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Gender Wise Comparison of Teachers' Professional Characteristics at Secondary School Level

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Abstract

This study investigated the gender wise comparison of teachers' professional characteristics at Secondary School level. All secondary school students of district Bannu was population of the study. The sample was drawn by using the Stratified Random Sampling technique. The sample size was 600 10th class students. A self-developed questionnaire was used for data collection. Collected data was entered in SPSS-24. Independent samples t-test was used for data analysis. The results of this study indicate that there was no discernible alteration between the professional characteristics of male and female educators in various areas, including subject-matter expertise, teaching ability, student-teacher relationships, and communication skills. The commitment parameter of teachers' professional traits was shown to differ significantly. This is recommended that school administration set up a workshop or training to help teachers' become more proficient in using A.V. aids in the classroom. The teacher education textbook ought to include a special chapter on teacher commitment.

Key words: Academic Achievement, Characteristics, Teacher, Profession, gender

Introduction

The backbone of any nation is teachers and its development and improvement mostly depends on its teacher's contributions in nation building, according to UNCTAD (United Nations Council for Education, Scientific and Cultural Organization) Secretary General Dag Hammarskjergjell. In the modern technological era, teachers are the most important human resources. For shaping and making each and every person of the society teacher's contribution is an outstanding. For determination of quality education, the excellence of teachers plays an important role, just as much as the subject matter taught. (Kareem, J., and Ravivot, B.2014).

During modern years study has been able to illustrate that student results level most significant in the classroom than the school level. The efficiency of the lessons that pupils acquire from their teachers' varies systematically depending on all the parameters (Muijs et al., 2014).

There is prevalent agreement that for student success teacher quality is essential, but little contract on which characteristics of teachers are most important for students' success. (Darling Hammond, L. 2006, Hattie, J. A. 2009, Scheerens, J., & Blömeke, S.2016). Traditionally in research of education, formal qualifications and experience rather than how well they interact with students has been measured teacher quality. Numerous researchers have found that students' performance is strongly impacted by the years of teaching experience, educational background, certification status, and degree of education of teachers (Darling-Hammond, L. 2014, Goe, L. 2007, and Wayne, A. J., & Youngs, P. 2003). According to other researchers, teachers' particular traits such as their personality, locus of controller, or oral intellect are crucial to their success (Scheerens, J. 2016). According to Faridah (2018), teachers are educators who serve as the leaders in transforming students' knowledge and morals, forming their character, and directly ensuring that the educational goals are achieved.

Consequently, variation in teacher effectiveness can be explained by a number of teacher characteristics. Teachers' professional characteristic also plays an imperative character in teaching learning process. In relation to student results numerous researches have explored a single facet of teacher quality e.g. teacher education level. Less studies have related signs of prescribed qualification by way of supposed competency e.g. educator self-efficacy opinions. Though, educator excellence is a multi-faceted concept. It comprises equally intellectual (knowledge) and non-intellectual types (opinions, approaches etc.). As a result, to learner results might be offer a further accurate clarification for deviation in educator effectiveness in connecting indicators from both sides of educator quality (Goe, L. 2007, Cochren-Smith, M., & Zeichnar, K. 2005).

Orlando, M. (2013) is of the opinion that most teachers do not strive to sort out extra than the least required. Teaching is a difficult job. Various teachers can certainly not be an excellent in teaching learning process. They remain at a medium level of proficiency and ability in teaching. To be a great teacher and to motivate maximum learning for their students' one must persistently effort to provide an enriching and interesting environment them. Teacher's characteristics are held to play a significant role in their students' academic progress (Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. 2007, Wayne, A. J., & Youngs, P. 2003).

Effective teaching can be understood by numbers of ways. According to (Farrell, T. S. C. 2015) and (Steele, N. A. 2010) deliberated that actual education interconnected with three characteristics of teachers, i.e. nonverbal communication, teacher self-efficacy, and servant management.

