

A Gendered and Qualification-Based Study of Teacher Professional Attitude and Effective Teaching Skills

Muhammad Mujtaba Haider¹ Malik Amer Atta²

¹ PhD Education Scholar/Lecturer, Institute of Education and Research, Gomal University (City Campus), Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. ✉ mujtabahaider786110@gmail.com

² Assistant Professor, Institute of Education and Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. ✉ malikamiratta@gmail.com

This article may be cited as Haider, M. M., & Atta, M. A. (2025). A Gendered and Qualification-Based Study of Teacher Professional Attitude and Effective Teaching Skills. *ProScholar Insights*, 4(3), 69-77. <https://doi.org/10.55737/psi.2025c-43105>

Abstract: This study investigates the interplay of gender and professional qualifications in shaping the professional attitudes and effective teaching skills of secondary school teachers in Dera Ismail Khan, KPK, Pakistan. A quantitative cross-sectional survey was administered to 298 teachers, selected via multi-stage sampling from public and private schools. Data were collected using validated scales for professional attitude and teaching skills and analysed using t-tests, ANOVA, and Two-Way ANOVA. The results revealed that female teachers demonstrated significantly higher levels of effective teaching skills than their male counterparts; however, no significant gender difference was found in professional attitudes. Furthermore, professional qualifications were a critically substantial factor, with teachers holding an M.Ed. scoring highest on both constructs, followed by B.Ed. Holders, and then those with no professional qualification. Crucially, the analysis found no significant interaction effect between gender and qualification, indicating that the benefits of advanced training manifest consistently for both male and female teachers. The study concludes that both variables are independent predictors, with qualifications being a powerful lever for improving teacher quality. It is recommended that policymakers mandate and incentivise advanced professional qualifications and that targeted training programs, particularly for male teachers, be developed to address the skills gap.

Keywords: Teacher Professional Attitude, Effective Teaching Skills, Gender, Professional Qualifications, Teacher Education, Pakistan



Corresponding Author:

Muhammad Mujtaba Haider

PhD Education Scholar/Lecturer,
Institute of Education and Research,
Gomal University (City Campus), Dera
Ismail Khan, Khyber Pakhtunkhwa,
Pakistan.

✉ mujtabahaider786110@gmail.com

Introduction

The quality of education is fundamental for national development, and at the centre of this educational system is the teacher. Their role goes beyond simple knowledge transmission; it involves shaping attitudes, encouraging critical thinking, and supporting the overall development of students. In Pakistan's context, where the educational landscape faces significant challenges such as access, equity, and quality, the professional attitude and effective teaching skills of educators are essential for achieving meaningful educational outcomes (Carney, 2022).

A teacher's professional attitude, comprising their commitment, ethical values, sense of responsibility, and dedication to the profession, forms the bedrock upon which effective teaching is built. Concurrently, effective teaching skills, which include pedagogical mastery, classroom management, communication prowess, and the ability to adapt to diverse learning needs, are the practical tools that translate attitude into positive student outcomes (Farooq et al., 2022). The synergy between a positive professional disposition and proficient skills is critical for creating an impactful learning environment.

However, the manifestation of these attributes is not uniform and may be influenced by a complex interplay of factors. Gender and professional qualification are two such very important variables that should be studied in detail.

In Pakistan, gendered social norms and expectations may affect career decisions, access to professional development opportunities, and in-class experiences, which may result in different pedagogical practices and attitudes towards work by male and female teachers (Aziz & Iqbal, 2023).

Moreover, learning and teaching competence, as well as professional self-efficacy of a teacher, largely depend on the extent of formal qualification and specialised training that they have undergone. Researchers note that education professionals are more professionally oriented (e.g. they hold B.Ed. or M.Ed. degrees, have professional diplomas/degrees), and thus, are more likely to describe higher-level teaching practices and give more emphasis to innovative teaching practices than less-qualified teachers (Khalid et al., 2025).

