

IMPACT OF TEACHERS' PROFESSIONALISM ON STUDENTS EDUCATIONAL
ASPIRATION AT SECONDARY LEVEL IN NORTH WAZIRISTAN TRIBAL
DISTRICT

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Abstract

This study aims to identify the impact of teachers' professionalism on students' educational aspiration at Secondary School level in district Bannu. The main objectives of the study were 1) To assess the current status of students' educational aspiration at secondary school level in district NWTD 2) To determine the impact of teachers' professionalism on students' educational aspiration at secondary school level in district NWTD . The study was descriptive in nature. Survey design was used for the study. The population of the study was constituted of all public secondary schools students of Bannu, (4998), Stratified Random Sampling technique was used for respondents' selection from the population (149) participants were selected. The researcher personally visited the said schools and collected data from respondents. The collected data was tabulated, analyzed and interpreted in the light of the research objectives using SPSS (V-27). Teachers professionalism in district NWTD was remarkable. The results of regression show that secondary school teachers' professional characteristics were a significant predictor of students' educational aspiration. This is recommended that school administration may arrange monthly or quarterly meetings of teachers, parents and students to build confidence in students on educational aspiration for future.

Introduction

Malcolm X was an African-American human rights activist who quotes beautifully that, "Education is the passports of the future, for tomorrow belongs to those who prepare for it today." Keeping this view in mind we can say that, living without education and training is like a bird without wings.

1.1 Educational Aspirations

To succeed people need a sense of aspirations and self efficacy struggle together with resilience to meet the inevitable obstacles and inequities of life - Albert Bandura. All individuals have some aspirations. At all stages of life people try for self enhancement. The aspirations during student period influence their behavior. The term educational aspiration or vocational choice is based on knowledge of traits. The aspirations level of an individual is an important motivating factor. It is a frame of reference involving self-esteem or alternatively experiences that is the feeling of failure or success. Education prepares students and their future life itself. So, there are a variety of interests, goals, failures, accomplishments, motives, and aspirations levels in student life. Human development is the purpose of education. In the lives an activities of students' failures, achievements, and successes play an important role. In the modern competitive world, one's essential behavior is aspiration as a goal endeavor (Kyaw&Than, 2021). Oxford English dictionary volume 7th edition, "educational aspirations mean ambition of a person to take education in a school, college and university. In short, it defines as a certain goal or dream of person to achieve to education through school, college and university. During adolescence, both personal and external factors significantly impact career exploration. Parents, peers, and mentors can offer valuable insights, advice, and support to help adolescents make informed decisions about their future careers (Kost et al., 2022).

1.2 Teachers' professionalism

"Better than a thousand days of diligent study, is one day with a great teacher" .Japanese Proverb

Teaching profession refers to the act of instructing, enlightening and inspiring learners.

"Teaching is not a lost art, but the regard for it is a lost tradition" ~ Jacques Barzun.

"Teaching is leaving a vestige of one self in the development of students. And surely the student is a bank where you can deposit your most precious treasure" ~ Eugene P. Bertin.

“Teaching is the profession that teaches all the other profession to the students”. The teacher act as the guide for life, show the path towards success to bring out the untamed talents of their students and sharpen it in order to bring out the best results at any stage.

Lee Shulman’s Pedagogical Content Knowledge (PCK) framework provides a more nuanced understanding of teacher professionalism by emphasizing the intersection of subject matter knowledge and pedagogical skills.

Many policies in the field of teacher education fail to recognize the significance of developing teachers professionalism who are familiar with and comfortable with conducting research. They also miss out on the possibilities afforded by research in the field of teacher education for the purpose of revising requirements for accountability nad welfare of students. In this way, measures in European countries aimed at improving the quality of education for teachers are reducing the respect and status of those who work in the field. Each nation's teacher education policy and related directions might priorities teachers' professional development (Mayer& Mills, 2021). The research by Abubakar, Madigu, and Idris in 2020 underscores the significant and positive correlation usage of modern techniques, between the teachers professionalism and students aspirations became source of enhancement of educational quality.

