

Analysis of The Characteristics of Secondary School Teachers in Pakistan in Islamic Perspective

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Abstract

No any nation can survive without education. The most important element of education process is student itself and the second important element is the teacher. The question arises what kind of teacher is needed for a successful education system. This study focuses on the personal and professional characteristics of a secondary school teacher in Islamic perspective. Data has been collected by questionnaire and analysed in the light of available literature. The personal and professional characteristics have different ratio in the secondary school teachers. Most of the teachers are kind, justice, role model, well trained, confident, honest, truthful, faithful and religious minded and co-operative to their colleagues.

Keywords: School Teachers, personal, professional, Characteristics.

Introduction

The last Prophet Muhammad (PBUH) was teacher of mankind. God has described the following these three characteristics of the Holy Prophet (peace be upon him) many times in the Holy Quran. Almighty Allah says;

1. The Holy Prophet (PBUH) recites the verses of Allah. 2. He purifies them. 3 He teaches them the book and wisdom.¹

In this verse Allah wants to show the Holy Prophet (PBUH) as an educator. The Holy Prophet (PBUH) himself has proud on being an

¹Al-Quran, Al-Imran, 3:164

educator. He said. ²إِنَّمَا بُعِثْتُ مُعَلِّمًا I have been sent as an educator. God is the first educator and He says about Himself, ³اللّٰهُمَّ عَلِّمْنَا بِالْقَلَمِ He Who educated with Pen.

Then He sent many messengers to educate human beings. This process lasted till the last Prophet Hazrat Muhammad (peace be upon him) was sent to educate the mankind. After his departure from this world this duty was given to the scholars and teachers. So we can say that teaching is the Profession of Messengers and without teachers, teaching is incomplete. It has been well said "No system of education is better than its teachers". In the whole educational system, the position of a teacher carries the extreme importance and the key to success lies with the good teachers. He plays a role of chief, actor in the drama of learning. Although various factors interact to develop the natural qualities of students but nourishment of character, habits and minds is mainly done by the teachers. He is a good father of the students and architect of the nation. Character building of the coming generation is one of main responsibilities. It is

through teaching the obedience is taught and discipline is enforced and above all he creates a will in a common citizen to sacrifice his life for the country.

Education in a country gets the paramount importance. Pivotal role in this important area of life is bold with the teacher. It is he who molds the national youth into major tools required for progress. The teacher facilitates the experience of his pupils. He senses the directions of thinking and assist them in planning smooth ways to their success.

No teacher can be a good teacher without an inbuilt a sense of devotion and total involvement of his life to the sacred profession. He has to be honest and hardworking in addition to having a complete command in the area of preparedness in his profession Above all teachers have to be an agreeable personality to be willingly received by his students.

The success of our educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. Teachers with good qualities of head and heart will go a long way, in the improvement of our educational system it has been well said, no system of education is better than its teachers. None of the reforms will succeed unless we are able to recruit at all levels men and women of the highest abilities and

²Ibn e Maja, Ahmad bin Yazeed, Sunan Ibn Majah, Bab Fadhal al-Ulama, Hadith no 456

³Al-Quran, Al-alq, :4

train them including the existing ones, to the desired standard expected in other countries. They should be given the status in the society which their national importance warrants.⁴

The teacher should feel the importance of his profession. He must be a teacher first and teacher last. A person who wants to join this profession now question arises what makes a person good teacher and what are the personal and professional characteristics of a teacher? It is the aim of researchers to find out the answers to the question through this investigation.

Statement of The Problem

The present study is designed to find out personal and professional characteristics of secondary school teachers of Pakistan in Islamic perspective.