In Pakistan, the literature contains gaps in the investigation of the heterogeneous interaction between these two aspects of the qualifications of the teachers (Siddiquah, 2019) and education with gender and professional attitude as success factors in effective teaching activities. Most of the studies tend to address one or two of the dimensions without giving a holistic picture.

Research Objectives

1. To compare the professional attitudes of male and female teachers with different qualifications in Pakistan.
2. To compare the teaching skills of male and female teachers with different qualifications in Pakistan.

Literature Review

The Centrality of Teacher Professional Attitude and Effective Teaching Skills

The efficacy of any education system is inextricably linked to the quality of its teachers. Beyond subject knowledge, a teacher's professional attitude and pedagogical skills are critical determinants of student achievement and overall school effectiveness. Professional attitude encompasses a teacher's commitment, dedication, ethical conduct, and sense of responsibility towards their profession and students (Farooq et al., 2022). Effective teaching skills, on the other hand, refer to the practical competencies required for successful instruction, including lesson planning, classroom management, use of diverse instructional strategies, and assessment techniques (Westbrook et al., 2013). In Pakistan, where educational outcomes often fall short of national goals, investigating these attributes becomes not just an academic exercise but a necessity for systemic improvement (Aslam, 2021).

The Gendered Dimension of Teaching in Pakistan

The teaching profession, especially at the primary and secondary levels in Pakistan, is very much gendered. In most urban and semi-urban areas, there has been a massive feminisation of the teaching labour force because of sociocultural norms and financial constraints. This state of gender affairs in careers and attitudes. Drawing a conclusion on the question, the authors mention that after the researches are completed, it can be said that female teachers are more loyal and motivated but more limited in society and in this very institution, which affects the effectiveness of the professionals (Aziz & Iqbal, 2023). On the contrary, male teachers, along with typically having access to a greater number of leadership opportunities, might be affected by other influences in society in terms of their career decisions and professions. All these conflicting experiences might indicate that gender is a major variable that can determine the nature of a professional disposition of a teacher and consequently his style in the classroom.

The Professional Qualification Underlying Significance

Pedagogical competence is based on the level of professional qualification of a teacher. Both Bachelor Education (B.E.D) and Master Education (M.E.D) are illustrated examples of teacher preparation programs that provide teachers with the theoretical background and teaching experience required. Research in Pakistan has continued to point out a positive relationship between formal credentials and instructional effectiveness. As an example, Khalid et al. (2025) found that teachers with a B.Ed. Degree or equivalent are more likely to use student-centred approaches to learning; in addition, they exhibited higher skills in lesson planning when compared to teachers with a general master's degree (M.A., M.Sc.) without professional certification. Equally, Sarwar et al. (2025) remarked that taught educators perceived their careers positively than they previously did, and moreover, they have been more open to adopting the new forms of instruction. However, in most cases, certain members of the teaching fraternity in the rural and less well-endowed

schools may not have such specialised qualifications, and it may be questioned as to whether such disparity in quality exists (Siddiquah, 2019).

The Intersection: Bridging the Gap in Literature

While the influence of gender and qualifications has been studied in isolation, there is a discernible scarcity of research that examines their intersectional impact on both professional attitude and teaching skills in Pakistan. Most studies tend to examine these variables separately. For example, a study might explore gender differences in attitude or how qualifications affect skills, but not how being a qualified female teacher versus a qualified male teacher produces different outcomes. This creates a critical gap in understanding. As Aslam (2021) implies, gendered experiences are not monolithic and are likely mediated by other factors, such as professional preparedness. As such, parallel research is needed to confirm whether the positive results of professional training apply equally to both sexes or whether established and rooted social institutions weaken or exaggerate the impact.

This paper tries to fill this hyphen by applying a parallel perspective of gender and professional qualification. It assumes that the gender and training of a teacher can predict the classroom effectiveness as well as the professional attitude, not only of a teacher himself, but of the complex interaction of the two. Perhaps as useful aids in the preparation and in the intimately comparable policies of teacher-education and professional teaching in Pakistan, their results may become.

