

TEACHER EFFECTIVENESS IN RELATION TO LEVEL OF ASPIRATION EDUCATION IN STUDENTS

¹Amila Huidrom and ²Dr. Sharda Prasad Singh

¹Research Scholar, Department of Education, SunRise University, Alwar, Rajasthan (India)

²Assistant Professor, Department of Education, SunRise University, Alwar, Rajasthan (India)

Email: amilahuidrom@gmail.com

Abstract: Every person while doing any task, especially one in which he/she has a high interest, becomes ego involved in it. Therefore, doing the task successfully give the individual pleasure. Successful or failure in a task or the corresponding happiness and sadness, depends on his determination of level of aspiration. Srivastava (2009). Atkinson (1957) connected the achievement approach with Lewin's theory of aspiration level (Lewin, Dembo, festinger & sears, 1944) and explained the role of aspiration in the achievement of targets. Success motivated individual tend to set moderate or high levels of aspiration, whereas failure motivated individuals tend to set aspiration levels either very high or low (Heckhausen, 1980). Aspirations have been shown to be a strong predictor of outcomes, in other words achievements. The aspiration level of teachers has a great impact on the outcomes of education system. If a teacher is of high aspiration, the results will definitely be high and low with low level of aspiration. Therefore, there arises a need to study the level of aspirations among secondary school teachers to study the expected outcomes in education system.

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Introduction

In the present day system of high sophisticated and speculation there is an unprecedented demand for effective teachers to lead the multitude of school children's on the path of enrichment and progress. In the present time of stress, sense of humour of teachers along with the level of aspiration of the teachers has been considered as a vital factor for the improvement of the both teaching and learning process. Johnson (1992), "Aspiration is denoted by the personal aims, goals and objectives towards which an individual directs seeking behaviour. It may be measured by career choice or by self-report instruments related to one's goals and objectives such as career interest and academic interest inventories." These factors have their special role in increasing the classroom performance of a teacher. If a teacher uses his sense of humour in the classroom then students get relaxed. Use of humour by the teacher in the classroom helps and motivates the students to participate with the group, to feel a part of the class and possibly contribute without feeling exposed. Also presence of humour in the class-room can also help to foster the student-teacher relationship, which results in a positive and welcoming environment in the classroom as sense of humour is known as a teaching technique for developing a positive learning environment. When there will be positive environment in the classroom, teacher will get motivated and

satisfaction; and thus his performance in the classroom will get positively affected.

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of Educational Aspirations. Individuals will have aspirations in all stages of life, so that people try for their self enhancement. So in this process many psychological aspects effects on the individual aspiration. While having the educational aspiration trainees can feel internal fear towards reach that goal of their educational aspirations. That hidden fear is also called as Anxiety. It is a diffuse state, characterized by an unpleasant affective experience marked by a significant degree of apprehensiveness about the potential appearance of future aversive or harmful events". Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety disorders, however, are different. They can cause such distress that it interferes with a person's ability to lead a normal life even in the teacher trainee's life. Even in this technological era psychological imbalance is more even in the teacher and the students. so that in this present study research give more focus on how does the

anxiety effect on their Educational Aspiration in training life of the teacher trainees of the Mysuru district, Karnataka, India.

Educational Aspiration

The concept of level of aspiration was introduced first by Dembo. The term aspiration is defined as a "frame of reference involving self-esteem or as a standard with reference to which the individual experiences the feeling of success or failure. Educational Aspiration is a strong desire for high achievement an object of such desire; an ambition, an eagerness to learn. Level of aspiration is the degree to which the individual sets his goals realistically in relation to his physical and mentally attributes and in accordance with his environment in every society, education aspiration and success are affected to certain extent by social factors. Education aspiration goal is to realize deep.

Concept of Educational Aspiration

Aspirations begin to be shaped early in child's life, but are modified by experience and the Environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree.