Significance of The Study

Pakistan is a developing country. For keeping pace with its development in other fields it also needs development in the field of education. Without providing schools with qualified and properly trained teachers, development in the field of education cannot be

imagined. When we speak more than simple academic qualification Our teachers must have these along with high sense of devotion, a sense of service to the nation and willingness to help in the constructive work. They must also possess determination to find substance for teaching in the conditions and materials around them without waiting for imported aids, apparatus, a developed sense of professional ethics and honour. If we recognized the importance of the teachers, as we do them, it is for the teachers themselves to realize the importance of the qualities mentioned above.⁵

For the foregoing statement of the commission on national education of Pakistan it appears that the success of our educational system depends on good teachers. If we succeed in attracting good people to the profession, the likelihood of achieving the desirable objectives is substantial. It is a fact which cannot be denied. That good teachers are more important than impressive building with curricula and expensive equipment. The influence of good teachers extends over not only geographical and political boundaries but many generations. No one exercise has a greater

⁴Govt of Pakistan. Report of Commission on national education, p-265

⁵Govt of Pakistan. Report of Commission on national education, p-265

influence upon the minds of young children than a teacher. He plays an important part in molding the lives of young people. The enormous influence which the teacher exerts on his pupils, will turn them either successful or unsuccessful citizen of the country Pupils learn in many ways from the attitude of their teachers to solve the life's problems. It does not matter what subject a teacher, his general attitudes impress his pupils. Thus the pivot upon which an educational system revolves is the good teacher. Now the question arises, what makes a man good teacher? It is the aim of the investigation to find out the answer to this question in the light of Islamic teaching.

Objectives of The Study

The objectives of the study are

1. To explain the importance of teachers in educational system in Islamic Point of view.
2. To find out the personal characteristics of secondary school teachers.
3. To find out the professional characteristics of secondary school teachers.
4. To find out the demerits of secondary school teachers and give suggestions for its improvement in the light of Islamic teachings.

Procedure

The study was designed to find out the personal and professional characteristics of secondary school teachers. Literature related to the study was reviewed. A questionnaire consisting of thirty six items was developed in a closed form. Efforts were made to make the questionnaire clear and obvious. The whole population of teachers in Pakistan which were hundred in number, was taken as a sample for the purpose of this study.

Review of Related Literature

The teacher is key to the whole educational process. If he is intellectually alive and socially conscious, he is likely to influence his students constructively vet the task of competence in students is so exacting that many qualities, both professional and personal are necessary for success.

A great deal for research has been done about the qualities of the teachers in different cultures and climates but it is still an unexplored problem of our country.

Bruce and Holden have mentioned the following the personal and professional qualities of teachers in their books;

- 1.The teacher must have good relations with his pupils, professional and associates with parents and community.
- 2.He must be aware of self and others.

3. He must have the ability to interpret the world and culture to the students

4. He must be expert in teaching methods

5. He should create democratic atmosphere in the class situation

6. Finally a teacher must be more patient and tolerant, Courageous, Industrious and humorous.⁶

According to Edmond Liepold the traits of liked teachers are

1. Understanding 2. Fairness 3. Sense of humour 4. Good and attractive personality 5 Interesting methods of teaching.

According to him the disliked teachers are those who-

1. Are crabby 2. Are mean 3. Are never cheerful 4. Are not fair 5. Have favourites. 6. Made fool of students 7. Do not teach well 8. Do not experience well.⁷ Luke has given the following qualities of a good and competent teacher. They 1. Wisdom 2 Providence 3. Pity 4 Zeal for good 5 Generosity 6. Justice 7. Kindness 8. Humility 9. Firmness 10. Silence 11. Seriousness 12. Patience.⁸

Aggarwal and sharma have listed similar qualities of a successful teacher.

According to them the teachers must have

1. Emotional stability
2. Good knowledge of child psychology
3. Good grasp over the methods of teaching
4. Mastery of the subject matter.
5. Daily preparation before starting the lesson.
6. Democratic attitude
7. Skill in questioning
8. Ability to bade the group.⁹

In this connection the commission on national education has considered the following traits as qualities essential for a teacher. He should be academically well trained in the subjects he teaches. He should have sound professional training in hour to teach his subjects. He should understand the children in his charge. He should possess a deep sense of professional honour. He should have security of tenure and a scale of pay commensurate with his status¹⁰

Sultan Muhayudin has given qualities of a teacher as

1. Acceptable personal appearance
2. Optionism.
3. Reserve
4. Enthusiasm
5. Fairness of mind
6. Sincerely
7. Sympathy
8. Kitably
9. Tects
- 10.

⁶Bruce, WF and Holden, A., "The teacher personal development p-326

⁷Edmond, Liepold. "Student do have favourite teachers". pp 22-24.