Professional characteristic is a part that agrees to an individual to see respect from the environment. A professional teacher should have mutual relationship with others colleagues. Have a place in the public and impressions valuable. Profession is the utmost significant foundation of individual personality and provides a person with an outlet for their creativity and expression (Kuzgun,

Y. 2000). Profession of teaching is as old as the history of civilization. In each period the social structures and cultures are dependent of different duties and function of teacher. In transmitting culture and social values to the young generations teachers have essential responsibilities and duties. It accomplishes a social combination and develops the society (Dogan, M. C. 2003). The process of education begins from the birth of men's knowledge capability and remains whole life (Aydin, I. 2016).

The sufficient competence and ability are the aims of education that promote the individuals to retain active through the variations of the new modern world (Celikten *et al* 2005). The standard concerning the abilities toward the particular teachers can only be possible when the institutes training teachers are accepted for their conformity (Bakioglu, A. 2014).

Review of Related Literature

According to recent studies, the most critical elements influencing student results are the excellence of teachers and their teaching learning methodology. The efficacy of teachers varies greatly, and inequalities in student achievement are frequently better between different schools (OECD. 2005). Walker, R. J. (2020) Identify that Effective teacher have 12 personal and professional characteristics: i.e. Prepared, Positive, Communication skill, high expectations, Fair, Creative, Individual Touch, Developing logic of belonging, Sense of humor Admits Mistakes, Gives Respect to Students, Forgiving, and Compassionate.

Professionalism of teacher is their membership about teacher's subject knowledge, peer networks, and their self-sufficiency (Kubacka, K. 2016). In this sense, different facets of teacher professionalism focus on educational systems. Some educational administration prioritizes strengthening teacher subject knowledge by promoting achievements like incentivized teacher certified improvement.

Many research articles highlight the significance of teachers' professional performing as a key factor in effective teaching and students' academic success achievement, particularly when considering element of school environment (Marzano, Robert J. and Marzano, Jana S 2003). There are so many factors that influence school performance. In school performance factors, The most important factor is the teacher which can be inclined and improved more effortlessly and to a better level than other factors, like students' abilities, school programs, educational policies etc. (Đigic, Gordana 2017).

The progression of persistent the development of a occupation afterward joining teaching has been known as Continuing Professional Development (CPD). It is also defines such as "a procedure where by teachers tries to improve their own certified abilities, and teaching skills. They also have a great command over subject knowledge. A well-qualified teacher has a good communication skill. They interact with students in a friendly environment inside and outside classroom. They develop their basic subject knowledge, educations, and training important to their authorization, the perfection of their ability and the improvement of their organizations and learners." (Mafakheri, K. 2016)

Purpose of the Study

Purpose of the study was to investigate Gender wise comparison of teacher professional characteristics at secondary school level.

Research Hypotheses

Ho1: There is no significant difference between male and female students' perceptions concerning their educators' professional characteristics at secondary school level.

Significance of the Study

This study is a valuable document for educators' developing teachers professionally. Educators acquire insight about professional characteristics of teachers from the results of the study. Instructive manager commonly organizes

workspace and updated progressions for development of educators’ instruction abilities. In the institutions of teachers’ trainings this study may offer worthwhile recommendation for policy makers. In the process of curriculum development, curriculum Bureau of Khyber Pakhtunkhwa may utilize findings of this study.

Delimitation of the Study

10th class students of public secondary schools of district Bannu was delimitation of the study.

Methodology of the Study

The nature of the study was descriptive. For this study survey method design was used. District Bannu was constituted population of the study. Total number of secondary schools in district Bannu was 135. The girls secondary school was 58 and the boys’ secondary school were 77. The respondent selected from the population was by using Stratified Random Sampling technique. Among the sampled students of public secondary schools, a self-developed questionnaire was distributed. The parameters of questionnaire were Content knowledge, teacher pedagogical skills, commitment, teacher student relationship and communication skill. Independent Sample t-test was used for data analysis by using SPSS-24.