2 Statement of the problem:

This study was drawn on two primary theoretical frameworks: Albert Bandura’s Social Cognitive Theory (SCT) and Lee Shulman’s Pedagogical Content Knowledge (PCK). Both the works offer insights into how teacher professionalism impacts students’ educational aspirations and outcomes. Schools arenas both for students and teachers who pursue different personal goals for themselves. The achievement goal approach distinguishes different types of goals that can be pursued to varying from each others at secondary level. This approach has been successfully used to describe the primary, achievement motivation of teachers professionalism at secondary, and higher education . Teachers' goal theory defined professionalism, as teacher strivings to attain certain work-related goals at school(Daumiller et al., 2023).It is crucial to establish a specific statement for this study after taking into account the conceptual framework of the research and the pertinent review of connected literature. This makes it possible for the current researcher to offer a methodical approach to carrying out the current study. The current investigation was conducted to examine the level of teachers professionalism and students aspiration at this level of Secondary School. Hence, the statement of the study may be

stated as – “Impact Of Teachers’ Professionalism On Students Educational Aspiration at Secondary Level In District Bannu”

2.1 Objectives of the study

1 To assess the current status of students’ educational aspiration at secondary schools’ level in district NWTD.

2 To determine the impact of teachers’ professionalism on students’ educational aspiration at secondary schools’ level in district NWTD.

Research Questions

1.What is the status of students’ educational aspiration at secondary school level in district NWTD?

2.What is the impact of teachers’ professionalism on students’ educational aspiration at secondary schools level?

2.3Null Hypothesis

Ho1. There is no significant impact of teachers’ professionalism on students’ academic aspiration at secondary schools level in district NWTD.

2.4 Significance of the study

The present study will be useful to know the educational aspiration of higher secondary school students. This research will help in educational improvement. This research will be useful to higher secondary school students, parents, and society to create a good character and a good citizen. The present research will be conducted concerning the variables like area, gender and stream. This research will be conducted on the under Higher Secondary School Students studying in the general stream and science stream only.

3.Review Of Related Literature

“The competent physician must keep himself consistently abreast of latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at end. Obviously the careful student of education, the research worker and investigator should become familiar with the location and use of source of education information.”

Good Barr and Scates

Mushtaq et al., (2021) studied on Educational Aspiration of Secondary schoolstudents of Kashmir Valley. The following objectives have been formulated for the proposed investigation: To study level of educational aspiration among adolescents and to compare male and female

secondary school students on their level of educational aspiration. The study revealed that there is significant difference between male and female secondary school students Educational Aspiration. Education is an important variable in forming students' aspirations and helps students become more knowledgeable about the world (Chawla, 2018).

Lamare&Dkhar (2020) examined the Level of Educational Aspiration in relation to Self-esteem of Secondary School Students of Meghalaya. The findings of the study- majority of the secondary school students have an average level of educational aspiration and there is no significant difference in the Level of Educational Aspiration between male and female secondary school students. It revealed that there is significant difference in the Level of Educational Aspiration between rural and urban secondary school students the mean difference 0.92 is in favor of rural secondary school students. The study is also found that there is no significant difference in Self-esteem between male and female secondary school students.

In foreign, a lot of studies have been done in the field of educational aspiration. The earlier educational aspiration studies were focused on family, and parental attitude while later studies were mainly concerned with the school atmosphere and peer group as an important factors. Present decade is more concerned about the special educational needs of students and this increasing trend was noticed especially during the past ten years. A detailed analysis of this literature review concludes that in European countries, most of the early studies were focused on the comparison of boys and girls adolescents' educational aspirations concerning their socio-economic background, and intelligence. Some studies had taken consideration of the educational aspirations of special children also. Personality traits and the locality of the schools were also found to be important determinants of educational aspiration. Khan et al, (2016) also described the importance of teachers professionalism and its importance in teaching learning process.

A set of attitudes and behaviors that are appropriate for a specific profession is called professionalism. Özdemir, Demirkol, &Polat (2019) carried out a qualitative research in city of Turkey by using a case study approach with the purpose of evaluating teachers' professionalism within the framework of teachers' opinions. It was found that lack of conducive school environment; non-supportive teachers' attitude, lack of professionalism/pedagogical skills and students' disruptive behavior create hindrances for effective teaching and better students' learning (Ahmed, Faizi& Akbar, 2020).