Factors Influencing Educational Aspiration

Socio-economic status of students lays a very important role in the selection of the school. The choice of the parents lacking in a stable economy is limited only to the institution run by charitable organizations or government school, while the rich parents send their wards to "private" or public schools. In his study Parameswaran(1975) has related the educational aspiration of students to the type of schools they study in. the parents' economic status would help the students in studying in relatively well equipped schools like the public schools and other private management schools. The better economic conditions help the students in getting private tuitions and help them improve their aspiration and scores. Factors must be considered in the development of effective educational programs that serve students. The educational crisis faced by the students has been discussed at local,

Systemic and sustained restructuring of school. It is a strong desire for an ambition; achievement. Educational aspiration has been identified as a key strategy for widening educational participation in lifelong learning process.

Aspiration means a longing for and striving for some goal higher than oneself or one's present status which differs from ambition, which is the eagerness or an ardent desire to achieve a particular honor of power. Ambition is a long term achievement which is motivated by the result (outcome) itself and satisfaction is attained by recognition and applause by society: whereas in the psychological motive of aspiration, the motivation is improvement as it emphasizes something more than one's own present status regardless of social appreciation.

state, regional and national levels, and a number of reports have documented the problems confronting related to the educational aspirations of the students. Educational aspirations are confronted to the fully integrated school, increasingly competitive, specialized, segmented bureaucratic and social realities. If we are to reduce the gap between aspiration and their realization, radical changes that are deeper and more systemic are necessary to ensure greater equity and effectiveness in schools.

Level of Aspiration

The concept of "level of aspiration" was first noted by Dembo (1931/1976) in an experiment designed to investigate Anger. In an effort to evoke frustration and anger, subjects were asked to engage in tasks that were either very difficult or impossible to perform. An unintended consequence of the experiment was that subjects formulated their own, medial aim when the original objective was too difficult to attain. This transitional goal, although relatively easier to accomplish, represented a step toward the more challenging objective. Dembo called this intermediate goal the subject's "momentary level of aspiration" (Gardiner, 1940). Early level of aspiration experiments explored the conditions for success and failure experiences (Frank, 1941). In those instances, success and failure experiences were inferred from the general behavior of the subjects. The next 2 decades witnessed investigations designed to quantify, for a given task, the levels at which individuals intended to perform. The attempt to operationalize the concept of aspirations was made through the quantification of such measures as height, rigidity/mobility, and responsiveness. These all represented specific goal-setting behaviors, such as the number of times the level of

aspiration moved in the same direction as the preceding performance (i.e., responsiveness) In 1931 the first major psychological experiment related to level of aspiration was conducted by Hoppe. He examined factors that influenced goal-setting behavior by measuring the effect of success and failure on individuals' decisions to raise or lower their level of aspiration.

Hoppe's research introduced the notion that experiences of success and failure were indicative of intermediate goal attainment. Specifically, a success experience is conditional upon a performance that exceeds the momentary level of aspiration. And, conversely, a failure experience results when the performance falls below the intermediate objective. Hoppe concluded that "the experience of a performance as a success or failure does not depend alone on its objective goodness, but on whether the level of aspiration appears to be reached or not reached" (Frank, 1935a). Hoppe's finding was that individuals' level of aspiration exhibited a lack of stability during the course of an activity, and that there appeared to be disparities among individuals in terms of their level of aspiration: such differences, he thought, were suggestive of personality differences in the areas of ambition, prudence, courage, and self-confidence Gardner,(1940). Like other researchers during this time, Hoppe defined level of aspiration within the context of a specific task. He construed level of aspiration to be the "totality of..... expectations or aspiration for the future performance achievement of a person, a totality which shifts after each achievement, and which is sometimes vague and sometimes precise" (Hoppe, 1931/1976). It was generally recognized that Hoppe's technique of measuring aspiration level lacked the degree of objectivity and validity called for by experimental research standards. In response, Jucknat (1937) proposed a less subjective measure. He required subjects to choose among a series of progressively difficult tasks (mazes). Although this design was thought to offer a more objective indicator of level of aspiration, it was not immune to social bias. Subjects were asked to reveal their intended performance on some task in the presence of the researcher, which clouded their "true" intentions (Gardner, 1940). Attempts to develop even more precise measures of level of aspiration were undertaken. Prior experiments had required subjects to reveal their intended performance on one dimensional, rarely executed task without the knowledge of how they would perform. Frank asked subjects how well they intended to do on a task after telling them how they did on the previous

trial (e.g. how well in relations to others, how well without references to others, and so on).