Methodology

This chapter represents a description of the proposed research design, population, sampling plan, instruments, and data-collection and analysis procedures. This will be done by employing the systematically and ethically generated original empirical data in answering the research questions.

Research Design

This study is based on a non-experimental, quantitative approach, which applies the cross-sectional method. A survey to obtain numerical information on a prescribed sample of the population at a time. This approach is suitable for analysing the correlations between the studied variables at a specific moment. Gender, professional qualification, professional attitude, and teaching skills (Babbie, 2020). The variables were studied as they naturally occur, without manipulation.

Population and Sampling

Population: The target population for this study is all secondary school teachers (Grades 9-12) in public and private schools in the city of DIKHAN, KPK, Pakistan. Defining a specific geographical area ensures feasibility.

Table 1

Sampling Strategy Summary

Component	Description
Research Population	All secondary school teachers (Grades 9-12) in public and private schools in Dera Ismail Khan (DI Khan), KPK, Pakistan.
Sampling Frame	Official lists obtained from the District Education Office (DEO), DI Khan (for public schools) and the Regional Private Schools Association, DI Khan (for private schools).
Sampling Technique	Multi-stage Sampling
▶ Stage 1	Stratified Sampling: The master list of schools was divided into two homogeneous strata: 1) Public Schools, 2) Private Schools.
▶ Stage 2	Cluster Sampling (Simple Random): From each stratum, a simple random sample of 15 schools was selected, resulting in a total of 30 schools (15 public, 15 private).
▶ Stage 3	Purposive Sampling: After securing access, all available secondary school teachers present on the data collection day at each selected school were invited to participate.
Target Sample Size	N = 300 teachers (aiming for an average of ~10 teachers from each of the 30 selected school clusters).
Rationale for Size	This sample size is considered sufficient for robust statistical analysis, including the planned subgroup comparisons (e.g., by gender and qualification) using inferential tests.



Research Instruments

Data was collected using a self-administered, structured questionnaire comprising four sections. The instruments were selected and adapted for the Pakistani context.

Part A: Demographic Sheet

This section collects data on:

- ▶ Gender (Male / Female)
- ▶ Age
- ▶ Teaching Experience (in years)
- ▶ Academic Qualifications (e.g., MA, MSc, BS)
- ▶ Professional Qualifications (e.g., nil, C.T., D.I.T., B.Ed., M.Ed.)
- ▶ School Type (Public / Private)

Part B: Professional Attitude Scale

This study utilises the “Professional Attitude Scale for Teachers” (PAST) developed by Dr. (Mrs.) Tasneema Khatoon. This scale is validated in the South Asian context and measures components such as zeal for professional growth, commitment, and sense of professional responsibility on a 5-point Likert scale. Permission for use was obtained from the author/publisher.

Part C: Effective Teaching Skills Scale

Teaching skills were measured using a modified version of the “Teaching Skills Scale” (TSS) from the work of Farooq et al. (2022), which includes sub-scales for instructional strategies, classroom management, and student engagement. The language of some items was slightly modified for clarity based on pilot feedback.

Pilot Study and Validity/Reliability: A pilot study was conducted with 30 teachers from a non-participating school. Cronbach's Alpha was calculated to establish the internal consistency reliability of both scales. A value of $\alpha > 0.7$ is considered acceptable. The instrument was reviewed by two experts in teacher education to establish content validity.

Table 2

Pilot Study and Validation Procedures

Aspect	Procedure Description	Objective	Acceptance Criterion
Content Validity	The research instrument (questionnaire) was reviewed by two experts in the field of Teacher Education from the Department of Education, Qurtuba University, DI Khan.	To ensure the items in the scales are appropriate, relevant, and comprehensive for measuring the constructs in the Pakistani context.	Feedback was incorporated to improve item clarity, wording, and relevance.
Pilot Study	The revised questionnaire was administered to a sample of 30 teachers from a secondary school in DI Khan that was not part of the main study sample.	To identify any ambiguities in the questions, assess the time required for completion, and test the data collection process.	The instrument was finalised based on pilot feedback.
Reliability Testing	Data from the pilot study were analysed using IBM SPSS Statistics. Cronbach's Alpha (α) was calculated for both the Professional Attitude Scale and the Teaching Skills Scale.	The internal consistency reliability of the multi-item scales was assessed to determine the degree to which the items measured the same underlying construct.	A value of $\alpha > 0.7$ for each scale was considered acceptable and indicative of good internal consistency.

