

## **Occupational Aspiration of Secondary School Teachers: Does It Reflect The Commitment Towards Institutional Goals?**

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**Abstract:** Occupation refers to the activity to which one regularly devotes oneself, especially getting a living. Occupational aspirations of individuals help in fixing the right person at the right place and thus minimizing social misfits, curtailing wastage of human talent and resourcefulness. In other words it can be said that occupational aspiration refers to the desire of a person to choose particular occupation which he/she would like to choose as a means of his/her livelihood. Hence intelligence, academic achievement, occupational aspiration and occupational interests are the four pillars of the occupational success. The present study tries to explore the difference in occupational aspiration among secondary school teachers working in govt. and private schools. It is a descriptive research and survey method has been used. The investigators have selected 200 working teachers (100 govt. and 100 private) from 20 secondary schools by using simple random sampling technique. In order to collection evidences, Occupational Aspiration Scale standardized by Dr. J. S. Garewal in 2002 was used and for result analysis, t-test has also applied. The result of the study revealed that there exists no significant difference in occupational aspiration of male and female secondary school teachers working in government schools. School teachers where as there exists a significant difference in occupational aspiration of male and female secondary school teachers working in private schools.

**Keywords:** Occupational aspiration, secondary school teachers, government and private schools

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### **INTRODUCTION**

Globalization, privatization and liberal economy have thrown up many challenges to all fields in education. Fierce competition with international competitions in open market demands for quality everywhere and compel us to go for quality. International Commission states in an article on teacher, "The teacher's duty is less and less to inculcate knowledge and more and more to encourage thinking. Keeping his/her formal function apart, a teacher should be more of an advisor, a partner to talk someone who helps and seek out the conflicting arguments rather than handling out readymade truths. He/she will have to devote more time and energy to productive and creative activities; interactions, discussions, stimulation, understandings and encouragement [1]. Teaching is considered as the noblest profession. Educational attainment of the children depends to a large extent on the quality of the teacher [2]. It is said that real democracy flourishes through healthy, happy and successful teachers. Moreover, a high occupationally aspirant teacher will lead to more technically skilled persons and thus leading to creativity in every field [3]. Occupational aspiration relates to psychological development because development in knowledge leads

to the ability to understand new knowledge. Since meaningful tasks allow for the growth [4]. Job enrichment is a method of facilitating this growth. 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 a occupation, instilling in him at the same time a foundational layer of theory suitable to that occupation [5]. Aspiration is the goal which the individual sets for himself in a task which has intense personal significance for him. The strength of aspiration depends on how important the aspiration is to the individual. The values of an aspiration to an individual in turn, are affected to some extent by how hard it is to reach [6]. The more difficult it is to reach, the greater the halo in the eyes of the aspirant and the more strongly motivated he is to reach it [7].

### **Techniques for enhancing occupational aspiration**

- Orientation Sessions
- Career talk
- Career Conference
- Field trips

- Audio – visual Aids
- Exhibitions
- Dramatizations
- Libraries
- Television media

### **SURVEY OF RELATED LITERATURE**

Kaur conducted a study on occupational aspiration as a variant of modernization and socio economic status: a study of women professionals in Punjab and concluded that There exists a significant difference in occupational aspiration between male and female secondary school teachers working in various govt. schools. It is quite evident from the results that occupational aspirations is found more in case of urban women in comparison to rural women [8].

Singh conducted a study on occupational aspiration of adolescents in relation to parental encouragement taking into account 100 samples considered that there exists significant difference in the occupational aspiration of male and female adolescent having high parental encouragement [9]. It reveals that gender of adolescents having high parental encouragement does not influence their occupational aspiration. The findings of the studies revealed that the occupational aspirations of the pupils in the final year of preparatory schooling were independent of the pupil sex; significant relationship were obtained between pupils levels of educational and occupational aspirations and each of such variables in home back ground; significantly were obtained in the levels of educational and occupational aspirations.

Inoue Yukiko conducted a study on the educational and occupational attainment process; the role of adolescent status aspiration [10]. The study was conducted on the factors influencing status attainment, in particular socio-economic status and parental influence on women's decision to attend college and hold high occupational aspiration. It was found that; the study provides considerable evidence success in the adult and occupational world; shows that significant others influence has the direct effect on educational aspiration, which in turn has the strongest influence on educational attainment, clarifying a very strong association of significant others influence (parents and teachers encouragement and occupational goals) with educational aspiration.

Mau et al studied Job satisfaction and career persistence of beginning teachers [11]. Four hundred

and fifty-one tenth grade students from a nationally representative sample, who aspired to be teachers, were examined over a ten year period regarding their career choices. Students who persisted in teaching were compared to students who did not persist with regard to job satisfaction. It was found that; Students who persisted in teaching were significantly more satisfied than both those who did not persist and those with non-teaching careers. Beginning teachers were more satisfied with their jobs than those in other occupations. Teachers who had teaching licenses also reported being more satisfied than those who did not have licenses. The social-contextual factors, i.e. race, socioeconomic status, teaching license, parents' education, and occupation were among the best predictors of job satisfaction.

