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The Consequence of Proficient Mind-set of Public Secondary School Teachers on Their Teaching Venues

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Abstract: *The worth mentioning objectives of the study were; to determine the proficient mind-set-of teachers towards their profession, and to find out the difference in proficient mind-set-of secondary school teachers based on gender, The Positivist paradigm was followed to design a quantitative research method for collecting evidence to support the study. A sample of 720 teachers from three divisions of Punjab i.e. Lahore, Multan, and Rawalpindi was selected through random sampling. To collect information from teachers' two instruments i.e. Proficient mindset scale and the Teaching venues scale were developed. The study was descriptive and a survey was used to collect data. The data were analyzed through descriptive and inferential statistics. Frequency and percentage of demographic information were computed to explore the distribution of gender, and over locale. Multiple regressions were applied followed by the administration of Pearson product-moment correlation to find and predict the effects of proficient mind-set-of public secondary school teachers on their teaching venues. Proficient mind-set-of teachers explained 42% variance in teacher venues.*

Key Words: Premium Issues, Bent of Mind, Multiple Regressions

Introduction

Mindset is psychologically a tendency towards some habits or behaving patterns like other traits that apply to teaching as well. An emotionalized inclination that has been shaped by satisfying teaching experiences is a good perspective toward teaching. It is a taught set of emotional responses, either in support of or opposition to a profession as a teacher. People are capable of developing both positive and negative attitudes toward objects that facilitate the achievement of their ideals (Lin, W., Yin, & Liu, Z., [2022](#)).

The teacher is the element of the educational system that is most important. They are seen as being in charge of the children's development since they encourage a supportive mindset in them. The best talent of the teacher is to stimulate joy in intellectual inquiry and creative expression, according to Einstein and Ogunna in Okemakido (2013). Teachers have to train the new generation and guide them for future pursuits they may follow. Mishra ([2005](#)), says that it is the teacher who requires instincts for making the students socially acceptable, and develop their

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capabilities to the fullest and best potential possible.

Hemchand (2009) asserts that a teacher should essentially act as a student's friend, mentor, and philosopher. For children to develop more effectively, a happy and composed teacher is necessary, and this happiness is made possible when the teacher is in a supportive environment. In Pakistan, there are two primary educational systems: public and private institutions. Teachers of both sectors need different facilities for a proficient mindset to develop and groom to the exotica. This research study explores the proficient mind-set-of secondary school teachers regarding skills competencies, motivation, and academic and administrative dimensions. Education is unquestionably the core of existence. It is synonymous with learning, education, and teaching with the aim of gathering knowledge to guide students. All the honour should go to the educator who is in charge of introducing this essence to man. (Hanif & Saba, 2002).

Teacher abilities and classroom atmosphere are two of the three crucial components that influence student accomplishment or competent traits, according to Moon et al. (2004). Teachers may understand how to contribute in distinctive and complementary ways by considering each of these components, which each contributes something different. Nobody can deliver value-added teaching just on their own. According to Ogunna, cited by Okemakido (2013), education gives a safety net for a high rate of literacy trickledown effect, releasing the masses from the chains of ignorance. Education has the cognitive capacity to encourage growth and make people aware politically, economically, and socially.

Since education is a lifelong process, teachers are vital to it. Despite the fact that teachers are the cornerstone of education, it would be useless without them. The contact between teachers and students facilitates learning. Similar to this, it is claimed that no educational system is better than its instructors since the calibre of instruction is dependent on the teacher who delivers it. A teacher is the most significant component of the teaching-learning process. With a qualified educator, the finest outcomes may be obtained even with the weakest system. A crucial component of the educational system is the instructor. The teacher should set an example for the students in all activities occurring inside and outside of the classroom rather than limiting their role to only classroom instruction. Teaching being a noble profession put very many obligations on the teachers inclusive of their attitudes hence the study, *The Consequence of Proficient Mind-set-of Public Secondary School Teachers on Their Teaching Venues*” becomes indispensable in the realm of their attitudes as these affect their venues.

