

## CLASSROOM PERFORMANCE OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LEVEL OF ASPIRATION

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### ABSTRACT

The present study was undertaken to study the classroom performance of senior secondary school teachers in relation to their level of aspiration. Classroom performance was treated as dependent variable whereas level of aspiration was treated as independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample. The sample comprised of 600 Govt. Senior Secondary School Teachers of Haryana State. Self-evaluation of Teacher Performance Scale by Pandya (1996) and Level of Aspiration Scale (2006) by Bhargava and Shah were used to study the classroom performance of senior secondary school teachers in relation to their level of aspiration. Mean, S. D. and 't' test were used to analyse the data. The findings of the study revealed that significant difference exists between the classroom performances of senior secondary school teachers with high and low level of aspiration. Significant difference was also found between the classroom performance of male, female, rural and urban senior secondary school teachers with high and low level of aspiration.

**KEYWORDS:** Classroom Performance, Level of Aspiration, Senior Secondary School Teachers

### INTRODUCTION

As globalization has made a tremendous impact on almost all spheres of our life and so education is no exception. The growing demands of globalization have given rise to a lot of challenges in education especially on the quality of education. The contribution of teachers towards producing good quality of students cannot be ignored. Classroom performance of the teacher means what a teacher does in the classroom. Obilade (1999) defined teacher's job performance as duties performed by a teacher at a particular period in the school system in achieving organizational goals. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. There are various factors which are responsible for the classroom performance of the teacher. Performance of the teachers in schools is highly affected by various factors including motivation, working conditions, self-confidence, mental –health, level of aspiration, teaching competency etc. Raza and Arid's (2010) revealed, "The principals perceived that esprit behavior of teachers and production emphasis behavior of principals were correlated to teachers' job performance." So, it is necessary to identify all those possible factors that lead to teacher's effective job performance. By controlling the factors that influence teachers' performance, the quality of education can be improved and teaching learning process can be more effective.

The term 'Levels of Aspiration' involves the estimation of his ability (whether over, under or realistic) for his future performance on the strength of his past experience (goal discrepancy), his ability and capacity, the efforts that he can make towards attaining the goal thus set by him. According to Kumar and Gupta (2014) four main points are distinguished in a typical sequence of events in a Levels of Aspiration situation: a) Last Performance; b) Setting of Levels of Aspiration

for the next Performance; c) New Performance; d) Psychological reaction to the new Performance. Prasad (1985) studied aspirations, adjustment and role conflict in primary and secondary school teachers. He also studied the effect of sex of teachers and levels of school on these dimensions on school teachers working in different schools of Bhagalpur town and found that the vocational aspiration level of teachers was closely linked with level of schools.

## **VARIABLES OF THE STUDY**

### **Independent Variable**

Level of Aspiration

### **Dependent Variable**

Classroom Performance of Teacher

## **OBJECTIVES OF THE STUDY**

- To study the classroom performance of senior secondary school teachers with high and low level of aspiration.
- To study the classroom performance of male senior secondary school teachers with high and low level of aspiration.
- To study the classroom performance of female senior secondary school teachers with high and low level of aspiration.
- To study the classroom performance of rural senior secondary school teachers with high and low level of aspiration.
- To study the classroom performance of urban senior secondary school teachers with high and low level of aspiration.

## **HYPOTHESES OF THE STUDY**

- There is no significant difference in classroom performance of senior secondary school teachers with high and low level of aspiration.
- There is no significant difference in classroom performance of male senior secondary school teachers with high and low level of aspiration.
- There is no significant difference in classroom performance of female senior secondary school teachers with high and low level of aspiration.
- There is no significant difference in classroom performance of rural senior secondary school teachers with high and low level of aspiration.
- There is no significant difference in classroom performance of urban senior secondary school teachers with high and low level of aspiration.

## METHODS

Descriptive survey method was used in the present study.

## SAMPLE

In the present study, 600 Govt. Senior Secondary School Teachers of Haryana State were selected on the basis of random sampling method.

## TOOLS USED

- **Teacher's Performance Scale** by Pandya (1996) was used for assessing the performance of senior secondary school teachers. Split-half and test-retest reliability of the scale were 0.85 and 0.79 respectively. The validity of the scale was established by adopting content validity. Discrimination indicates of the items included were more than 0.20.
- **Level of Aspiration Scale** by Bhargava and Shah (2006) was used to measure the level of aspiration of senior secondary school teachers. Split-half reliability of the scale was 0.78.

