners via different teaching strategies. -استاد مدام جہد کنت کہ نزوریں نودریراں وژو ء بہ سمجائینیت	1	2	3	4	5
6.	CO6	Teacher summarizes lesson at the end of the class discussion. -ہمک روچ ء وانگی وید ء پلاسی ء گون استاد وانینگیں دُرساں گونڈ گپت	1	2	3	4	5
7.	CO7	Teacher checks the students spelling mistakes. -استاد نودریرانی ہجی ء زدیاں بہ وژ گپت	1	2	3	4	5
8.	CO8	Teachers give homework daily. -استاد ہر روچ وانگی لوگی کار دنت	1	2	3	4	5
		Dimension2: Communicative skills It refers that teachers listen to their students and staff members to improve themselves verbally and nonverbally. پهنات 2: رسانکی لائکی ایشی ء مانا ہمیش انت کہ بہ شرترین ونینگ ء استاد چہ نودریر ء وتی -ہمکاراں سر ء سوچ گپت					
1.	CS1	Teacher tries to make a classroom environment friendly. -استاد جہد کنت کہ وانگی کوٹی ء شرین چاگردے بہ بیت	1	2	3	4	5

2.	CS2	Teacher tries to learn new words daily to increase his/her vocabulary. -استاد مدام جہد کنت کہ ہر روچ نوکیں لیز ے اٹیل بہ کنت	1	2	3	4	5
3.	CS3	Students feel free to ask questions from teacher. -نودریر آرام ے سرا چہ استادان جُست کت کنت	1	2	3	4	5
4.	CS4	Teacher tries to solve students reading problems in the class. -استاد جہد کنت کہ نودریرانی وانگی جیڑیاں وانگی کوٹیاں گیشینیت	1	2	3	4	5
5.	CS5	Teacher provides an opportunity to speak in front of class. -استاد نودریراناں دیمہ آنگ ے گپ جنگ ے موہ ے دنت	1	2	3	4	5
6.	CS6	Teacher allows students to ask questions freely. -استاد نودریراناں اجازت دنت کہ وتی جستان شری ے سرا بکننت	1	2	3	4	5
7.	CS7	Teacher clarifies topic with simple examples. -استاد بنگپاناں ارزانیں دروران گون گیشینیت	1	2	3	4	5
8.	CS8	Teachers 'teaching method sometimes makes students passive in the classroom (R). -استادانی وانینگ ے وڑ ے ڈول برے برے نودریراناں ے اہمال کنت	1	2	3	4	5
9.	CS9	Teacher informs parent about students 'performance. -استاد پت ے ماتان آبانی گونڈوانی کاریدانی ہالاں دنت	1	2	3	4	5
10.	CS10	Teacher motivates students to perform assigned roles in groups. -استاد نودریراں گروہی کاراں کنگ ے سکین ے دنت	1	2	3	4	5
Dimension 3: Research Skills It refers that teacher uses scientific procedures in a class to teach the students. پہنات 3: پولکاری لائکی -ایشی ے مانا ایش انت کہ استاد سائنسی ریبندیاں گون مکتبیاں وانینیت							
1.	RS1	Teacher understands recent advances in teaching methods. -استاد وانینگ ے نوکتریں وڑ ے ڈولاں سرید انت	1	2	3	4	5
2.	RS2	Teacher understands relevant teaching methods in teaching process. -استاد وانینگ ے ریبند ے ڈولاں شر سرید انت	1	2	3	4	5
3.	RS3	Teacher is capable to understand requirements for conducting a research. -استاد پت ے پولہ زلورت ے لوازماتاں سرید انت	1	2	3	4	5
4.	RS4	Teacher has knowledge of funding processes available for research. -استاد پہ پت ے پول ے رستگیاں فنڈانی گر ے آرگ ے ریبندیاں سرید انت	1	2	3	4	5
5.	RS5	Teacher engages herself/himself with peers to get the feedback of his/her research work. -استاد وتی پت ے پولی کارانی سریدی ے اہوالانی ہاتر ے وتا گون ہمراہ ے ہمکاراں -مُشکول کنت	1	2	3	4	5
6.	RS6	Teacher has knowledge of research gaps. -استاد مان جتا جتاہیں چاگرداں پہ کار کنگ ے پیل دار انت	1	2	3	4	5