The objectives were:

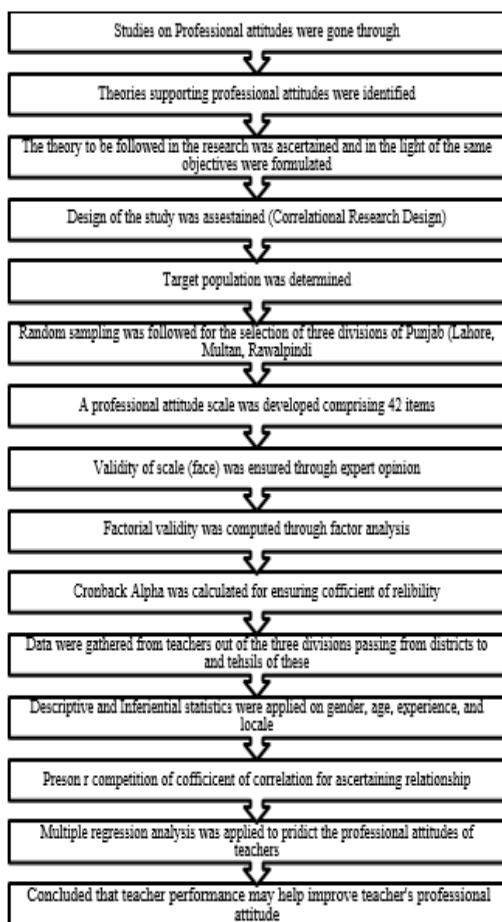
1. To find out the difference in proficient mind-set-of secondary school based on gender.
2. To analyze the proficient mind-set-of secondary school teachers in terms of their locale.

The teachers' mindset may be strengthened

The strengths and weaknesses in the mind-set-of teachers and their causes would be made known and the measures to rectify them would be proposed likewise. This study may help know the teaching venues of secondary school teachers and enhance their mindset toward their profession.

Figure 1

Theoretical Framework of the Study



secondary school teachers based on gender, The Positivist paradigm was followed to design a quantitative research method for collecting evidence to support the study. A sample of 720 teachers from three divisions of Punjab i.e. Lahore, Multan, and Rawalpindi was selected through random sampling. To collect information from teachers’ two instruments i.e. Proficient mindset scale and the Teaching venues scale were developed. The proficient mindset scale and Teaching venues scale for teachers were developed by the researcher with an extensive review of the literature and the opinion of experts. The study was descriptive and a survey was used to collect data. The data were analyzed through descriptive and inferential statistics. Frequency and percentage of demographic information were computed to explore the distribution of gender, and over locale. Multiple regressions were applied followed by the administration of Pearson product-moment correlation to find and predict the effects of proficient mind-set-of public secondary school teachers on their teaching venues.

Data Analysis

After the collection of data from 720 teachers (SST teachers), the data were entered into a computer, and Descriptive analysis was done. The descriptive analysis included the Frequency Distribution of each question, Mean, and Standard deviation computed. To analyze the gender difference and differences based on locale independent sample t-tests were administered.

Methodology

The worth mentioning objectives were; to determine the proficient mind-set-of secondary school teachers towards their profession, and to find out the difference in proficient mind-set-of

Table 1

Differences in Teacher Venues Regarding Gender

Factors of Teachers’ Venues	Male		Female		Independent samples t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
Lesson planning	3.84	1.04	3.93	1.01	1.20	718	0.23
Use of information for students’ needs, progress, and lesson Revise	3.75	0.96	3.84	0.92	1.39	718	0.17

Use of instructional techniques, methods	3.69	1.09	3.82	1.05	1.57	718	0.12
Communicate with students	3.76	0.96	3.78	0.95	0.28	718	0.78
Students involvements	3.67	1.06	3.75	1.01	1.08	718	0.28
Understanding subject	3.81	1.11	3.90	1.05	1.07	718	0.29
Organize the time, space, and material	3.79	1.17	3.84	1.09	0.63	718	0.53
Proficient developments	3.52	0.96	3.53	0.96	0.05	718	0.96
Manage classroom interaction	3.02	1.18	3.12	1.17	1.19	718	0.24
Develop self-concept	2.97	1.08	3.02	1.07	0.61	718	0.54

