



# REVIEW OF RESEARCH

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## TEACHERS' ASPIRATIONS OF PRIMARY SCHOOL TEACHERS OF CBSE SCHOOLS OF KOTA CITY

Ashima Goyal<sup>1</sup> and Dr. Alpana Sharma<sup>2</sup>

<sup>1</sup>Research Scholar

<sup>2</sup>Assistant Professor, Department of Education, Apex University, Jaipur.

### ABSTRACT

Teacher is an agent of change in education. Most teachers have specific goals that they want to achieve in their career as a teacher, but the pursuit of one teacher may not be the same as the pursuit of another. Ambition, strong aspirations, and hopes of achieving certain goals can be personally motivating. There are some factors which can adversely affect teachers' aspirations e.g., lack of sufficient funds and resources, school cultures which do not promote teamwork, sharing and mutual support and collaborative needs (Totterdell et al., 2002; Howe E., 2006). Moreover, intrinsic factors such as demographic factors, psychological factors also affect teachers' aspirations. This research is an attempt to find out the impact of demographic factors namely, gender and working experience, on teachers' aspirations. A sample of 155 primary school teachers of CBSE schools of Kota city have been selected randomly. A self-administered questionnaire seeking administrators' responses on teachers' aspirations was developed constituting 27 statements pertaining to teachers' aspirations. Data was analysed using mean, S.D., t- test and One Way ANOVA. The analysis revealed that gender and working experience have significant impact on aspirations of primary school teachers.



**KEYWORDS:** Teachers' Aspirations, Primary School Teacher, Gender, Working Experience.

### INTRODUCTION

Teachers are the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role. There are number of factors that influence teacher performance. Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitude. In addition, their aspirations also determine their commitment towards their job. Occupational aspiration is one of the characteristics of the motivated teachers because a teacher has to keep abreast of the latest methods and techniques and improve the pedagogical skills in order to perform effectively and develop a fairly positive approach toward an occupation, instilling in him/her at the same time a foundational layer of theory suitable to that occupation (Singh G, 2007). A high occupationally aspirant teacher will lead to more technically skilled persons and thus leading to bring creativity in every field (Kaur R, 2013). However, there are significant differences between teachers' aspiration towards change and their actual classroom practices based on gender, age, ethnic, professional qualification and types of school (Ismail et al., 2010). Thus, the present paper is an attempt to find out whether gender and working experience have significant impact on teachers' aspirations.

## LITERATURE REVIEW

There is a paucity of research work on teachers' aspirations which have often been ignored in studies of teacher education. However, the researcher tried to present some of the reviews. Good & Weinstein (1986) argues that individual teachers' aspirations is influenced by his/her own teaching experiences. The initial years of their new working experience can, to an extent, determine whether teachers will remain in their profession and the kind of teachers they will eventually be. Solheim K. (2019) suggested that teachers' willingness to improve their classroom interactions with students is based on their professional needs as well as opportunities to learn. This study also provides evidence of the importance of teachers' professional values, expectations and emotions for new knowledge development. K. Lata (2017) found that teaching aptitude and its variable are significantly related to level of Aspiration which shows the importance of these variables in the selection of teaching profession. Ismail et al. (2010) also revealed that significant differences lie between teachers' aspiration towards change and their actual classroom practices based on gender, age, ethnic, professional qualification and types of school.

## METHODOLOGY

### Objective of the Study

- To find out teachers' aspirations of primary school teachers in relation to Gender.
- To find out teachers' aspirations of primary school teachers in relation to Working Experience.

### Hypotheses

H<sub>01</sub>: There is no significant difference in Teachers' Aspirations in relation to their Gender.

H<sub>02</sub>: There is no significant difference in Teachers' Aspirations in relation to their Working Experience.

### Delimitation

- The study is limited to CBSE Primary School Teachers.
- The area of the study is confined only to Kota city of Rajasthan State.
- Only the variables- gender and working experience have been taken under consideration.

### Population

In the present study population comprises of primary school teachers teaching in different CBSE schools of Rajasthan.

### Sample and Sampling Method

155 primary school teachers of CBSE schools of Kota city have been randomly selected. Simple random technique has been used for the purpose of data collection.

### Survey Tool

A self-administered questionnaire including Five-point Likert type numerical scale ranging from Very Low to Very High was constructed to seek information about teachers' aspirations. Information regarding teachers' aspirations were sought on 5 dimensions including, Learning & Development Opportunities, Opportunities to Excel, Workplace environment, Emoluments/Rewards, Additional Skills.