Anxiety

Modern time is characterized by an era of tension, anxiety, frustration owing to cut throat competition and increasing consumerism. In this era explosion of population and changing dimensions have brought a rapid change in socio-economic scenario of human life. These short-comings infused isolation and feeling of insecurity, direct or indirect lack of reliable warmth, overprotection, lack of real guidance, disparaging attitude, injustice, discrimination, un-kept promise and so on. As a human being, it is normal that we feel anxious, worried, and fears from time to time due to the things that our complicated lives bring. Anxiety is just a part of life. It helps us cope with the stresses we may encounter. Thus anxiety is an important dimension or trait of personality and it directly or indirectly affects the overall personality of an individual. Hence the researcher attempts to find out the anxiety levels among the B.Ed. teacher trainees in the present study. Anxiety is a common symptom which is found in almost every individual of the world and especially in students of today. Anxiety can be defined as a "state of arousal" caused by threat to well-being (Spielberg 1960). State means a condition involving the entire organism, Arousal means a condition of tension; unrest or uneasiness or readiness to act the respond. Threat means anticipation of pain or danger or serious interference with goal seeking activities. Operationally, anxiety can be defined as the automatic response pattern characteristics of a particular individual organism after the administration of anxious stimulus (Wolpe, 1952). Anxiety is one of the most important problems in psychology. The investigation of "Manifest Anxiety" begun in Iowa University by Spence and Taylor (1951, 1953, 1956). Anxiety is a condition which not only characterizes disturbed state of mind but also prevents an individual from pursuing the goal due to the imaginary threatening situations for which there is no external cause. In this, study, the degree of Anxiety has been confined to an exclusive five personality components scale i.e.; Apprehension, Tension; low selfcontrol; Emotional instability and suspicion. Anxiety is an emotional state that can work for us as well as against us. It is something we all have in common, but where we often differ is in how we perceive these feelings of arousal and how we respond to them. Our life circumstance, our upbringing and our personalities can all be factors in why one person's exciting fairground ride will leave another person in abject terror.

We live in an 'age of anxiety' which reflects a shared mood about the defining aspects of modern life: our work, the way we raise children, our attitudes to people who are disadvantaged, the future of public services, the threat of terrorism, and so on. At another level, there is evidence of the hidden impact of more severe forms of anxiety upon the lives of a significant number of people. Our understanding of anxiety disorders has improved in recent years due to research, the development of more sophisticated diagnostic, effective treatments, and the emergence of a genuine voice for people living with anxiety. While there developments are encouraging, our own work suggests that there are still gaps that need to be addressed in the provision of support for people who experience anxiety. We recommend a stepped care approach be adopted to ensure that support for living with anxiety is provided in the least stigmatizing and most inclusive way possible including Universal approaches to learning to live well with anxiety should be built into school curriculums from primary I onwards, including an understanding of the role of anxiety in our lives, and techniques for managing stresses associated with school (such as peer relationships, exams and transitions) Peer-led approaches should be promoted within universal settings such as employment, schools and universities, in recognition of the importance that young people place on support from peers and the unique level of empathetic understanding that can be provided by those with a common experience. Access to good quality self-help approaches should be made available across the UK through quality-assured and co-designed digital platforms to ensure they are fit for purpose for those who choose not to use face-to-face services (young people, people in full time employment). GP training and anxiety-related guidance should be assessed for qualities impact and adapted alongside groups of people who are at highest risk of developing problematic anxiety and least likely to have their needs met by current service provision. — A sample of psychological services should be audited to establish how well current referral processes are working, who is accessing these, and who is falling through the gaps. — Agencies offering support to people with anxiety should make greater use of peer mentors and advice and information that is explicitly based on the life experiences of people who live with anxiety.

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