Table 1 shows the difference in teacher venues in terms of gender. Independent samples t-test was conducted to find the difference in venues of male and female teachers. Results of the Independent Samples t-test shows that there was no significant difference between male and female teachers in lesson planning, use of information for students' need, progress, and lesson revision, use of instructional techniques, methods, Communicating with students,

Students involvements, understanding subject, Organize the time, space and material, Proficient developments, Manage classroom interaction and Developing self-concept ($p > .05$). Results reveal that male teachers and female's teachers are similar in their venues. Based on the trend of the mean score can be observed that Female teachers are better in their venues as compared to male teachers.

Figure 1

Comparison of male and female teachers in their teaching venues

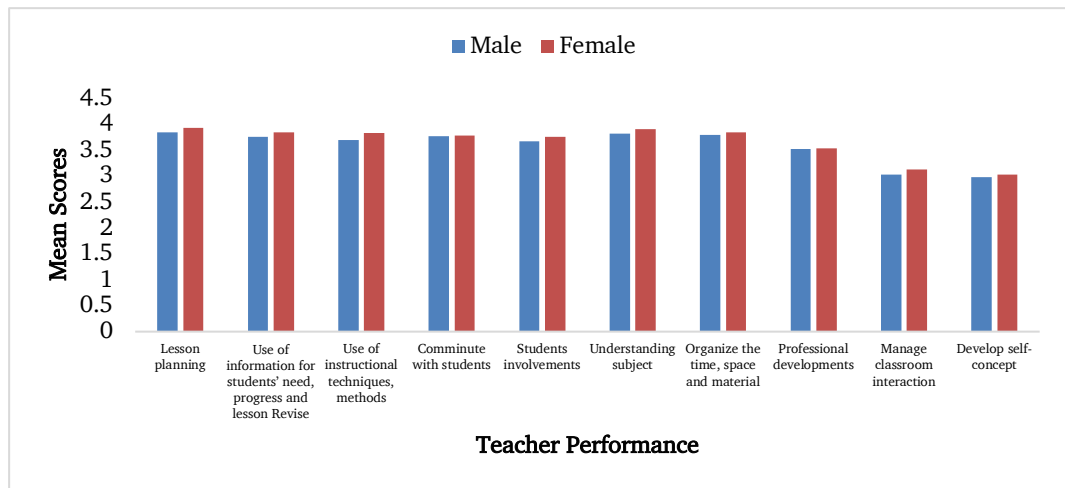


Table 2

Differences in Teacher Venues Regarding Locale

Factors of Teachers' Venues	Urban		Rural		Independent samples t-test		
	M	SD	M	SD	T	df	P
Lesson Planning	3.93	1.03	3.86	1.03	0.84	718	0.40
Use of information for students' needs, progress, and lesson Revision	3.91	0.90	3.75	0.96	2.08	718	0.04
Use of Instructional Techniques, Methods	3.82	1.11	3.73	1.05	1.01	718	0.31

Communicate with Students	3.77	0.98	3.76	0.94	0.12	718	0.90
Students Involvements	3.76	1.00	3.69	1.05	0.88	718	0.38
Understanding Subject	3.90	1.09	3.84	1.07	0.68	718	0.50
Organize the Time, Space, and Material	3.85	1.10	3.80	1.14	0.64	718	0.53
Proficient Developments	3.53	0.94	3.52	0.97	0.08	718	0.94
Manage Classroom interaction	3.16	1.14	3.03	1.19	1.30	718	0.19
Develop Self-Concept	2.94	1.08	3.02	1.08	-0.94	718	0.35

