

## **“A Study on Educational Aspiration with School Environment of Secondary School Teachers**

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### **Abstract**

The present study was undertaken with the purpose of studying educational aspiration of secondary school teachers in relation to their school environment and to find out the difference in educational aspiration and school environment of secondary school teachers on the basis of locality. This study was conducted on a sample of 500 teachers studying in secondary schools of Karnataka. The result shows that there exists no significant difference between rural and urban secondary school teachers in their educational aspiration.

**Keywords:** Educational aspiration, school environment, secondary school teachers

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### **Introduction**

The aspiration of one teacher may not be the same as the aspiration of another teacher. Aspiration, a strong desire and hope in accomplishing a certain aim can be personally motivated. supports this notion when he cites that the lack of adequate funding and resources in schools or classrooms can be detrimental to teachers' aspiration supports this view by pointing out that school cultures which do not promote teamwork, sharing and mutual support and collaborative needs may not enhance teachers' aspiration towards their teaching and learning. Teacher aspirations towards change in teaching and learning in this study were based on Russell Tytler's (2005) 6 elements supporting teachers' aspirations and their teaching and learning namely: 1) A supportive and productive learning environment, 2) A learning environment which promotes independence, interdependence and self motivation, 3) A learning program which reflects students' needs, backgrounds, perspectives and interests 4) An environment which poses challenge to students and which supports and develop deep levels of thinking and application, 5) Assessment practices which is an integral part of teaching and learning and 6) Learning which connects strongly with communities and practice beyond the classroom.

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Change in teaching and learning can also be defined as an internal process which involves several factors namely the school, outside communities, teachers' belief and curriculum instructor, teacher awareness and experience of change process that had happened and may happen. This will create a social balance between the school culture and the community. Teachers' demographic factor is an important aspect to be studied in order to identify their needs and desire towards change in their teaching and learning practices. However, believes that, teaching and learning is also a dynamic relationship that changes with different students and contexts. This implies that changing one element in

teaching and learning may result in changes in other aspects of the classroom such as teaching strategies and assessment. defines the change process as being internal and external. The internal factor that contributes to this process can be caused by teachers' personal background, teachers' belief and experiences while the external factors can be attributed to outside forces such as changes in policies and curriculum.

### **Educational Aspiration**

Education is a process and kind of activity in relation to human beings. It is a continuous attempt to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Although education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspirations. The term level of aspiration is best explained as a frame of reference involving self-esteem. When level of aspiration is centered on the field of education we may refer to it as level of educational aspiration. It is considered as a concept, referring orientation towards educational goals spaced in a continuum of difficulty and social prestige and arranged in an educational hierarchy. Garg et al. (2002) studied that the impact of family factors had their influence on shaping teacher's educational aspirations through their impact on attitudes, extra-curricular reading towards homework, school and perceptions of students of their parent's educational aspirations. Koet al. (2003) analyze that educational aspirations are a significant predictor of eventual educational attainment.

### **Factors Affecting Educational Aspiration**

#### **School environment:**

School environment is as important as family environment. Wilson and Wilson (1992) assert that the effective school should be a place to raise teacher's aspirations. Quaglin (1989) asserts that the teacher's aspiration is not a component which can be taken for gender. Father aspiration level of teacher's at the level of students is at the heart of teacher achievement and positive school climate. The children's are the richest resources of a nation, and they read to be so designed and developed through carefully adapted socialization process at home and cautiously planned social learning experience in educational institutions as to match with the emerging demands of the worlds of competition and excellence. School environment has significant role in influencing and shaping the behavior and thoughts of a child especially in the development of aspiration and attitude. School environment develops child's behavior. Therefore, the children's interaction with the classmates or colleagues and is always impacts the whole environment that surrounds him. Each student needs a friendly atmosphere, which can nourish them with love and care. However, Wilson and Wilson (1992) investigated educational aspirations reported by male high school teachers were significantly higher than by female classmates.

**Physical Environment:**

The Physical environment of school includes planning, location, staff quarters, facilities in building, site of construction, common rooms for boys and girls, suitability in terms of accommodation, proper ventilation in classroom, classrooms which can be used in all weathers, provision of toilets, facility for indoor games, provision of hall for co-curricular and others activities, clean drinking water, provision of proper furniture, facilities for library, laboratory, sewage and drains facilities, workshops, hostels, provision of pathways, and greenery garden.

**Social Environment:**

This is well thought-out with proper interaction and their human resources. It includes association among students pursuing in different class, in same class, student participation in different school activities, relationship among staff member's teachers and principal with community, students and parents, relationship of school officers, discipline, school employees, students, neighbourhood and competition. Psychological Environment: Good quality psychological environment assists in making the students such that they like to join in different activities, they seems to be internally motivated, dedication towards their work, very active, find fearless democratic environment, participate according to individual differences.