7.	RS7	Teacher is capable to do work in diverse environment. - استاد مدام وانینگ ۽ نوکترین تکنیکان نوکاز انت	1	2	3	4	5
8.	RS8	Teacher always keeps up to date him/herself with new teaching skills. - استاد پٽ ۽ ٻولي کارا مدام وٽي ٻمراه ۽ ٻمکارانی مدت ۽ کمک ۽ کنت	1	2	3	4	5
9.	RS9	Teacher always cooperate with colleagues in doing research. استاد مسترین پٽ ۽ ٻولي گروپا گون نڙیک بوئگ ۽ جهد ۽ گون آٻاں - ٻمراٻداری کنت	1	2	3	4	5
10.	RS10	Teacher is capable of developing networks with the wider research community. - استاد ۽ پٽ ۽ ٻولي کارانی وانینگ بازوش بیت	1	2	3	4	5
11.	RS11	Teacher likes to demonstrate research skills through teaching students. - استاد بازین پروجیکٹ کنگ ۽ ریبند ۽ ڏولاں کار بست کنت	1	2	3	4	5
12.	RS12	Teacher can use different project management strategies. استاد نودربراناں سکین دئینت که وانگ ۽ دربرگی کار ۽ سر ۽ پُراٻهر به زورننتس	1	2	3	4	5
Dimension4: Organizational Skills It refers that teacher manages her work properly and deliver his/ her lesson properly. پہنات 4 : گر ۽ بندی لاڻکی ایشی ۽ مانا ٻمیش انت که استاد وٽي کاراں وڙ ۽ ڏول ۽ سرا ۽ گون شرین گر ۽ - بند ۽ کنت ۽							
1.	OS1	Teacher plans the topic effectively. - استاد بنگپ ۽ تیار ۽ چه ساری ۽ کنت	1	2	3	4	5
2.	OS2	Teacher uses different teaching methods according to the need of the topic in the class. - استاد وانینگ ۽ وڙ وڙین ریبند کار بندیت	1	2	3	4	5
3.	OS3	Teacher relates topic with daily life situations. - استاد وانینگ بنگپاں ٻر روچگیں زندمانی ۽ ٻمدپ کنت	1	2	3	4	5
4.	OS4	Teacher manages time to study material to teach in the class. - استاد په وانینگ نکانانی وانگ ۽ سرید بوئگ ۽ وید کشیت	1	2	3	4	5
5.	OS5	Teacher has to attend the parents' teachers meeting. - استاد پٽ ۽ مات ۽ گون ٻمنیاد بیت که چون نودریر شریر به وانیت	1	2	3	4	5
6.	OS6	Teacher uses visual Aids in the class to grab the attention of his/her students. - استاد وٽي نودریراناں گون بصری کماں وانینیت که نودریر شریر به ٻممنت	1	2	3	4	5
7.	OS7	Teacher provides feedback to their students on daily basis. - استاد ٻر روچ وٽي نودریراناں وانینگ ۽ ٻمگ ۽ احوالاں دنت	1	2	3	4	5
8.	OS8	Teacher arranges seating according to the activity. - استاد وٽي وانگی کوٽی ۽ نودریرانی نندگ ۽ ڏول ۽ په وانگی مکسد ۽ مٽینیت	1	2	3	4	5