Table 2 shows the difference in teacher venues regarding locale. Independent samples t-test was conducted to find the difference in venues of urban and rural teachers. The results showed that there was no significant difference between urban and rural teachers in Lesson Planning, use of Instructional Techniques, Methods, Communicating with Students, Students Involvements, Understanding of subjects, Organizing Time, Space, and Material, and Proficient Development. Manage Classroom Interaction and Developing Self-

Concept ($p > .05$). There was a significant difference in the use of information for Students' Needs, Progress, and Lesson revision. The mean score of urban teachers ($M=3.93$, $SD=1.03$) was higher than the mean score of rural teachers ($M=3.86$, $SD=1.03$) in using information for Students' Needs, Progress, and Lesson revision. Based on the trend of the mean score can be observed that urban teachers are better in their venues as compared to rural teachers.

Figure 2

Comparison of Urban and rural teachers in their teaching venues

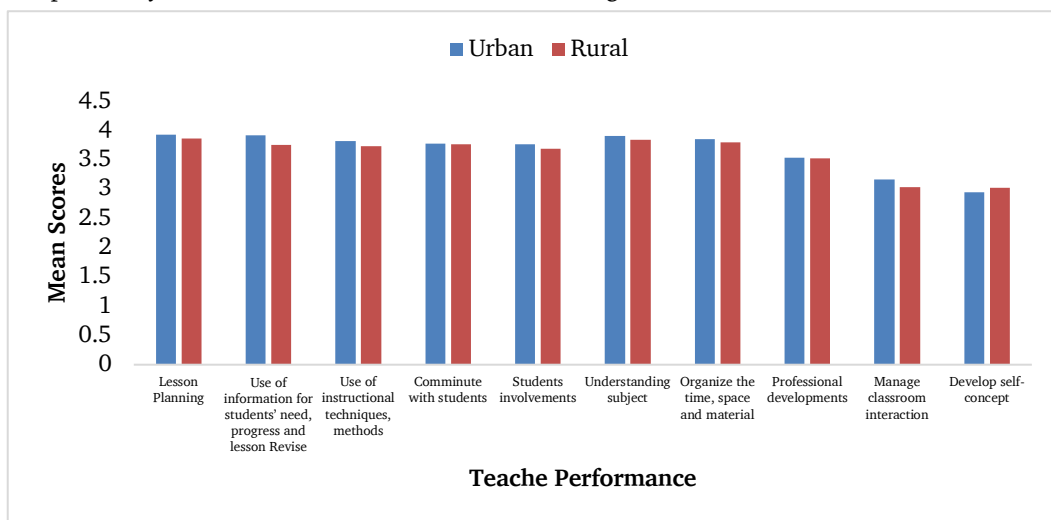


Table 3

The difference in proficient mind-set-of teachers regarding Gender

Attitudes toward:	Male		Female		Independent samples t-test		
	M	SD	M	SD	t	df	p
Teacher-student relationship	4.04	0.93	4.05	0.98	-0.16	718	0.873
Caring	4.04	0.94	4.05	0.96	-0.20	718	0.845
Feedback	3.72	1.02	3.67	1.03	0.69	718	0.491

Equity	3.89	0.92	3.92	0.90	-0.45	718	0.649
Supportive climate	3.82	0.95	3.81	1.03	0.14	718	0.889
Classroom management	3.86	0.97	3.89	1.01	-0.35	718	0.728
Control	3.93	0.93	3.95	0.94	-0.35	718	0.728
Guidance	4.04	0.98	4.12	0.98	-1.19	718	0.233
Student autonomy	2.65	1.19	2.64	1.13	0.11	718	0.910

Table 3 shows a difference in Proficient Mind-set of Teachers regarding Gender. An independent samples t-test was used to ascertain the difference between the skilled mindsets of male and female teachers. According to the results of the Independent Samples t-Test, there was no statistically significant difference between male and female instructors in terms of the relationship between

the teacher and the students, caring, feedback, equity, supportive climate, classroom management and control, guidance, and student autonomy ($p > .05$). Results reveal that male teachers and females teachers are similar in their Proficient Attitude. Based on the trend of the mean score can be observed that Female Teachers had a more proficient mindset in some factors as compared to Male Teachers.