⁸Grand, Luke, " Twelve virtues of a good teacher", p-08

⁹Aggramal. 1.C and Sharma KR. "Sharma, KR "Basic schools organization p128

¹⁰Govt of Pakistan, Report of commission on national education, p 266

Good voice 11 Capacity for leadership: 12 Correct english or urdu 13, Sense of humour 14 Friendliness towards people and parents. 15 Patience.¹¹

The results of a study by Said Rasul and Nazir Ahmed show that the teachers who are liked by the boys of secondary school:

1. Are sympathetic towards their students,
2. Are fair in dealing with the students
3. Encourage every student to ask question during the lesson
4. Appreciate and approve the good and worthy efforts of the students
5. Accept and appreciate the good opinions of the students.
6. Respect their students and teach them gently and nobly
7. That their students R. Are a smiling look on their face.
- 9 Make their lessons easy and interesting
10. Are regular in their work.
11. Kept their word as for as possible
12. Are expert in their subjects.

According to the same study the following teachers are disliked by the students of secondary schools who

1. Praise themselves in reason or out of reason.
2. Waste their time in irrelevant gossip in the class room.
3. Are in the habit of getting their private work done by the students frequently.
4. Have favourites
5. Are

6. rigid in changing their opinions.
7. Show their knowledge unnecessarily.
8. Give too much emphasis on games and other activities at the cost of the studies.
9. Give too much importance to certain students on account of their family background.¹²

Mr. Mushtaq Ali conducted a study in 1964 about what people of secondary schools like and dislike in teacher. According to this study the students of secondary schools like those teachers who are cheerful, humorous, sympathetic, interested in school activities.

Master of their subjects, impartial, democratic, clean and tidy, hardworking. punctual kind hearted, they like the teachers who stick to their principles, do not give concession to anyone, inform their parents about their academic position check home work regularly and use interesting methods of teaching, know their names. give equal attention to sports and teaching.

The students like the teaches who have control over the class, pay equal attention to all students during the lesson, give responsible punishment and have deep and close relationship with their colleagues.

¹¹Sultan, Muhayudin, "School Organization and Management pp. 324-325

¹²Said, Rasul and Nazir Ahmad. "Teacher behaviour liked and disliked by the high school students, p-23

The students dislike the teachers who are always serious, harsh, and insympathetic, undemocratic, irregular, dirty, short tempered, careless, mean and selfish. They do not like the teacher who have no control over the class, cut jokes with the students, send the defaulter to the headmasters, get the students notebooks checked by the monitor, changed their decision when flatter, go on speaking all the time without putting any question to the students, give the several students unreasonable punishment, demand illegal gratification and finally discourage the students who ask questions.¹³

American Council on education appointed a committee to find the teachers characteristics. Some generalization regarding outstanding teachers made by this committee were superior intellectual abilities, above average school achievements good emotional adjustment attitude, favourable to pupils, enjoyment of people relationship, generosity in the appraisal of the behavior and motives of other persons strong interest in music and painting, participation in social and community affairs. family supports

of teaching as vocation and strong social service interesting.¹⁴

George Gould and Gerald Alan Yookman fescribing some of the most important personal attributes of the teachers advocates, though not on the bases of research, that the teacher should have sound health, abiding faith in democracy, he socially and emotionally adjusted, have such personal habits which are appreciated by most of the students and other people. The teacher should take deeper interest in his pupils should be intellectually competent and should have high moral and ethical standard.¹⁵

Robert Nelson Bush conducted a research in the area of teacher, pupil relationship. In a case study of Miss Brown who was very much liked by her students, he mentioned the following characteristics. 1. Knowledge of the subjects. 2. Concern for students problems. 3. Competence in teaching 4. Pleasing personality. 5. Sympathetics response 6. Kindness. 7. Full of fun. 8. Sense of humour.¹⁶

Adams far, In his book, "Educating American children observes that the best teacher is the one who is not

¹³Mushtaq Ali, "What people of secondary schools like and dislike in Teachers," pp 55-56

¹⁴Ryans, DG. Characteristics of teachers, p-366 10.

