

Gender Wise Comparison of Teacher Professional Characteristics on Students' Academic Achievement at Secondary School Level

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Article Info	Abstract
Article History Received: July 04 ,2026 Accepted: October 06,2026 Keywords : Academic Achievement, Characteristics, Teacher, Profession, gender DOI: 10.5281/zenodo.23192074	<i>This study explores Gender wise comparison of teachers' professional characteristics on students' academic achievement at Secondary School level. All public schools of district Bannu was the population of the study. 600 respondents were taken as sample for collection of data and generalization of results. The sample was drawn by using the Stratified Random Sampling technique. A self-developed questionnaire was used for data collection. Collected data was entered in SPSS-24. The data was analyzed using Independent sample t-test. The results show that secondary school teachers' professional characteristics are a significant predictor of students' academic achievement.</i>

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 Hammarskjöld. Teacher is the most important human resource in the world. For shaping and making each and every person of the society teacher's contribution is an outstanding. For determination of quality of education the quality of teachers plays an important role, just as much as the subject matter taught. (Kareem, J., and Ravirot, B.2014)

During modern years study has been able to illustrate that student results level most significant in the classroom than the school level. From all the factors that students learn from their teachers vary systematically in effectiveness (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. Various researchers have studied that teachers years of teaching experience, level of education, teacher educational background, and certification status are directly effected students' performance (Darling-Hammond, L. 2014, Goe, L. 2007, and Wayne, A. J., & Youngs, P. 2003). Teachers' individual characteristics, such as personality character, locus of controller or oral intellect to be vital for teachers' achievement as studied by other researcher (Scheerens, J. 2016).

Faridah(2018) Gave a definition that the teachers are the educators that playing the roles as the spearhead of knowledge and morals transformation and the students' character shapers and is directly responsible to achieve the education purpose.

Consequently, variation in teacher effectiveness can be explained by a number of teacher characteristics that may contribute in teaching learning process. Many researches have explored a single facet of teacher quality in relation to student results e.g. teacher education level. Less studies have related signs of formal qualifications with supposed competency e.g. teacher self-efficacy beliefs. However, according to [5] teacher quality is a multi-faceted construct. It comprises both cognitive (knowledge) and non-cognitive features (beliefs, attitudes etc.). Therefore, to student outcomes may provide a further accurate explanation for variation in teacher effectiveness in relating indicators from both sides of teacher quality (Goe, L. 2007, Cochran-Smith, M., & Zeichner, K. 2005).

Orlando, M. (2013) Be 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).

It is a multidimensional conception that effective teaching can be acknowledged in a number of ways. (Farrell, T. S. C. 2015. Steele, N. A. 2010) Discussed that effective teaching linked with three characteristics, namely nonverbal communication, teacher self-efficacy, and servant leadership.

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 most important source of personal identity 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 keep up with the changes of the modern world (Celikten *et al* 2005). The standard regarding the qualities to be given to teachers can only be possible when the institutes training teachers are accepted for their conformity (Bakioglu, A. 2014).

2 Review of Related Literature

According to recent studies, the most critical elements influencing student results are the quality of teachers and their instruction. 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, Personal Touch, Develops a Sense 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 systems put more importance on supporting the teacher knowledge base through accomplishments such as incentivized teacher professional development.

Numerous research projects confirm the importance of teachers' professional acting as one of the main factors of effective teaching and students' school achievement, especially taking into account factors from the school environment (Marzano, Robert J. and Marzano, Jana S 2003). In school performance factors, a teacher is a factor which can be influenced and changed more easily and to a greater extent than other factors, like students' abilities, school programs, educational policies etc. (Đigic, Gordana 2017). For this reason, the investigation of teachers' professional characteristics and factors related to their professional roles performance is of great value. Professionalism of teacher is about their membership of peer networks, teacher's autonomy, and their subject knowledge (Kubacka, K. 2016).

Continuing Professional Development (CPD) clearly has been well-known as the process of continuing the growth of a profession after joining it. (Mafakheri, K. 2016) Defines CPD as "a process whereby teachers try to develop their personal and professional qualities, skills, and to improve their knowledge, qualifications, and practice, leading to their empowerment, the improvement of their authority and the development of their organizations and their pupils."