Figure 3

The difference in proficient mind-set-of teachers regarding Gender

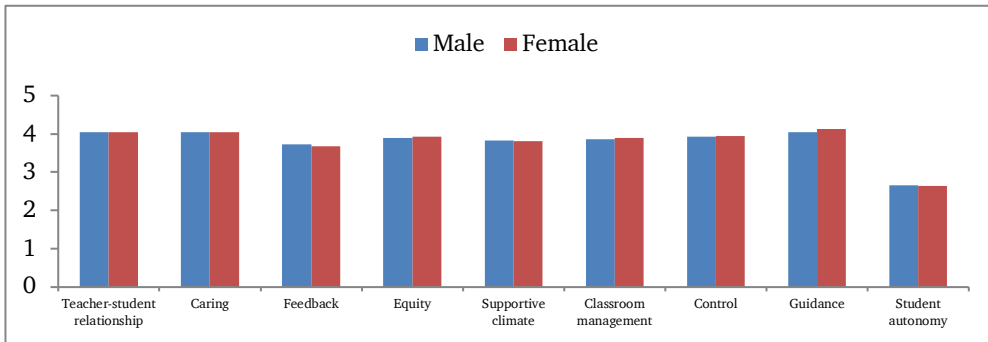


Table 4

The difference in proficient mindset teachers regarding Locale

Attitudes toward:	Urban		Rural		Independent samples t-test		
	M	SD	M	SD	t	df	p
Teacher-student relationship	4.06	0.94	4.05	0.99	-0.09	718	0.928
Caring	4.07	0.92	3.98	1.01	1.17	718	0.243
Feedback	3.74	1.01	3.60	1.07	1.60	718	0.110
Equity	3.91	0.90	3.88	0.95	0.37	718	0.709
Supportive climate	3.84	0.99	3.75	0.99	1.05	718	0.293
Classroom management	3.89	0.98	3.84	1.00	0.62	718	0.533
Control	3.97	0.90	3.88	1.01	1.19	718	0.235
Guidance	4.10	0.96	4.03	1.02	0.91	718	0.364
Student autonomy	2.67	1.16	2.60	1.15	0.70	718	0.487

Table 4 shows the difference in Proficient mindset in teachers based on locale. An independent samples t-test was utilized to compare the competent mindsets of instructors

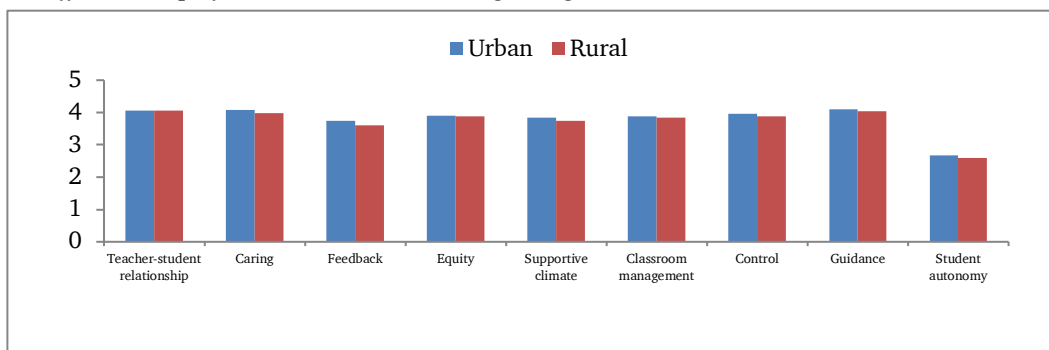
in urban and rural settings. Relationships between teachers and students, concern, criticism, equity, a welcoming environment, classroom management, control, direction, and

student autonomy According to the findings of an independent samples t-test, there was no discernible difference between urban and rural teachers in these locations. Based on the trend

of the mean score can be observed that urban teachers are better in the Proficient Mind-set-of teachers as compared to Rural Teachers.