### **Objectives of the study**

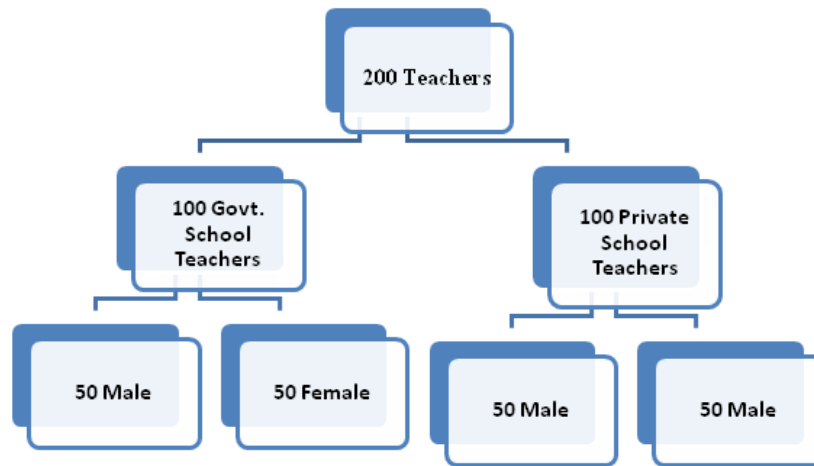
- To explore the difference in occupational aspiration of secondary school teachers in relation to their gender and type of schools.

### **Hypotheses of the study**

- There exists a significant difference in occupational aspiration between govt. and private secondary school teachers.
- There exists a significant difference in occupational aspiration between male and female teachers secondary school teachers working in various govt. schools.
- There exists a significant difference in occupational aspiration between male and female teachers secondary school teachers working in various private schools.

### **METHODOLOGY**

The present study is descriptive in nature and survey method has been used. All the secondary school teachers teaching in different secondary schools in Amritsar district of Punjab constitutes the population for the present study. The investigators have selected 200 working teachers (100 govt. and 100 private) from 20 secondary schools by using simple random sampling technique. In order to gather evidences, Occupational Aspiration Scale by Dr. J. S. Garewal in 2002 was used and the test includes the following dimensions such as teaching profession, interest towards profession, social contacts, innovations regarding activities, professional ethics and teaching potentiality and current knowledge. For result analysis, t-test was also used. The classification teachers as sample are given below:



**Fig-1: Classification teachers as sample**

**Results Pertaining to the Difference in Occupational Aspiration between Government and Private Secondary School Teachers**

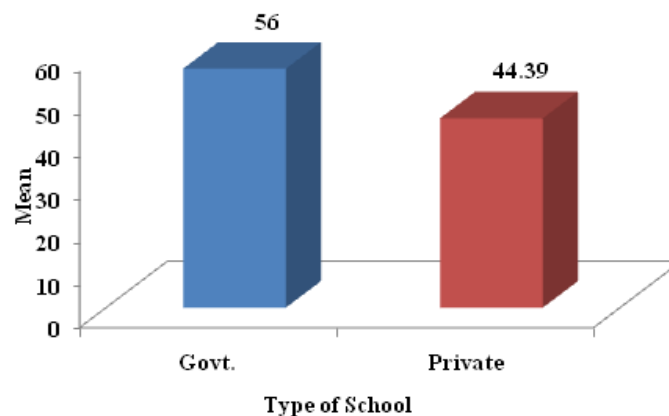
To find out the difference in occupational aspirations between govt. teachers and private teachers, t-test was applied and the result is shown in table no.1

Table no. 1 shows that the obtained t-ratio is 8.33 which is found to be significant at .05 and .01 level. So it can be interpreted that there exists a significant difference in occupational aspiration teachers working in govt. and private schools. The differences in mean scores of occupational aspiration between govt. and private teachers are presented graphically below:

**Table-1: Results pertaining to the difference in occupational aspiration between govt. teachers and private secondary school teachers**

Variable	Type of School	N	M	SD	df	SEd	t-ratio
Occupational Aspiration	Govt.	100	56.00	9.612	198	1.393	8.33
	Private	100	44.39	10.082			

(Table value at .05 and .01 level of significance is 1.97 and 2.62)



**Fig-2: Shows the mean scores of govt. and private secondary teachers in which govt. teachers have better mean score than private teachers**

**Results Pertaining to Difference in Occupational Aspiration between Male and Female Teachers Working in govt. Secondary Schools**