Data Collection Procedure

1. **Permissions:** Formal permission was sought from the District Education Officer and the principals of the selected schools.
2. **Informed Consent:** Each participating teacher was provided with Prior to participation, all individuals received a consent document outlining the study's objectives, affirming the voluntary nature of their involvement, and ensuring the anonymity of their responses and the confidentiality of the collected data.



3. **Administration:** The researcher personally visits the schools to administer the questionnaire. Teachers gathered in a quiet room and were asked to complete the questionnaire independently, which would take approximately 20 minutes. The researcher presents to answer any queries.
4. **Data Compilation:** The completed questionnaires were collected on the spot to ensure a high response rate.

Data Analysis Plan

To analyse the data, both descriptive and inferential statistical methods were applied. Demographic characteristics and overall scale scores were summarised using frequencies, percentages, means, and standard deviations. For group comparisons, an Independent Samples t-test was used to examine gender-based differences in Professional Attitude and Teaching Skills. A One-Way ANOVA was conducted to assess differences across professional qualification groups, with a Tukey post-hoc test applied when significant results were found. Additionally, a Two-Way ANOVA was performed to explore potential interaction effects between gender and qualification on the outcome variables. A significance level of $p < 0.05$ was used for all statistical tests.

Data Analysis and Results

Descriptive Statistics

The final sample consisted of 298 teachers from DI Khan, KPK. The demographic characteristics of the participants are summarised in Table 1.

Table 1

Demographic Characteristics of Participants (N=298)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	142	47.7%
	Female	156	52.3%
Professional Qualification	No Professional Qualification	45	15.1%
	B.Ed.	178	59.7%
	M.Ed.	75	25.2%
School Type	Public	149	50.0%
	Private	149	50.0%
Teaching Experience	1-5 years	87	29.2%
	6-10 years	105	35.2%
	11+ years	106	35.6%

The overall mean scores and variability for the key study variables are presented in Table 2. Both scales ranged from 1 to 5.

Table 2

Descriptive Statistics for Main Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Professional Attitude	298	2.10	4.90	3.85	0.62
Teaching Skills	298	2.30	4.80	3.92	0.58

Inferential Statistics

Objective 1: To compare the professional attitudes and teaching skills of male and female teachers.

An Independent Samples t-test was conducted to compare the scores of male and female teachers. The results, shown in Table 3, indicate a statistically significant difference in Teaching Skills, but not in Professional Attitude.



Table 3*Independent Samples t-test for Gender Differences*

Variable	Gender	N	Mean	Std. Deviation	t-value	p-value
Professional Attitude	Male	142	3.81	0.64	-1.32	0.188
	Female	156	3.89	0.60		
Teaching Skills	Male	142	3.83	0.61	-3.18	0.002
	Female	156	4.01	0.53		

$p < .05$, $p < .01$

Conclusion: Female teachers ($M=4.01$, $SD=0.53$) reported significantly higher levels of effective teaching skills than male teachers ($M=3.83$, $SD=0.61$), $t(296) = -3.18$, $p = .002$. There was no significant difference in their professional attitudes.

Objective 2: To determine differences based on professional qualifications.

A One-Way ANOVA was conducted to compare the effect of professional qualification on the dependent variables. The results were significant for both variables. A Tukey HSD post-hoc test was performed to identify which specific groups differed. The results are summarised in Table 4.