**Educational Environment:**

It assists in running of teaching learning activities smoothly. It includes arrangement of teaching learning material, discipline, arrangement for absent teachers, time table, maintenance, aid and evaluation of teaching learning activities etc. School environment implies a measure of the quantity and quality of the social support, cognitive, and creative that has been available to the subjects during their school life in terms of pupil teacher interaction. The environment in classroom consists of task orientation, clique, teacher support, teaching material, friction, study habits, involvement, empathy, and disengagement etc.

**Need And Importance Of Study**

Teaching Competencies is needed The quality of their education depends upon the quality of their teachers. Because of this teacher should have teaching competencies . secondary school teacher "The destiny of India is being shaped in her classroom" Aspirations It should provide freedom, promote new technological knowledge, dignity, and ensure liberation of mind of the individual. Aspirations should be develop the Professional development among teachers. Through this study Aspirations of Secondary school teachers because it is inter related to Professional development and this study suggest some implications and measures to improve the Teaching Competencies Aspirations and Vocational problems of teachers.

**Review Of Literature**

**Gopal Chandra Pradhan & Geeta Iyer (1997) 'Educational and Vocational aspirations among the first generation and non first generation learners'-** The present investigation aimed at studying the variation, if any, between first generation learners and non-first generation learners in educational and vocational aspiration in relation to 67 academic achievement and sex. The sample of the study consisted of 77 first generation learners (50 boys and 27 girls) and 85 non-first generation learners(51 boys and 34 girls) studying in class IX in three secondary schools located in Salcete Taluka of Goa. The data were collected using Educational Aspiration

Scale (Form P) developed by Sharma and Gupta, and Occupational Aspiration Scale by Grewal. Product Moment Method of Correlation ( $r$ ) and 't' test were used to analyze the data. The study revealed that: There was no significant correlation between educational and occupational aspirations.

**Peter and Raju (2013)** made a study on career aspiration among management students. The study derived that, there is significant difference between the males and females in their career aspiration. There is no significant difference between the students in the different age groups, and there weren't any significant difference among the students categorized on the basis of their specialization.

**Raja and Rajendran (2008)** investigated the level of aspiration and selfconcept among the college students. The findings were, 66.9% of college students have moderate level of aspiration and 70% of college students have moderate level of selfconcept. There is a significant relationship between level of aspiration and self-concept of the college students.

### Objectives Of The Study :

The objectives for the present study are as follows:

1. To examine the significant difference in Teaching competencies, Aspirations and vocational problems of secondary school teachers when they are classified according to their age, gender, type of institution, subjects, training, locality.
2. To study the relationship between teaching competencies and professional development among secondary school teachers.
3. To study the relationship between Aspirations and professional development among secondary school teachers.

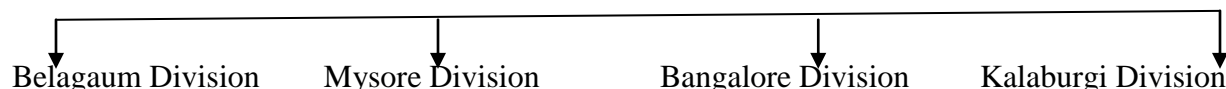
### Hypothesis Of The Study :

The hypothesis for the present study are as follows:

1. The secondary school teachers male and female do not differ significantly in the level of Aspirations.
2. The secondary school teachers living in Government and Private institution while pursuing job do not differ significantly in the level of Aspirations.
3. The secondary school teachers belonging to trained and untrained training do not differ significantly in the level of Aspirations.
4. The secondary school teachers belonging to rural habitation and urban habitation does not differ significantly in the level of Aspirations.
5. The secondary school teachers with higher age group and lower age group do not differ significantly in the level of Aspirations
6. The secondary school teachers teaching in arts and science subjects do not differ significantly in the level of Aspirations

### Population And Sample Of The Study.

The secondary school teachers working in Karnataka State considered as population of the present study. The 500 considered teachers will be selected from Four Educational divisions of Karnataka. The stratified random sampling technique will be used.



### **Limitation Of The Study**

1. The present study will be confined only to the secondary school teachers of South Karnataka.
2. The present study will study only, aspiration among the secondary school teachers in relation to Professional development

### **Conclusion**

1. There exists no significant difference between rural and urban secondary school teachers in their educational aspiration.
2. There exists significant difference between rural and urban secondary school teachers in their school environment.
3. There exists a positive significant relationship between educational aspiration of secondary school teachers with school environment.

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