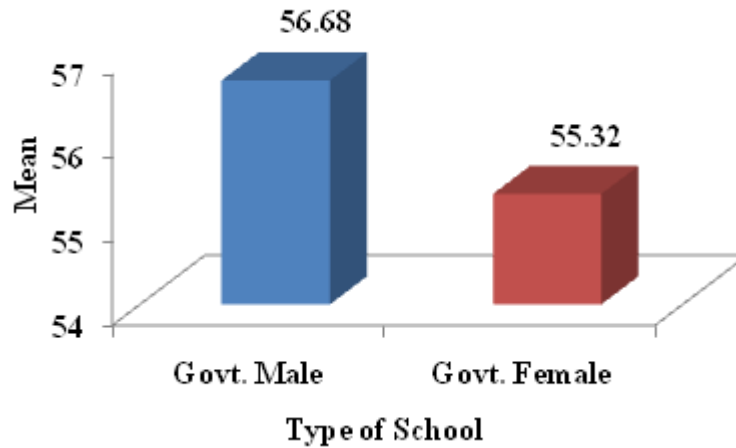
To find out the difference in occupational aspirations between govt. male teachers and govt. female teachers, t-test was applied and the result is shown in table no.2

Table 2 shows that the obtained t- ratio is .706 which is found to be insignificant. Therefore, it can be interpreted that there is no significant difference in occupational aspiration between male and female teachers working in different government schools. The difference in mean scores is presented graphically.

**Table-2: Results pertaining to the difference in occupational aspiration between govt. male teachers and Govt. female secondary school teachers**

Variable	Type of School	Gender	N	M	SD	df	SEd	t-ratio
Occupational Aspiration	Govt.	Male	50	56.68	9.582	98	1.927	.706
		Female	50	55.32	9.690			

(Table value at .05 and .01 level of significance is 1.98 and 2.63)



**Fig-3: Shows the mean scores of govt. male and govt. female teachers in which govt. male teachers have better mean score than govt. female teachers.**

**Results Pertaining to the Difference in Occupational Aspiration between Male and Female Teachers Working in Private Secondary Schools**

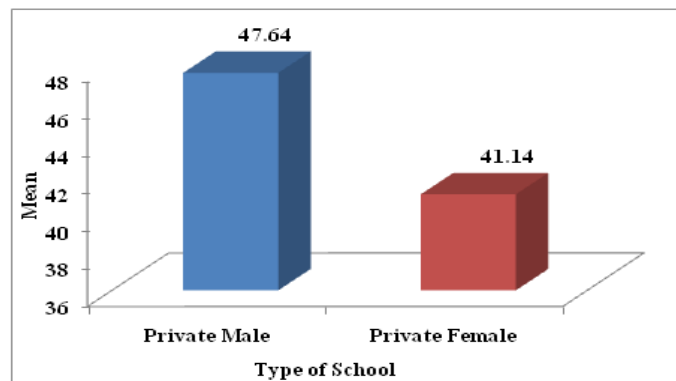
To find out the difference in occupational aspirations between male female teachers working in private schools, t-test was applied and the result is shown in table no.3

Table 3 depicts that the obtained value of t ratio is 3.390 which is found to be significant. Therefore, it can be interpreted that there is a significant difference in occupational aspiration between male and female secondary school teachers working in private schools. The difference in mean scores has been shown graphically.

**Table- 3: Results pertaining to the difference in occupational aspiration between Male and female teachers working private schools**

Variable	Type of School	Gender	N	M	SD	df	SEd	t-ratio
Occupational Aspiration	Private	Male	50	47.64	10.265	98	1.917	3.390
		Female	50	41.14	8.857			

(Table value at .05 and .01 level of significance is 1.98 and 2.63)



**Fig-4: Shows the mean score of private male and private female teachers in which private male teachers have better mean score than private female teachers**

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### Key findings:

- There exists a significant difference in occupational aspiration of govt. teachers and private teachers [8,9]. The reason may be govt. teachers have high aspiration for teaching profession.
- There exists no significant difference in occupational aspiration of govt. male and govt. female secondary school teachers. The reason may be early school experiences may influence student's occupational aspiration.
- There exists a significant difference in occupational aspiration of private male and private female teachers [9, 11]. The reason may be male demonstrated a greater awareness of jobs and industry and more interested in work tasks.

### Recommendations

On the basis of research findings following suggestions are given by the researcher.

- The present study can be conducted on a large group samples working in other fields taking into account other variables.
- An interdisciplinary approach may also be incorporated for scientific findings and conclusions.
- A similar study can be carried out at national and state levels at primary and higher secondary education.
- The study can be conducted over the teachers working in different government, private and aided schools affiliated to CBSE and ICSE like Kendriya Vidyalayas, Navodaya Vidyalayas teachers as well.

### For teachers and parents

- To improve the personality of the teachers, the findings of the investigation may be communicated.
- Teachers can inspire students to adopt the profession best of their aspiration level.
- Teachers can provide opportunities to realize the aspiration of the students by organizing various co-curricular activities.
- Parents can chose the institution for their children where the teachers are of high teaching aptitude.

### For administrators and other connected social agencies

- The findings of the study can be useful for the principles, administrators, supervisors and teachers working in different schools to improve the educational standard of their students.

- The administrators of the education department may be also informed of the research findings in order to improve their administration.
- Many social agencies in state as well as centre are functioning for over all progress and development in all phases of educational activities. They will get benefits from the research outcomes.
- Social refirring agencies can make right use of teachers to impress the people and their children.

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