## STATISTICAL TECHNIQUES

Mean, Standard deviation and 't' test were used to analyse the data.

## RESULTS

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

### To Study the Classroom Performance of Senior Secondary School Teachers with High and Low Level of Aspiration

For the purpose of studying the difference between classroom performances of senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of senior secondary school teachers with high and low level of aspiration.

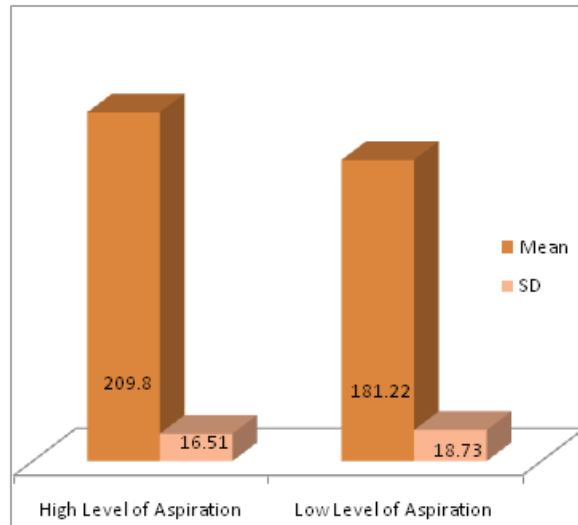
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of aspiration. The results are presented in Table 1.

**Table 1: Descriptive Statistics Related to Classroom Performance of Senior Secondary School Teachers with High and Low Level of Aspiration**

Group (Level of Aspiration)	N	Mean	SD	't'	Level of Significance
High	102	209.80	16.51	11.57**	Significant
Low	102	181.22	18.73		

\*\* Significant at.01 level \* Significant at.05 level

Table Value = 2.60 Table Value = 1.97



**Figure 1: Level of Aspiration wise Mean Classroom Performance Scores and SDs of Secondary School Teachers**

From the Table 1 and 1, it can be observed that the t-value of 11.57 was found significant at 0.01 levels with 202 degree of freedom, which indicates that the classroom performance of senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that classroom performance of senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of senior secondary school teachers with high level of aspiration i.e. **209.80** has been found higher than that of senior secondary school teachers with low level of aspiration i.e. **181.22**. This difference in the mean scores can be due to the reason that an individual's level of aspiration guide his or her activities and thus teachers with high level of aspiration are able to perform better than those who have low level of aspiration.

#### **To Study the Classroom Performance of Male Senior Secondary School Teachers with High and Low Level of Aspiration**

For the purpose of studying the difference between classroom performances of male senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of male senior secondary school teachers with high and low level of aspiration.

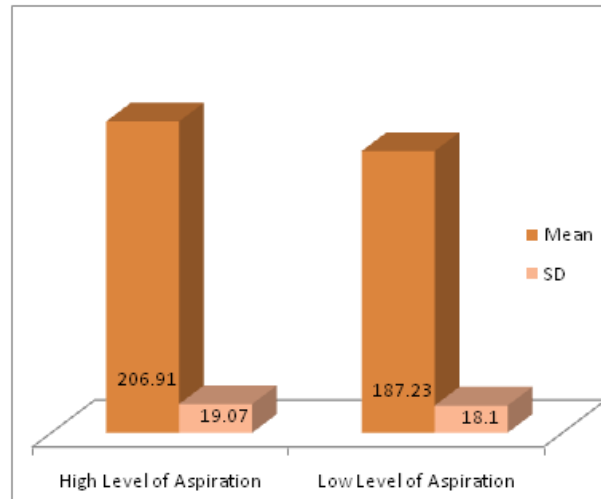
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of aspiration. The results are presented in Table 2.

**Table 2: Descriptive Statistics Related to Classroom Performance of Male Senior Secondary School Teachers with High and Low Level of Aspiration**

Group (Level of Aspiration)	N	Mean	SD	't'	Level of Significance
High	78	206.91	19.07	6.6**	Significant
Low	78	187.23	18.10		

\*\* Significant at.01 level \* Significant at.05 level

Table Value = 2.61 Table Value = 1.98



**Figure 2: Level of Aspiration Wise Mean Classroom Performance Scores and SDs of Male Senior Secondary School Teachers**

From the Table 2 and Figure.2, it can be observed that the t-value of 6.6 was found significant at 0.01 levels with 154 degree of freedom, which indicates that the classroom performance of male senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of male senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that the classroom performance of male senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of male senior secondary school teachers with high level of aspiration i.e. **206.91** has been found slightly higher than that of male senior secondary school teachers with low level of aspiration i.e. **187.23**. This difference in the mean scores can be due to the reason that male senior secondary teachers with high level of aspiration are able to develop teaching competency and improve their classroom performance.