¹⁵George G and Yookman Gerald, A. "The teachers and his work pp-41-42

¹⁶Bush. "Robert Nelson "The teacher pupil relation ship pp-20-89

prejudiced by a child's past record, for every child is entitled to a new deal at the beginning of the new school year. Secondly, he discusses individual pupil needs and meets them Thirdly the teacher must create such situation where the child must feel at ease and secure in his school environment. The child must feel that he is regarded, an individual or as a person who is both unique and worth something. Also the child must feel that he is an accepted member of his group more or less equal to other.¹⁷

Robert L. Issacson and others asked students to test qualities of their favourite teachers The students responses were

He listened attentively to what class members had to say.

He was friendly.

He was permissive and flexible.

He explained the reasons for his criticism.¹⁸

In a study conducted by Miss Musharraf Nazir Illah entitled, "A study of students liked and disliked characteristics of their teachers. It appears that besides the characteristics of a good teacher given by authors Musharraf Nazir

Ullah added the following characteristics to that list.

The pupil liked the teachers who had a good disposition on and were well. balanced imparted character education, taught more than the contents of text books were very capable and had full command over subjects, took students on visit to historical places and asked students to collect information on topics from the library.

The findings of the study show that the teacher who informed student's parents about their achievements, remembered the students by their names, never vitified anyone without reason and were never prediced towards any one, were graded good teachers. Good books of the teacher were also liked by the students. The findings of the study indicate that the teacher was disliked by the students who was irritated and never listened attentively to what the students said, was cruel to students, awarded extra and undue marks in the papers, criticized others very strongly and had fas ourites amongst the students.

The commission on teacher education of the American Council of education.

In an extensive study of the qualities of a good teacher listed the following

1. Respect for personality
2. Community mindedness
3. Rational behaviour
4. Creative emotional

¹⁷Adams Far." Educating American's children p-446

¹⁸Issacson, Robert L and others. "Dimention of student evaluation of teaching p- 344

power 5. Skill in cooperation 6. Increasing knowledge breadth and integration scholarship 7. Skill in mediating knowledge 8. Friendliness with children. 9. Social understanding and behavior 10. Effective citizenship in the school 11. Skill in education 12. Faith in the worth of teaching. Another study to find out what high school students regarded as the good qualities of teachers Twenty eight teachers in the Barberton high school, Barberton, in teachers were listed. Thirty five items were mentioned twenty times or more.

Ohio, were ranked by their students and the qualities they considered good and had. These are listed below in descending order of mention

Good disposition, kindness, patience, Impartiality, Ability to explain clearly, Discipline, Knowledge of subject, Fairness in marking. Sense of humour, Helps pupils out of class, Under-standing high school students, Knows how to interest pupils, Honest, keeps his word, Good judgement, Good personality, School spirits, Clear and definite assignments, Good sports.¹⁹

What are some of the salient characteristics of good teachers as reported by students? By parents?

By the teachers themselves? By administrators and supervisions?

From the students point of view;

Frank, hart's study showed that from the students point of view, the good teacher:

Is helpful with school work, explains lessons thoroughly, uses examples in Teaching.

Is cheerful, happy, good natured, jolly, has a sense of humour and can talk a joke.

Is human friendly companionable one of us.

Is interested in students and understands them.

Makes school work interesting creates a desire for work.

Is strict, has the control of class, commands respect.

Is impartial has no pets or favourites.

Is not cross, crabby, Grouchy, nagging, or sarcastic teachers so we learn the subject.

Has a pleasing personality.

Is patient, kind, and sympathetic.

Is fair in marking, grading and giving examinations.²⁰

Review of the related literature high lights that a good school teacher must have cordial and friendly relations with his pupils, able to create an atmosphere of smooth transfer of knowledge be cheerful and humorous, must offer to