9.	OS9	Teacher organizes the activities to fulfill the learning objectives. استاد انچیں کار ء انچیں وڑ سازیت کہ پہ وانگ ء پھمگ ء گیشتر کمک بہ ۔ بنت	1	2	3	4	5
10.	OS10	All students are committed to follow class rules. ۔ دُرائیں نودریر وانگی کوئی ء جوڑ کتگیں رہبنداں مَن آنت	1	2	3	4	5
11.	OS11	Teacher finishes class just before with a reflection activity about the lesson. ۔ استاد وانینگ ء وید ء ساری گٹینیت ء بدء وئی وانینگیناں دویر وانینیت	1	2	3	4	5
Dimension5: Enterprise Skills Enterprise skills also known as soft skills(such as creativity, decision making, teamwork) پہنات 5: انٹرپرائز لائکی انٹرپرائزی لائکی انچیں لائکی بے چوش کہ چیزے ء ساچگ، پیسلہ ء زورگ، ۔ گوں ہمکارا ء ہمراہاں کار کنگ ء دگہ انچیں							
1.	ES1	Teacher provides reading material to students. ۔ استاد نودریراناں وانگی ازیاباں سر کنت	1	2	3	4	5
2.	ES2	Teacher appreciates students on their creative work. ۔ استاد نودریرانی ساجشتی کاراں ساژائیت	1	2	3	4	5
3.	ES3	Teacher has ability to make decisions about their lesson planning. ۔ استاد وئی وانگی سوژگ ء پیسلہ ء وت کت کنت	1	2	3	4	5
4.	ES4	Teacher discusses unique ideas during lesson planning with colleagues. ۔ استاد وئی ہمکارانی گوما وانگی سوژگ ء جوانیں لیکہ دیما کاریت	1	2	3	4	5
5.	ES5	Teacher makes cooperative working relationship with colleagues. ۔ استاد وئی ہمکارانی گوما کمک ء احوالی سیادی بے داریت	1	2	3	4	5
6.	ES6	Teacher can effectively convince people who have different ideas with her. ۔ استاد بے دگرانی دیما تسلہ ء گوما وئی گب ء متارینت کنت	1	2	3	4	5
7.	ES7	Teacher can identify the value of an idea. ۔ استاد سر ء سوچ ء ارزشت ء زانت	1	2	3	4	5
8.	ES8	Teacher can recognize the need for passion in own work. ۔ استاد ماں وئی کار ء جزیگی نزیکی ء ماریت	1	2	3	4	5
9.	ES9	Teacher gives creative ideas during staff meeting to improve school environment. استادماں وئی ہمکارانی نیاداں پہ وانگی چاگرد ء گہتر کنگ ء نوک نوکیں سر ء ۔ سوچ دنت	1	2	3	4	5
10.	ES10	Teacher is capable to add her/his share in better production of the school. ۔ استاد وانگجاء ء گہتری ء واستہ وئی کدء کار کنت	1	2	3	4	5
11.	ES11	Teacher can identify entrepreneurial skills in students for their careers. ۔ استاد وئی نودریرانی تہا انٹرپرائز لائکیاں شون ء دات کنت	1	2	3	4	5