### **To Study the Classroom Performance of Female Senior Secondary School Teachers with High and Low Level of Aspiration**

For the purpose of studying the difference between classroom performances of female senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of female senior secondary school teachers with high and low level of aspiration.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of

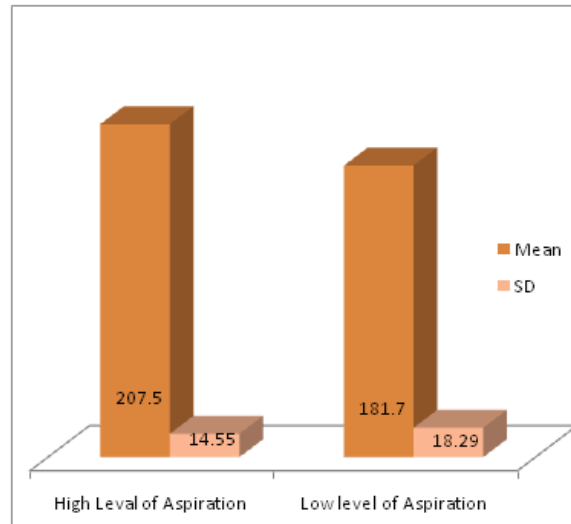
aspiration. The results are presented in Table 3.

**Table 3: Descriptive Statistics Related to Classroom Performance of Female Senior Secondary School Teachers with High and Low Level of Aspiration**

Group (Level of Aspiration)	N	Mean	SD	't'	Level of Significance
High	84	207.5	14.55	10.12**	Significant
Low	84	181.7	18.29		

\*\* Significant at.01 level \* Significant at.05 level

Table Value = 2.61 Table Value = 1.98



**Figure 3: Level of Aspiration Wise Mean Classroom Performance Scores and SDs of Female Senior Secondary School Teachers**

From the Table 3 and Figure 3, it can be observed that the t-value of 10.12 was found significant at 0.01 levels with 166 degree of freedom, which indicates that the classroom performance of female senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of female senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that classroom performance of female senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of female senior secondary school teachers with high level of aspiration i.e. **207.5** has been found higher than that of female senior secondary school teachers with low level of aspiration i.e. **181.7**. This difference in the mean classroom performance scores of female teachers with high and low level of aspiration can be due to the reason that female teachers with high level of aspiration will work hard to achieve their ambitions as level of aspiration is an individual's future expectation or ambition.

### **To Study the Classroom Performance of Rural Senior Secondary School Teachers with High and Low Level of Aspiration**

For the purpose of studying the difference between classroom performances of rural senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of rural senior secondary school teachers with high

and low level of aspiration.

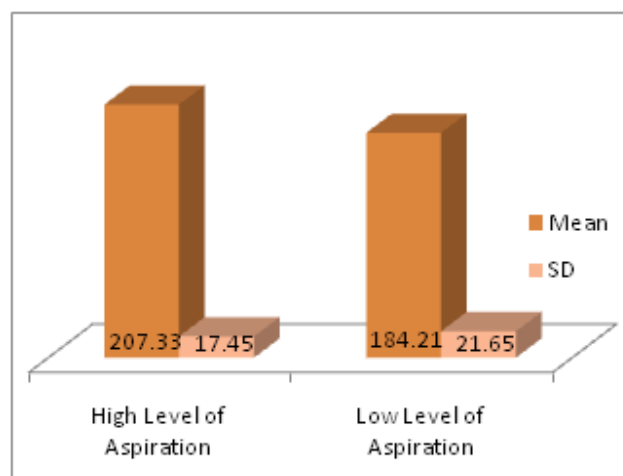
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of aspiration. The results are presented in Table 4.