### Statistical Techniques

In this study, the researcher applied mean, standard deviations, Independent Samples t-test, and One Way ANOVA for analyzing data.

### Analysis and Interpretation of Data

The analysis of data and the results have been discussed under three sections in relation to the objectives of the study.

**Objective-1** To find out teachers' aspirations of primary school teachers in relation to Gender.

**H<sub>01</sub>: There is no significant difference in Teachers' Aspirations in relation to their Gender.**

To test this hypothesis, independent Samples t-test was applied.

**Table-1 Comparison of Teachers' Aspirations in relation to Gender**

Variable	Gender	N	Mean	Std. Deviation	T Test	P Value	Result
Total Aspiration	Female	118	96.31	13.370	2.609	0.010	sig
	Male	37	103.41	17.420			

The above table shows the comparison of mean aspirations of teachers in relation to their gender.

The difference between the mean aspirations of female and male teachers was found to be statistically significant ( $P < 0.05$ ). The mean aspirations of male teachers (103.41) was significantly higher than that of female teachers (96.31).

It implies that mean aspirations of teachers vary with their gender. Thus, null hypothesis (H<sub>01</sub>) gets rejected and it is accepted that there is a significant difference in Teachers' Aspirations in relation to their Gender.

**Objective-2** To find out teachers' aspirations of primary school teachers in relation to Working Experience.

**H<sub>02</sub>: There is no significant difference in Teachers' Aspirations in relation to their Working Experience.**

To test this hypothesis One Way ANOVA was applied. Post Hoc Tukey test was also applied to conduct pair wise comparisons.

**Table-2 Comparison of Teachers' Aspirations in relation to Working Experience**

Variable	Experience	N	Mean	Std. Deviation	F Test	P Value	Result
Total Aspiration	0-5 Years	36	86.00	16.599	20.545	0.000	Significant
	5-10 Years	63	100.10	11.599			
	>10 Years	56	103.38	12.210			
	Total	155	98.01	14.697			

The above table shows the comparison aspirations of teachers in relation to their working experience. The difference among the three experience groups was found to be statistically significant ( $P < 0.05$ ), showing that aspirations of teachers change significantly with their working experience. The mean aspirations of teachers having more than 10 Years of experience (103.38) was found to be the highest and it shows the lowest score for teachers having less than 5 years of experience (86.00).

### Post Hoc Tukey Test

Variable	Pairwise comparisons		Mean Difference	Std Error	P Value	Result
Total Aspiration	0-5 Years	5-10 Years	-14.095	2.742	0.000	Sig
		>10 Years	-17.375	2.804	0.000	Sig
	5-10 Years	>10 Years	-3.280	2.411	0.364	Non Sig

Based on the test, a statistically non-significant ( $P > 0.05$ ) difference was found in the pair 5-10 Years & >10 Years while, aspirations of teachers having less than 5 years of experience significantly differs than that of teachers having more 5 or more years of experience.

Thus null hypothesis ( $H_0$ ) gets rejected and it is accepted that there is a significant difference in Teachers' Aspirations in relation to their Working Experience.

### CONCLUSION

In the present study an attempt was made by the researcher to study teachers' aspirations in relation to their gender and working experience. After employing t-test and ANOVA, the results of the study revealed that teachers' aspirations get affected by their Gender and Working Experience. Gender wise male teachers were found to have high occupational aspirations in comparison to female teachers. Similarly, based on working experience, the study reveals that aspirations of teachers increases with increase in their working experience. Thus, it can be concluded that teachers having higher experience would have higher aspirations with regard to their occupation.

### IMPLICATIONS OF THE STUDY

Teachers' aspirations were explained in this study by their desires to have learning & development opportunities, opportunities to excel, workplace environment, emoluments/rewards, and improvement in additional skills. The results revealed that majority of teachers were moderately aspirant with regard to their occupation however, there is a need to match their aspirations with their competencies. Teachers who have newly joined the profession or having less experience should be given more opportunities to improve their competencies to increase their commitment towards jobs. Thus, there is potential for teachers' further professional development and improvement in their knowledge and skills. Given that teachers' own motivation is at the core of their improvement and learning, it is important to continue to explore teachers' desire to learn and create opportunities for their growth and development in classroom interaction (Solheim K., 2019). Efforts should be made to motivate teachers with meeting their aspirations, not only for the sake of teachers but also in the interest of students' wellbeing.

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**Ashima Goyal**  
**Research Scholar**



**Dr. Alpana Sharma**  
**Assistant Professor, Department of Education, Apex University, Jaipur.**