12.	ES12	Teacher encourages entrepreneurial skills in students. - استاد مان وٽي نودريراڻن انٽرپرائيزي لائڪيائي دلبيڙي ڪنٿ	1	2	3	4	5
Dimesnion6: Interpersonal Skills It refers that teacher keeps friendly atmosphere in the class with their students. پهناٺ 6: وٽ مان وٽي لائڪي ايڻي ۽ مانا اٿن استاد مان وانگي ڪوئي ۽ وٽي نودريراڻي گوما شري چاگردي - ودي ڪنٿ							
1.	IS1	Teacher listens to students' problem actively. - استاد نودريراڻي جيڙپاناڻ شري ۽ گوشداريت	1	2	3	4	5
2.	IS2	Teacher gives group work to his/her students. - استاد وٽي نودريراڻن گروهي ڪار دنٿ	1	2	3	4	5
3.	IS3	Teacher has to clear concepts of their students. - استاد نودريراڻي وانگي ليڪهاناڻ شري ۽ سراگيشينيٽ	1	2	3	4	5
4.	IS4	Teacher helps students to clear their understanding regarding lesson. - استاد وٽي نودريراڻي جيڙپاناڻ وٽ گيشينيٽ ۽ جهڊ ڪنٿ					
5.	IS5	Teacher tries to resolve the conflicts of his/her students. - نودري وٽي جيڙپاناڻ گون استاد ۽ آرام ۽ سراگپ جٿ ڪنٿ	1	2	3	4	5
6.	IS6	Students always share their problems with teacher without any fear. - نودري وٽي جيڙپاناڻ گون استاد ۽ آرام ۽ سراگپ جٿ ڪنٿ	1	2	3	4	5
7.	IS7	Students enjoy being a part of a group during any activity in the class. نودري ڪجام هم دربرگي ڪار ۽ سر ۽ پر ۽ په وٽي بهر زورنٿ	1	2	3	4	5
8.	IS8	Students always show respect towards the teachers. - نودري مدام وٽي استاد ۽ عزت ڪنٿ	1	2	3	4	5
9.	IS9	Students always greet teachers. - نودري مدام استاد ۽ وش اٿڪ ڪنٿ	1	2	3	4	5
10.	IS10	Students enthusiastically participate in class discussion. - نودري گون دلچسبي ۽ وٽي وانگي باوسٿاڻ بهر زورنٿ	1	2	3	4	5
11.	IS11	Students always help their peers in class work. نودري مان وانگي ڪوٽياڻ وٽي هم تيڪاني ڪم ڪنٿ	1	2	3	4	5
12.	IS12	Teacher motivates students for participation in co-curricular activities. استادمان وٽي همڪاراني نياڊاڻ په وانگي چاگردي ۽ گهٽر ڪنگ ۽ نوڪ	1	2	3	4	5

Thank You

Appendix J

Validity Certificate of Baluchi Translation



All

BALUCHISTAN ACADEMY

Turbat

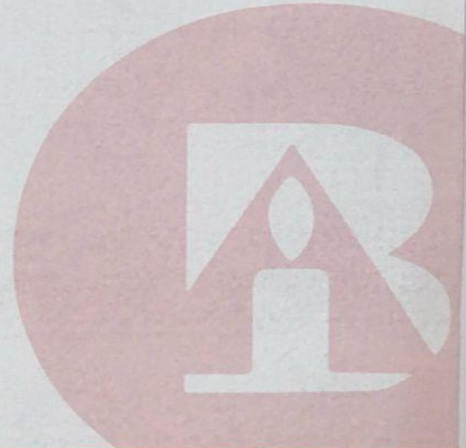
Ref: BAT/02-104

Date: 24/02/24

سرٹیفکیٹ

تصدیق کی جاتی ہے کہ منسلک سوالنامہ کا میں نے بغور مطالعہ کیا اور اس میں کوئی املاء یا گرامر کی غلطی نہیں پائی منسلک سوالنامہ زبان کے مطلوبہ معیار کے عین مطابق ہے۔

Secretary General
All Balochistan Academy
Turbat



Scanned with CamScanner
Taleem Chouk Turbat Tel: 0652414285 , Email: balrturbat@gmail.com

Appendix K

Proof Reading Certificate



UNIVERSITY OF BALOCHISTAN
QUETTA

Email: ferozvasin@gmail.com
+923363406339

DEPARTMENT OF
ARCHAEOLOGY

2nd Floor, Academic Block,
Jangal Bagh Campus

Proofreading Certificate

This is to certify that the MPhil thesis of **Mr. Sifa Ullah**, a student of the Department of Educational Sciences, National University of Modern Languages, has been thoroughly proofread by **Mr. Feroz Yasin**, Lecturer, Department of Archaeology, University of Balochistan, Quetta. The proofreading process focused on grammar, spelling, punctuation, and overall language structure to ensure clarity and coherence in the document. This certificate is issued upon request for official purposes.

Feroz Yasin

Lecturer (Archaeology)

University of Balochistan, Quetta

Date: 04/12/2024