Figure 4

The difference in proficient mindset teachers regarding Locale



Conclusion & Discussion

Mindset is psychologically a tendency towards some habits or behaving patterns like other traits that apply to teaching as well. An emotionalized inclination that has been shaped by satisfying teaching experiences is a good perspective toward teaching. It is a taught set of emotional responses, either in support of or opposition to a profession as a teacher. People are capable of developing both positive and negative attitudes toward objects that facilitate the achievement of their ideals (Lin, W., Yin, & Liu, Z., 2022). The purpose of the study was to find out the consequence of the proficient mind-set-of secondary school teachers on their teaching venues to attain the research objective researcher used the survey method. The mean value table exposed mind-set-of teachers on most of the statements from strongly disagree to strongly agree that refer to positive results.

The male teachers are approximately equal to the female teachers. The sample of the study represents urban and rural areas. Four hundred ninety-eight (69%) teachers were from Urban areas and 222(31%) teachers were from Rural areas. There was no significant difference between Male and Female Teachers in Lesson Planning, Use of Information for Students' Needs, Progress and Lesson Revision, Use of

Instructional Techniques, Methods, Comminuting with Students, Students' Involvement, Understanding the Subject, Organize the Time, Space and Material, Proficient Developments. Manage Classroom Interaction and Developing Self-Concept ($p > .05$). Results reveal that Male Teachers and Females Teachers are similar in their venues. Based on mean scores trend is observed that Female Teachers are better in their venues as compared to Male Teachers. (table 4.3). There was no significant difference between Urban and Rural Teachers in Lesson Planning, Use of Instructional Techniques, Methods, Comminuting with Students, Students Involvement, Understanding which Subject, Organizing the Time, Space, and Material, and Proficient Development. Manage Classroom Interaction and Developing Self-Concept ($p > .05$). There was a significant difference in the Use of Information for Students' Needs, Progress, and Lesson Revision. The mean score of Urban Teachers ($M=3.93$, $SD=1.03$) was higher than the mean score of Rural Teachers ($M=3.86$, $SD=1.03$) in using information for Students' Needs, Progress, and Lesson Revision. Based on the trend of the mean score could be observed that Urban Teachers are better in their venues as compared to Rural Teachers. Differences in male and female

teachers in Teacher-Student Relationships, Caring, Feedback, Equity, Supportive Climate, Classroom Management, Control, Guidance, and Student Autonomy ($p > .05$). Results reveal that male teachers and female teachers are similar in their proficient attitude. Based on the trend of the mean score could be observed that Female Teachers had a better Proficient mindset in some factors as compared to male teachers. The difference in proficient mind-set-of urban and rural teachers. Results of the Independent samples t-test showed that there was no significant difference in urban and rural teachers in Teacher-student relationship, Caring, Feedback, Equity, Supportive climate, Classroom management, Control, Guidance, and Student autonomy. Based on the trend of the mean score could be observed that urban teachers are better in the Proficient mind-set-of teachers as compared to Rural Teachers.

Hemchand (2009) asserts that a teacher should essentially act as a student's friend, mentor, and philosopher. For children to develop more effectively, a happy and

composed teacher is necessary, and this happiness is made possible when the teacher is in a supportive environment. In Pakistan, there are two primary educational systems: public and private institutions. Teachers of both sectors need different facilities for a proficient mindset to develop and groom to the exotica. This research study explores the proficient mind-set-of secondary school teachers regarding skills competencies, motivation, and academic and administrative dimensions. Education is unquestionably the core of existence. It is synonymous with learning, education, and teaching with the aim of gathering knowledge to guide students. All the honour should go to the educator who is in charge of introducing this essence to man. (Hanif & Saba, [2002](#)). The strengths and weaknesses in the mind-set-of teachers and their causes would be made known and the measures to rectify them would be proposed likewise. This study may help know the teaching venues of secondary school teachers and enhance their mindset toward their profession.

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