Given the interaction of teachers' and students' conceptions at secondary level in shaping classroom assessment culture, contemporary assessment research has argued for comparisons of teachers' and students' conceptions of assessment (Fletcher, Meyer, Anderson, Johnston, & Rees, 2012; Hodgson & Garvey, 2020). Success and achievement in any work requires a positive attitude to do it. so understanding of the teachers 'attitude assist students evaluating in teachers programs' strengths and educational weakness. This understanding can enhance learning process towards a caring and holistic paradigm of students learning. Moreover, it will add to the body of knowledge of secondary schools students education to enhance teachers' achievement (Muhammdiah et al., 2022).

Shagufta et al.(2021)emphasizes the need for value professionalism that:... nowadays, modern education has its focus on students' academic and lesser on their holistic grooming in terms of their character and intellectual development. The frustration and disharmony in society might be due to the lack of moral upbringing of a young learner. The related literature and studies are reviewed critically and recorded in this chapter. The gaps identified by the investigator are also mentioned. This is followed by the brief description of the present study and how it is different from the studies reviewed and recorded. The detailed discussion on the plan and procedure of the study including research design, methodology, sample, the tools, the statistical techniques applied and delimitations fixed follows in the pursuing chapter.

3. Research Methodology

3. Research Methodology

3.1 Design Of The Study

The research design was co-relational. The research study was descriptive in nature. Survey method was used for this study.

3.2 Population Of The Study

Population means the entire mass of observation, which a sample is to be formed for the measures of a population, are termed as parameters. The population of the study was comprised of all the 10th slandered students (session 2024) district NWTd, of Khyber Pkhtunkhwa

3.3 Sample Of The Study

Multistage Sampling technique was used in this study. For selection of participants of the study Purposive sampling technique was used and Random Sampling was used to select the blocks, schools and students .

S.NO	DISTRICT	SECONDARY SCHOOLS	STUDENTS
1	North Waziristan Tribal District	33	4998

3.4 Instrumentation

A self developed two questionnaires for Teachers Professionalism based on Lee Shulman's Pedagogical Content Knowledge framework, i-e, Content Knowledge, Pedagogical Knowledge, Pedagogical content Knowledge, Knowledge of Curricula, knowledge of Learners, knowledge of Educational Contexts and Knowledge of Educational Ends and The second questionnaire for Educational Aspiration based on Albert Bandura's Social Cognitive Theory of Aspiration, i-e, Goal Setting, Motivation, Self Efficacy, Vicarious Learning (Observational Learning) and General Attitude Towards Academic Efforts was developed with the help of Supervisor.

3.5 Content validity of the questionnaire

The content validity of the questionnaire was checked by experts in education discipline. The experts were professors in Education in various public sector universities and were Ph.D. degree holders. The changes suggested by the experts in the questionnaire was incorporated accordingly. List of expert in Education annexed as -

3.6 Pilot Study:

A pilot study was conducted on 87 students randomly drawn from the identical sample group. Based on the results acquired, a few alterations had been made. The number of items was compiled from pilot study and reorganized on expert ratings. After that, the test was executed on the larger sample group.

3.7 Reliability of the Research Tools:

For the purpose of reliability, the researcher visited the selected school and got permission from the school heads, and then questionnaire will personally delivered to 20 students of the population. These respondents was not be included in the sample

Table 3.1 Reliability Statistics for Teachers Professionalism Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.980	.722	78

Table 3.2 Reliability Statistics for Educational Aspiration Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.987	.722	55

3.8 Statistical Treatment of Data:

The response as collected were treated for statistical analysis in terms of objective, as well as for the verification of proposed hypotheses in the following way.

For objective number one and two , the Mean and Standerd Deviation were used.

And for Objective Three, at first the coefficients of correlation were computed between all pairs of variables. Then to determine the effects of independent variables on the dependent variable stepwise regression analysis was done followed by mandatory ANOVA between regression and residuals.

Based on the above discussions all the hypotheses are analyzing in the next chapter.

4. RESULTS

Objective # 01: Shows current status of students Educational Aspiration at secondary school level in district NWTD.