Table 1: Gender Wise Comparison of Students Views about their Teachers’ Content Knowledge

S.No	Gender	Mean	Standard deviation	T	df	Significance-value
1	Male students	46.01	14.36	-.791	598	.018
2	Female students	47.00	16.25			

The above table reflects that gender wise comparison of students’ views regarding their class teacher command on subject. Male students; mean value was 46. 01 (14.36), female students’ mean value was 47.00 (16.25). t-value was -.791.

Degree of freedom was 598. Probability value was .018. The rule of thumb is when probability is .05 or less than .05, and then null hypothesis is accepted. The probability value is 0.18. This value is less than .05. Thus formulated null hypothesis is rejected. This means that there is significant variance concerning the views of male students and female students as regards their teacher command on course materials.

Table 2: Comparison of Male and Female Students' views about their Teacher Pedagogical Skill and Methodology

S.No	Gender	Mean	Standard deviation	T	df	Significance-value
1	Male students	32.92	11.61	-2.21	589	0.467
2	Female students	35.10	12.39			

The above table reflects that gender wise comparison of students' views regarding teacher pedagogical skill and methodology. Male students; mean value was 32.92 (11.61), female students' mean value was 35.10 (12.39). T-value was -2.21. Degree of freedom was 598. Probability value was .467. The rule of thumb is when probability is .05 or less than .05, and then null hypothesis is accepted. The probability value is 0.46. This value is greater than .05. Thus the formulated null hypothesis is accepted. This shows that there was no significant alteration between the views of male students and female students regarding their pedagogical skill and methodology.

Table 3: Comparison of Male and Female Students' Perceptions Concerning Teachers' Students' Association

S.No	Gender	Mean	Standard deviation	t	d.f	Significance-value
1	Male students	57.65	19.66	-.512	598	0.327
2	Female students	58.50	20.65			

The above table illustrates that gender wise comparison of students' views regarding teacher students' interaction inside and outside classroom. Male students; mean value was 57.65 (19.66), female students' mean value was 58.50 (20.65). T-value was -.512. Degree of freedom was 598. Probability value was 0.327. The rule of thumb is when probability is .05 or less than .05, and then null hypothesis is accepted. The probability value is 0.327. This value is greater than .05. Here the null hypothesis is accepted. This means that there is no significant difference between the views of male students and female students teacher students' interaction inside and outside classroom..

Table 4: Comparison of Male and Female Students' Perceptions as Regards their Teachers' Commitment

S.No	Gender	Mean	Standard deviation	T	d.f	Significance-value
1	Male students	46.80	16.52	0.000	598	1.00
2	Female students	46.00	16.52			

The above table shows gender wise comparison of students' views regarding teacher committed to school, students and community. Male students; mean value

was 46.80 (16.52), female students' mean value was 46.80 (16.52). T-value was 0.000. Degree of freedom was 598. Probability value was 1.00. The rule of thumb is when probability is .05 or less than .05, and then null hypothesis is accepted. The probability value is 1.00. It is greater than .05. The null hypothesis is accepted. This means that there is no significant variance between the views of male students and female students regarding teacher committed to school, students and community.

Table 5: Comparison of Male and Female Students' Opinions about Teachers' Communication Skills

S.No	Gender	Mean	Standard deviation	T	d.f	Significance-value
1	Male students	35.30	11.97	0.000	598	1.00
2	Female students	35.30	11.97			

The above table reflects that gender wise comparison of students' views regarding teacher communication skills. Male students; mean value was 35.30 (11.97), female students' mean value was 35.30 (11.97). T-value was 0.000. Degree of freedom was 598. Probability value was 1.000. The rule of thumb is when probability is .05 or less than .05, and then null hypothesis is accepted. The probability value is 0.18. This value is greater than .05. The null hypothesis is conventional. This means that there is no significant difference between the views of male students and female students regarding teacher communication skills.

Table 6: Comparison of Male and Female Students' Opinions about Teacher Professional Characteristics at Secondary School Level

S.No	Gender	Mean	Standard deviation	T	d.f	Significance-value
1	Male	2.18	72.71			

female at secondary school level in district Bannu students hold similar views of teacher professional characteristics.

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