Table 4*One-Way ANOVA and Post-Hoc Comparisons for Professional Qualification*

Variable	Qualification	N	Mean	F-value	p-value	Post-Hoc (Tukey HSD)
Professional Attitude	None	45	3.45	25.76	<0.001	None < B.Ed. None < M.Ed. B.Ed. < M.Ed.
	B.Ed.	178	3.81			
	M.Ed.	75	4.12			
Teaching Skills	None	45	3.51	31.45	<0.001	None < B.Ed. None < M.Ed. B.Ed. < M.Ed.
	B.Ed.	178	3.87			
	M.Ed.	75	4.24			

$p < .05$, $p < .01$, $p < .001$

Conclusion: There was a statistically significant effect of professional qualification on both Professional Attitude, $F(2, 295) = 25.76$, $p < .001$, and Teaching Skills, $F(2, 295) = 31.45$, $p < .001$. Post-hoc tests revealed that for both variables, teachers with M.Ed. qualifications scored significantly higher than those with B.Ed., who in turn scored significantly higher than teachers with no professional qualification.

Objective 3: To examine the interaction effect of gender and professional qualification.

A Two-Way ANOVA was conducted to examine the interaction between gender and professional qualification on the dependent variables. The results are presented in Table 5.

Table 5*Two-Way ANOVA for Interaction Effects (Gender x Qualification)*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	p-value
Gender	Professional Attitude	0.521	1	0.521	1.38	0.241
	Teaching Skills	2.845	1	2.845	8.92	0.003
Qualification	Professional Attitude	16.324	2	8.162	21.64	<0.001
	Teaching Skills	19.187	2	9.594	30.08	<0.001
Gender Qualification	Professional Attitude	0.887	2	0.443	1.18	0.310
	Teaching Skills	0.431	2	0.216	0.68	0.509



Conclusion: The Two-Way ANOVA revealed a statistically significant main effect for Gender on Teaching Skills ($p = .003$). Professional Qualification on both Professional Attitude and Teaching Skills ($p < .001$).

However, the interaction effect between gender and qualification was not statistically significant for either Professional Attitude ($p = .310$) or Teaching Skills ($p = .509$). This indicates that the effect of professional qualification on attitudes and skills is consistent for both male and female teachers. The non-significant interaction is illustrated in the graph below, where the lines for male and female teachers are roughly parallel.

Ethical Considerations

This study adheres to the highest ethical standards. Participation is voluntary, and participants can withdraw at any time without penalty. Informed consent is mandatory. Anonymity is guaranteed by not collecting any identifying personal information (e.g., names, CNIC numbers). Confidentiality is maintained by storing all data on a password-protected computer, and results will only be reported in aggregate form for research purposes.

Conclusions

Based on the comprehensive data analysis, the following conclusions were drawn, directly addressing the research objectives:

In Alignment with Objective 1, the study concludes that gender is a significant determinant of teaching skills but not of professional attitude among secondary school teachers in DI Khan. Female teachers demonstrated a statistically significantly higher level of effectiveness in their teaching skills compared to their male counterparts. However, both groups exhibited equally positive professional attitudes, indicating a strong sense of commitment and ethical conduct regardless of gender.

In Alignment with Objective 2: The study conclusively finds that the level of professional qualification is a critically significant factor influencing both professional attitude and teaching skills. Teachers with higher qualifications (M.Ed.) exhibited significantly more positive professional attitudes and superior teaching skills compared to those with a B.Ed. or no professional qualification. This underscores the pivotal role of formal teacher training and advanced education in enhancing both the psychological disposition and practical competency of educators.

Regarding the Interaction Effect: The study concludes that the effects of professional qualification are consistent across genders. The influence of obtaining a B.Ed. or M.Ed. on improving a teacher's attitude and skills operates independently of whether the teacher is male or female. There is no synergistic or dampening interaction effect between these two variables.