S.NO	Statement	N	Mean	Std
1	I get clear and specific educational goals for my future.	149	4.28	.84065

2	I clearly understand what I read to know to achieve my educational goals.	149	4.17	.99139
3	I set challenging educational goals for myself.	149	1.94	1.55622
4	I believe in my abilities to achieve challenging goals.	149	4.00	1.40463
5	I show consistent commitment towards achieving educational goals.	149	4.14	1.13528
6	I set goals for the purpose of improving my skills.	149	4.22	.98035
7	I do reflection on strategies which are planned for educational goals.	149	4.05	1.27229
8	I feel proud when my parents appreciate my set goals.	149	4.28	.84065
9	I feel excited when I learn something new in class.	149	4.40	.77993
10	I believe that I can improve my grades, if I work hard.	149	4.36	.77392
11	I feel capable of achieving my academic goals.	149	4.00	1.40463
12	When I fail at a task, I believe that I can learn from my mistakes and do better next time.	149	2.14	1.59845
13	I often feel a sense of accomplishment when I meet my academic goals.	149	4.22	.98035
14	I feel proud when I complete a difficult task successfully.	149	4.05	1.27229
15	I feel motivated when my peers appreciate me.	149	4.18	1.03358
16	I am motivated to complete assignments on time to avoid negative consequences.	149	2.29	1.60624
17	I believe I can perform well in my studies.	149	4.28	.84065
18	I believe I can understand difficult subjects if I try hard enough.	149	4.18	1.03358
19	I trust my abilities to perform well in exams.	149	4.43	.77392
20	I am confident in my ability to organize my study	149	4.00	1.40463

schedule effectively

21	I believe that my classmates and I can work together to achieve our academic goals.	149	4.14	1.13528
22	I believe that difficult academic tasks are opportunities for me to learn and grow.	149	4.05	1.27229
23	I believe I can handle the pressure of exams and academic deadlines in school.	149	1.61	1.60075
24	When faced with a challenging task, I feel confident in my ability to overcome	149	4.18	1.03358
25	I am motivated to do well in school when I see others rewarded for their hard work.	149	4.43	.77392
26	I often learn new difficult academic concepts by observing my high achiever classmates.	149	4.17	.99139
27	I find a lesson interesting, when my role model teacher explains it.	149	4.28	.84065
28	Role models in my family motivate me for getting high grades.	149	4.05	1.27229
29	When I see my class fellows rewarded for their academic efforts, I became motivated for hard work	149	4.18	1.03358
30	By remembering successful teachers behavior makes me confident in my ability.	149	4.00	1.13528
31	When successful role model teacher tell their study habits, I became motivated.	149	4.14	.98035
32	When I observe a student rewarded for academic success, I feel 'encouraged to do more hard work.	149	4.22	.97708
33	I believe that hard-work and efforts are keys to academic success.	149	4.22	.98035
34	I am confident that my academic performance improves when I consistently put in effort.	149	4.05	1.27229
35	I believe I can improve my academic performance with persistence and efforts.	149	2.11	1.57228
36	I believe that academic success is mainly a result of	149	4.00	1.40463

persistence and hard work.

37	I regularly see academic goals for myself to track my progress.	149	4.14	1.13528
38	I am motivated to work hard because I have specific academic goals.	149	4.00	1.40463
39	I enjoy working hard on my school work because I know it will lead to success.	149	4.43	.77392
40	I am discouraged when I see others put in a lot of effort and still fail academically.	149	1.79	1.62029
Over all Mean				4.03

The analysis of the data of the study presents students educational aspiration in district NWTD at secondary level. Mean and Standard Deviation values on goal setting of students educational aspiration. The Mean values show goal setting of students at secondary level. The above table contains eight statements/ items. These items are 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, and 96. The Mean values of these statements are 4.28, 4.17, 1.94, 4.00, 4.14, 4.22, 4.05, 4.28, 4.40, 4.36, 4.00, 2.14, 4.22, 4.05, 4.18, 2.19, 4.28, 4.18, 4.43, 4.00, 4.14, 4.05, 2.51, 4.18, 4.43, 4.17, 4.28, 4.05, 4.18, 4.00, 4.14, 4.22, 4.22, 4.05, 2.11, 4.00, 4.14, 4.00, 4.43 and 1.79 with Standard deviation respectively with Standard deviation .84065, .99139, 1.55622, 1.40463, 1.13528, .98035, 1.27229, .84065, .77993, .77392, 1.40463, 1.59845, .98035, 1.27229, 1.03358, 1.60624, .84065, 1.03358, .77392, 1.40463, 1.13528, 1.27229, 1.60075, 1.03358, .77392, .99139, .84065, 1.27229, 1.03358, 1.13528, .98035, .97708, .98035, 1.27229, 1.57228, 1.40463, 1.13528, 1.40463, .77392 and 1.62029 respectively. The Mean score of all this 40 statements from (57 - 96), fall in the Mean category of above average (3.50-5.00). That the current status of student's educational aspirations at secondary level are notable. The students are clear and satisfied in planning their aspiration at secondary level as well as for future. While The Mean value of statement 59, 68, 72, 79, 91 and 96 fall in the range of Mean category of below average (0- 2.49). The said item simply reflect that fact that the students have lack of confidence in their educational aspiration, i.e regarding setting of challenging educational goals for future, student face failure to stay motivated and learn from past mistakes leads to stagnation and missed opportunities for growth and also confused to complete assignments on time to avoid negative consequences in district NWTD. Similarly it is also the fact that the students are facing difficulties to handle the pressure of exams and academic deadlines in school, they hesitates and lack of confidence on themselves to improve their academic performance with persistence and efforts and the young scholars also discouraged when see others despites a lot of effort and hard work and still face failure academically in district NWTD.