¹⁹Light, UL. "High school pupils rate teachers" in school Review, pp-28-32

²⁰Frank Hart," Teacher and teaching". p.76

his pupils and attractive personality, appreciate and approach, worthy efforts of his students and encourage them for self study approach of the teacher should be rational and just having complete faith in the profession A zealous and emotional stable teacher having complete knowledge of child psychology and total grasp over the methods of teaching was always well received by his students. Concern for students problem sympathetic, response, likely for students, fairness of mind and sincerity in acquiring and upto date knowledge for him A well mannered teacher having courtesies of life. pleasant disposition and patient by nature have always been found to be a successful teacher Expertise in the subject matter, use of simple language and appropriate training aids to inspire the students. He should be resourceful possess initiative and matching drives in handling the children. He must decorate himself with the latest change and development. A teacher must not waste time in irrelevant gossip and avoid getting their private work done by the students must avoid favouritism and rapidness: He should not give more importance in certain students for their family background and his own likings He should avoid the habits of being importance A teacher who does not like boys and girls as his pupils must give up teaching. He should not be

mean, crable, unfair in nature and scolder.

The review of the literature emphasises that a teacher should be matured, tactful and loyal to his profession. He must take a keen interest in the student activities and have a keen insight towards exploring the approach of the pupil. He must have an inbuilt will for the transfer of knowledge, ability in totally for the transfer of knowledge, in match knowledge for the class and an acceptable personality having desirable character traits of a good human beings.

Analysis And Interpretation Of Data

A questionnaire consisting of thirty six items was developed in a closed form The contents of the questionnaire was related to the teacher's personal and professional characteristics. This questionnaire was administered to the one hundred teachers of secondary schools Eighty five copies were received back. The detail of these questionnaires is as under

Interpretation of The Data

We have collected the data through questionnaire from secondary school teachers in six categories

In the first category, personal characteristics towards himself, we find that 94% teachers have

personality attraction and they are mentally and physically healthy in the scale much extent The rest 6% stand in the scale some extent. Voice attraction is found in 89% teachers in the scale much extent and 11% in the scale some extent. Cheerfulness is found very much in 70% teachers and some extent in 21% while 9% teachers do not have this quality. 88% teachers are not victim of

inferiority complex and the rest 12% are in the scale some extent, Flattering is not found in 89% teachers and 9% have it in some extent scale while only 2% have it in much extent, as the following table is showing

Table 1 shows the percentage of responses of teachers about Personal characteristic towards himself

S. No		Much	Some	Not
1	Personality attraction	94%	6%	
2	Voice attraction	89%	11%	
3	Inferiority Complex	-	12%	88%
4	Mentally & Physically Healthy	94%	6%	-
5	Cheerfulness	70%	21%	9%
6	Flattering	2%	9%	89%

In the second category, personal characteristics towards religion, we come to know that 98% teachers are much honest and truthful and the rest 2% do not have these qualities 66% teachers are faithful in the scale much extent and 34% are in some extent 49% teachers preach the teachings of Islam very much and 45% in some extent. While 6% do

not preach the teachings of Islam 60% teachers are religious minded in much extent scale and the rest 40% are in some extent. Prejudice is not found in 87%, 9% have it in much extent and 4% have it in some extent 66% teachers are much faithful and the rest of them are some faithful as the following table shows:

Table 2 shows the percentage of the responses of teachers about personal characteristics towards religion:-

S. No		Much	Some	Not
1	Honesty	98%	2%	
2	Truthfulness	98%	2%	
3	Prejudence	9%	4%	87%
4	Preaching of Islam	94%	45%	6%
5	Faithfulness	66%	34%	-
6	Religious mind	60%	40%	

In the third category, Personal characteristics towards society, we find out that sociality existed very much in 84% teachers and some extent in 13% while 3% do not have it 91% teachers have the popularity in much extent and the rest 9% have in some extent. 90% are much democratic and 71% are very well

adjusted in society and the rest 29% are some adjusted 65% are some interested in politics and 9% are very much interested while 26% do not have interest in politics at all 85%. teachers are against the dictatorship and the rest 15% have some favour for it as the following table shows:

Table shows the percentage of the responses of teachers about personal characteristics towards society.