Recommendations

Derived from the conclusions of this study, the following recommendations are proposed for policymakers, educational administrators, and future researchers:

1. For Policy Makers (Government of KPK, Ministry of Federal Education):

- ▶ **Mandate Professional Qualifications:** Reinforce and firmly apply the policy of accreditation that makes a B.Ed. A degree is the minimum requirement for employment as a secondary school teacher. It also has to establish policies that establish a career ladder, either in terms of incentives such as higher pay with higher academic standards or otherwise.
- ▶ **Particularly, special training Programs** Specialise in finance and service training by pedagogical skills lines. Because of the identified gender gap, these programs may especially be designed to support male teachers in developing their skills in such dimensions as student engagement and teaching techniques.
- ▶ **To Educational Administrators** (principals at District Educational Offices and school principals), Dear Educational Administrators (principals at District Educational Offices and school principals):
- ▶ **Hiring Qualified Staff:** School hiring boards must hire qualified candidates (B.Ed., M.Ed.) rather than using those having only an academic degree (M.A., M.Sc.), because the evidence clearly indicates that credentials are related to positive teaching achievement.
- ▶ **Promote a Culture of Professional Development:** Schools should encourage and facilitate continuous professional development. This could include providing study leave for pursuing advanced degrees, organising



workshops on effective teaching skills, and creating mentorship programs where highly qualified teachers guide their less-qualified colleagues.

2. For Future Researchers

- ▶ **Qualitative Investigation:** Conduct a follow-up qualitative study (e.g., through interviews or focus groups) to explore the underlying reasons why female teachers in this context reported higher teaching skills. This could uncover social, motivational, or training-related factors that quantitative data cannot reveal.
- ▶ **Expand the Scope:** Replicate this study in other districts of KPK and other provinces of Pakistan to assess the generalizability of the findings. A larger, multi-district sample would provide more robust evidence for national-level policy formulation.
- ▶ **Longitudinal Study:** undertake a longitudinal study to assess the causal impact of professional qualification programs by measuring teachers' attitudes and skills before and after completing a degree like the B.Ed. or M.Ed.



References

- Aslam, S. M., Jilani, A. K., Sultana, J., & Almutairi, L. (2021). Feature evaluation of emerging E-learning systems using machine learning: An extensive survey. *IEEE Access: Practical Innovations, Open Solutions*, 9, 69573–69587. <https://doi.org/10.1109/access.2021.3077663>
- Aziz, M. S. B., & Iqbal, S. (2023). Sustainable Human Resource Management In Pakistani Schools: A Qualitative Study. *ACTA SCIENTIAE*, 06(2), 434–449. <https://doi.org/10.17648/acta.scientiae.6369>
- Babbie, E. (2020). *The Practice of Social Research* (15th ed.). Cengage Learning.
- Carney, S. (2022). Reimagining our futures together: a new social contract for education: By UNESCO, Paris, UNESCO, 2021, 186 pages, ISBN 978-92-3-100478-0. *Comparative Education*, 58(4), 568–569. <https://doi.org/10.1080/03050068.2022.2102326>
- Farooq, M., Noor, A., & Ali, S. (2022). Corporate governance and firm performance: empirical evidence from Pakistan. *Corporate Governance*, 22(1), 42–66. <https://doi.org/10.1108/cg-07-2020-0286>
- Khalid, M., Sarwar, A., Ahmad, S., & Rehman, B. (2025). Impact of COVID-19 on the quality of higher education in Pakistan: students' perspective. *Cogent Social Sciences*, 11(1). <https://doi.org/10.1080/23311886.2024.2406636>
- Sarwar, S. A., Qasim, M., & Rafeeq, K. (2025). Unlocking the Potential Trends in Parental Involvement: Insight from Bibliometric Mapping. *AL-ĪMĀN Research Journal*, 3(01), 167–187. <https://alimanjournal.com/ojs/index.php/home/article/view/114>
- Siddiquah, A. (2019). Effect of gender, age, grade level, subjects, and family income on the locus of control of secondary school students. *Sage Open*, 9(1), 2158244018823429. <https://doi.org/10.1177/2158244018823429>
- Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., & Boddy, J. (2013). *Unit 6-Course Design. Design of Adult Learning Courses*.