**Table 4: Descriptive Statistics Related to Classroom Performance of Rural Senior Secondary School Teachers with High and Low Level of Aspiration**

Group (Level of Aspiration)	N	Mean	SD	't'	Level of Significance
High	84	207.33	17.45	7.6**	Significant
Low	84	184.21	21.65		

\*\* Significant at.01 level \* Significant at.05 level

Table Value = 2.61 Table Value = 1.98



**Figure 4: Level of Aspiration Wise Mean Classroom Performance Scores and SDs of Rural Senior Secondary School Teachers**

From the Table 4 and Figure 4, it can be observed that the t-value of 7.6 was found significant at 0.01 levels with 166 degree of freedom, which indicates that the classroom performance of rural senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of rural senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that classroom performance of rural senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of rural senior secondary school teachers with high level of aspiration i.e. **207.33** has been found higher than that of rural senior secondary school teachers with low level of aspiration i.e. **184.21**. This difference in the mean classroom performance scores of rural senior secondary school teachers with high and low level of aspiration can be due to the reason that influence of immediate past experience on the subsequent level of goal setting behavior motivates a teacher to perform better.

#### **To Study the Classroom Performance of Urban Senior Secondary School Teachers with High and Low Level of Aspiration**

For the purpose of studying the difference between classroom performances of urban senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of urban senior secondary school teachers with high and low level of aspiration.

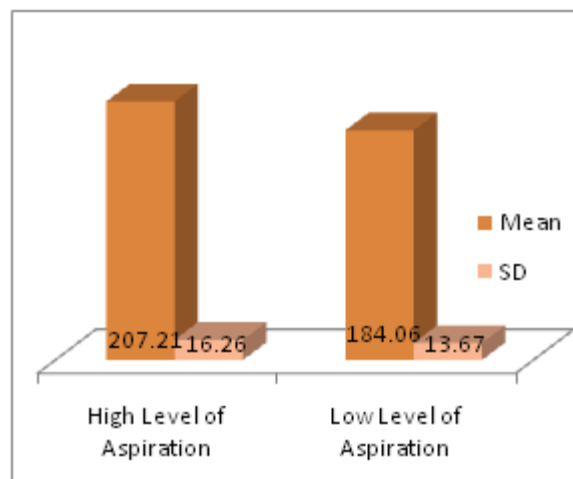
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of aspiration. The results are presented in Table 5.

**Table 5: Descriptive Statistics Related to Classroom Performance of Male Senior Secondary School Teachers with High and Low Level of Aspiration**

Group (Level of Aspiration)	N	Mean	SD	't'	Level of Significance
High	78	207.21	16.26	9.61**	Significant
Low	78	184.06	13.67		

\*\* Significant at.01 level \* Significant at.05 level

Table Value = 2.61 Table Value = 1.98



**Figure 5: Level of Aspiration Wise Mean Classroom Performance Scores and SDs of Urban Senior Secondary School Teachers**

From the Table 5 and Figure 5, it can be observed that the t-value of 9.61 was found significant at 0.01 levels with 154 degree of freedom, which indicates that the classroom performance of urban senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of urban senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that classroom performance of urban senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of urban senior secondary school teachers with high level of aspiration i.e. **207.21** has been found higher than that of rural senior secondary school teachers with low level of aspiration i.e. **184.06**. This can be due to the reason that urban teachers with high level of aspiration, on the basis of their performance in the last trial are able to estimate how well they will do in the next trial and thus can improve their present performance.



## RESULTS

- Significant difference was found between the classroom performances of senior secondary school teachers with high and low level of aspiration.
- Significant difference was found between the classroom performances of male senior secondary school teachers with high and low level of aspiration.
- Significant difference was found between the classroom performances of female senior secondary school teachers with high and low level of aspiration.
- Significant difference was found between the classroom performances of rural senior secondary school teachers with high and low level of aspiration.
- Significant difference was found between the classroom performances of rural senior secondary school teachers with high and low level of aspiration.

## CONCLUSIONS

Each and every individual has certain aspirations and goals in life which guide his activities in various types of activities. An individual with a high level of inspiration is one who believes an activity is useful and enjoyable. In the present study, it was found that mean classroom performance score of male, female rural and urban teachers with high and low level of aspiration differ significantly. Teachers with high level of aspiration performed better than their counterparts. So, teachers should be motivated to enhance their level of aspiration as it predicts teachers' motivation for his classroom performance. Counseling should be provided to those with low level of aspiration to help them to enhance their level of aspiration so that they may able to perform better in the classroom.

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