Objective # 02: Multiple Regression Of Teachers Professionalism on students Educational aspiration in District NWTD.

Unstandardized Coefficients				Standardized Coefficients			
Model	R	R ²	B	Std. Error	Beta	T	Signifacance
(Constant)	.756 ^a	.572	1.277	.193	.756	6.617	.000
Professionalism whole			.673	.048		14.014	.000
a. Dependent Variable: Educational Aspiration Whole							
P<0.005							

The results are summarized below:

This indicates that the relationship between teachers' professionalism and students' educational aspiration is **highly statistically significant**. The findings from the multiple regression analysis indicate that **teachers' professionalism has a significant and positive impact on students' educational aspirations** in District NWTD. With an R² value of **0.572**, the model explains **57.2% of the variance** in students' aspirations, demonstrating a strong predictive relationship. The results are statistically significant (**p < 0.001**), confirming that higher levels of teachers' professionalism are associated with higher levels of students' educational aspiration. These findings suggest that efforts to enhance teacher professionalism may play a crucial role in improving students' academic motivation and future goals.

Findings:

On the basis of examination and elucidation of data findings drawn are as under:

- 1 The above discussed analysis presents that students educational aspiration in district NWTD at secondary level are remarkable.
- 2 the data indicates that students have full confidence and satisfied in planning their goals for future.
- 3The said item simply reflect that fact that the students have lack of confidence in their educational aspiration, student face failure to stay motivated and learn from past mistakes leads to stagnation and missed opportunities for growth and also confused to complete assignments on time to avoid negative consequences in district NWTD.
- 4Similarly it is also the fact that the students are facing difficulties to handle the pressure of exams and academic deadlines in school , they hesitates and lack of confidence on themselves to improve their academic performance with persistence and efforts and the young scholars

also discouraged when see others despites a lot of effort and hard work and still face failure academically in district NWTD.

5The analysis of objective 2 of the study shows linear regression model values, indicating a strong positive relationship between teachers' professionalism and students' educational aspiration.

Conclusions:

The results of the study revealed that students in the NWTD at secondary level have confidence and satisfied in planning their aspiration at secondary level as for as for future. The teacher professionalism have strong positive impact on students aspiration at secondary level in NWTD .

5.4. Recommendations And Suggestions

In light of the results of the present study the subsequent recommendations and suggestions may be put forward: Findings of the present study revealed that students educational aspiration in district NWTD at secondary level are remarkable. It is also observed from the findings the data indicates that students have full confidence and satisfied in planning their goals for future.

6 It is also recommended that administration may arrange monthly or quarterly seminar/workshops for teachers, students and their parents to encourage learner having lack of confidence in their educational aspiration.

7Teachers also encourage students to face difficulties and handle the pressure of exams and academic deadlines in school , they hesitates and lack of confidence on themselves to improve their academic performance with persistence and efforts and the young scholars also discouraged when see others despites a lot of effort and hard work and still face failure academically in district NWTD. 8The administration may arrange workshops /training for teachers to enhance thiel professional capabilities ,which have strong positive impact on students educational aspirations.

It may be suggested for further research to conduct separate studies regarding utilization of internet at different level also.

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