S. No		Much	Some	Not
1	Sociality	84%	13%	3%
2	Popularity	91%	9%	
3	Democracy	90%	7%	-
4	Dictatorship	-	15%	3%
5	Well adjustment in Society	71%	29%	-
6	Interesting in Politics	9%	65%	26%

In the fourth category. Professional characteristics towards profession, we find out that 92% teaches are

very well trained and the rest 8% stand in the some extent scale. 95% have mastery over the subject in

much extent scale and the rest 5% is some extent scale Interesting methods for teaching are used by 84% in much extent scale and the rest 16% use these methods seldom. Almost 83% are much dutiful and 12% more dutiful while 5% are not dutiful. 94% are regular and 6% are irregular is some extent scale Almost

77% teachers are satisfy with profession but 7% are very much dissatisfy and only 16% are dissatisfy in the scale some extent as the following table shows:

Table 4 shows the percentage of responses of teachers about professional characteristics towards profession.

S. No		Much	Some	Not
1	Well training	92%	8%	-
2	Irregularity	-	6%	
3	Mastery over the subject	95%	5%	-
4	Using the interesting methods	84%	16%	-
5	Dissatisfactory with profession	7%	16%	77%
6	Dutifulness	83%	12%	5%

In the fifth category, the professional characteristics towards students, we come to know that 92% teachers are much kind and sympathetic to their students and the rest of them stand in the scale some extent We also know that 89% are much justice with the students and 11% are more justice Students are made participant in lesson by 77% teachers in much

extent scale and 23% in some extent Almost 85% are the best model for the students and the rest of them are good in this quality 82% motivate their students very much and the rest 18% seldom 7% are much strict and 81% stand in some extent scale while 12% are not strict at all, as the following table is showing.

Table 5 shows the percentage of responses of teachers about professional characteristics towards students.

S. No		Much	Some	Not
1	Kindness & sympathy	92%	8%	-
2	Justice	89%	11%	

3	Making the students participant in lesson	77%	23%	-
4	Strictness	7%	81%	12%
5	Good model for the students	85%	15%	-
6	Motivation	82%	18%	-

In the last category, Professional characteristics towards school staff, we find out that the good subordinateship is existed in 91% teachers in much extent scale and the rest 9% in some extent 94% are cooperative in the scale much extent and the rest 6% in the scale some extent. 93% have much friendly relations with school staff and 7%

have some Almost 88% are not disobedient at all but 12% are in some extent scale. In backbitterness 95% teachers stand in the scale not exist and 5% in some extent. According to the collected data there is no any teacher who is jealous with his staff members as the following table is showing.

Table 6 shows the percentage of responses of teachers about professional characteristics towards school staff.

S. No		Much	Some	Not
1	Good Subordinate ship	91%	9%	-
2	Co-operation	94%	6%	
3	Disobidienace	-	12%	88%
4	Maintaining friendly relations	93%	7%	-
5	Backbi Herness	-	5%	95%
6	Jealousy	-	-	100%

The Holy Prophet Hazrat Mohammad (Peace be upon him) was proud of being a teacher. He said, "I have been sent as a teacher" There is no any other profession better than it and no respect in any other profession, Teaching is the

profession of the Prophets. Our children are our dear wealth and they are our future. It is our first duty to educate them properly and they must not be handed over to the illegible and untrained teachers.

It is the teacher who can change the fate of nation and country by teaching the students. Every kind of person is made by the teacher whether he is a doctor or engineer. So, it is necessary that well trained, well educated and having personal and professional characteristics. Teachers should be selected for this sacred Profession.

Conclusion

In the light of analysis of data and findings of the study, the researchers draw the following conclusions. Majority of the secondary school teachers of Pakistan have the personal characteristics towards himself. They have personality attraction, voice attraction and cheerfulness. They are mentally & physical healthy. They are not suffering from inferiority complex and flattering. Majority of the secondary school teachers have the personal characteristics towards religion. They are honest, truthful, faithful and religious minded. They are not prejudiced. A large number of the secondary school teachers are social, popular democratic, well adjusted in society and against the dictatorship. A large number of the secondary school teachers have professional characteristics towards profession. They are well trained, regular, dutiful and satisfy with profession. They have mastery over

the subject and use the interesting methods for teaching.

A large number of the secondary school teachers have the professional characteristics towards students. They are kind & sympathetic, justice, good model for the students and not strict towards students. They make the students participant in lesson and motivate them for hard working. Majority of the secondary school teachers have the professional characteristics towards school staff. They are co-operative good subordinator and obedient. They have friendly relations towards school staff. They are not jealous and backbitter towards school staff.