Purpose of the Study

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

Research Questions of the Study

1. Is there any significant difference between teacher professional characteristics at secondary school level by gender?

Significance of the Study

The findings enabled educational policy makers to come up with policies to improve academic performance of students in District Bannu. The researcher gave suggestions for further research into education especially in Pakistan which has no research on teacher characteristics in the field of education. This is necessary for the improvement of academic performances in secondary school students. The outcome of this study helped in planning for educational development. The findings were very useful to the practitioners such as administrators and teachers. The essential purpose of identifying the characteristics of excellent teachers is to build the base of knowledge for educational professionals who want to improve teaching in them, peers, pre service teachers, and within the school community.

Delimitation of the Study

The study was delimited to 10th class students of public secondary schools of district Bannu.

1. **Methodology of the Study**

The study was descriptive in nature. Survey method design was used for the study. Population of the study was all students of Government secondary schools in District Bannu. There were total 135 secondary schools in District Bannu. The number of Girls secondary school were 58 and the number of Boys secondary school were 77. Stratified Random Sampling technique was used for respondents' selection from the population. A self-developed questionnaire was distributed among the sampled students of public secondary schools. The parameters of questionnaire were Subject knowledge, teaching prowess, commitment, and teacher student relationship and communication skill. The researcher developed the statements of the questionnaire by using five point Likert scale.

Table 1: Gender wise comparison of subject knowledge of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	t	d.f	p-value
1	Male	300	35.21	2.73	-.167	598	.867
2	Female	300	40.27	3.91			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 1 shows the testing of significant difference between the views of male and female students about subject knowledge of teacher professional characteristics. Since $p\text{-value} = 0.867 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about subject knowledge of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that both male and female teachers clearly present subject in the class.

Table 2: Gender wise comparison of teaching prowess of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	t	d.f	p-value
1	Male	300	34.21	2.53	-.177	598	.767
2	Female	300	39.27	3.71			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 2 shows the testing of significant difference between the views of male and female students about teaching prowess of teacher professional characteristics. Since $p\text{-value} = 0.767 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about teaching prowess of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that teachers adopt the teaching methodology according to situation of the class.

Table 3: Gender wise comparison of teacher students relationship of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	t	d.f	p-value
1	Male	300	33.21	2.63	-.156	598	0.567
2	Female	300	38.27	3.81			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 3 shows the testing of significant difference between the views of male and female students about teacher students relationship of teacher professional characteristics. Since $p\text{-value} = 0.567 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about teacher students relationship of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that teachers have a good relation inside and outside the class with all students.

Table 4: Gender wise comparison of teacher commitment of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	T	d.f	p-value
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1	Male	300	34.21	2.63	-.146	598	0.617
2	Female	300	39.27	3.81			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 4 shows the testing of significant difference between the views of male and female students about teacher commitment of teacher professional characteristics. Since $p\text{-value} = 0.617 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about teacher commitment of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that teachers committed with students in all.

Table 5: Gender wise comparison of teacher communication skills of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	T	d.f	p-value
1	Male	300	35.21	2.83	-.146	598	0.720
2	Female	300	40.27	3.91			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 5 shows the testing of significant difference between the views of male and female students about teacher communication skills of teacher professional characteristics. Since $p\text{-value} = 0.720 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about teacher communication skills of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that teachers communication skills with students up to high extent.

Table 6: Gender wise comparison of teacher regarding combined domain of teacher professional characteristics at secondary school level

S.N	Gender	N	Mean	Std	T	d.f	p-value
1	Male	300	40.21	2.93	-.167	598	0.819
2	Female	300	45.27	3.81			

Significant at the 0.05 level (2 tailed).

Independent sample t-test was used for the analysis of data.

The table 6 shows the testing of significant difference between the views of male and female students about teacher regarding combined domain of teacher professional characteristics. Since $p\text{-value} = 0.819 > \alpha = 0.05$, means that null hypothesis of no significant difference between the opinions of male and female students about teacher regarding combined domain of teacher professional characteristics is accepted. This insignificant difference between the opinions of male and female students reflects that teachers professional characteristics with students up to high extent.

Discussion and Conclusion

The teacher who is real revolves of the whole education system and the success of the whole system directly hinges upon the teaching-learning activities including the formulation of the instructional aims and objectives. The teacher's presentation of lesson, teaching methodology and interaction with the students has been reported to be a very crucial variable in students' achievement. Both male and female students hold similar views about subject knowledge, teaching prowess, teacher student relationship, and teacher commitment and communication skill dimension by gender regarding teacher professional characteristics. Both male and female students hold similar views about combined dimension of teacher professional characteristics at secondary school level in District Bannu.

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