TEACHER EDUCATORS' OCCUPATIONAL ASPIRATION IN COLLEGES OF EDUCATION IN JAMMU CITY

A

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ABSTRACT

Occupational aspiration are the desires and intentions to pursue an occupation or a particular position within an occupation. There is a dire need of occupational aspirations among teachers as it will help them to pursue their passion and to explore the different opportunities, additional courses to have a great career advancement. Teacher educators also have occupational aspirations in their life as they aspire to enhance their quality learning to work for the benefit of the student teachers and to make the future better. Also, teaching aspirations can provide insight and enhance the commitment and performance of teacher educators which will ultimately impact the quality of education provided to students. Research on occupational aspirations of teacher educators can aid in workforce planning, helping educational institutions as well as colleges and policymakers anticipate teacher supply and demand. Research highlights the need of teacher educators to gain research and analytical skills which will contribute to the body of knowledge in the field of education which improve the quality of teacher education programmes. Such research can shed light in finding the aspirations of teachers and organising different educational programs and workshops which will lead in preparing better teacher educators. Teachers' motivations, aspirations and early career development have increasingly been the focus of research attention in the climate of escalating teacher quality. Occupational aspiration of teacher educators can provide insights into the evolving demands and challenges in the same field. The present study is an attempt to analyse the different occupational aspirations of teacher educators of Colleges of Education. Sample was selected through random sampling technique and accordingly 75 teachers from private colleges of Education were taken. The investigator administered Teachers' Occupational Aspiration Questionnaire by Nasrin and Anees (2010) for collection of data. The data collected was analysed using percentage and t- test. The findings of the study revealed that 80% of the teacher educators have extremely high level of occupational aspirations while 17.33% of the teacher educators have above average level of occupational aspirations and 2.72% have below average level of occupational aspirations. No significant difference in the occupational aspirations of teacher educators in relation to their residential background. There is no significant difference in occupational aspiration of teacher educators in relation to their teaching experience. Also, no significant difference was found in the occupational aspiration of teacher educators in relation to their age.

CHAPTER-I

1.1 INTRODUCTION

Teachers are the biggest assets to an educational institution. They are the pillars of any institute with the huge responsibility of nurturing the mindset of students. They empower their students by delivering knowledge and sharing experiences. They act as mentor, coach and facilitator for acquisition of knowledge. Teachers are not only responsible for imparting classroom teaching but are responsible for shaping and moulding the students to make them future ready. Like any other profession, in teaching also teachers have certain occupational aspirations which they need to fulfil accordingly to become effective and efficient teacher educators. According to the standards and qualities the teacher educator should be an ideal educator. The teacher educator should be active, innovative and considered as the centre of the education system. Some of the points that reflect the qualities of a teacher educator are:-The teacher educator should be able to teach in reference to attitude, aptitude, interest, moral status etc .He/she always has to spend time for education not only for duty hours but for reading, research, self development, activities, student welfare, social development etc. He/she should be conscious about each student in class not only about learning only but about their strength and weakness, their problems and achievements, socioeconomic status and cultural background, plans for future etc. He/she should implement different methods for effective teaching not as teachers but as a role model for each and every student. The teacher educator should live with students with the approach of uniformity in diversity. He/she should contribute for curriculum development, syllabus construction and modification. He/she should always be ready to provide leadership in obtaining new modified teacher education programs, suggestions for changes about implementation with implementation with experience and survey etc. The teacher educator must be able to design and implement effective teacher education programs, receive grants from finding agencies, be beneficial to institute and faculty also. The teacher educators always make an effort for purposeful professional development, focused on professional learning goals and engage to get success step by step with positive thinking. He/she should act as an agent to establish inter- college partnerships, develop healthy relations, support school teachers, arrange some collaborative projects etc. In short, the teacher educator should always think about education. He/ she should do everything for it. An

innovative role of teacher educator is a necessity for contemporary teacher education programs. To conclude it can be said that "The society which a TEACHER wants to create in future; it is necessary to create the relations and activities like that TODAY"(Kundal,2014).

1.2 MEANING OF OCCUPATIONAL ASPIRATION

The term "Occupational Aspiration" consists of two words:- "Occupational" and "Aspiration". Occupation is defined as a type of work or job that may be found in a number of different types of work or industries. Occupational focus on a position that requires skill that may be used in a number of different work settings, allowing the individual with that skill set to move with relative ease from one field to another as in the world of work new occupations take their birth and grow. Combination of similar jobs in several establishments is termed as an occupation (Huges, 2016).

Aspiration is a positive word that uplifts our motivation to achieve more in life. Aspirations are dreams, hopes or ambitions to achieve a life goal. They can be thought of overarching life goals that can help in providing a sense of purpose and direction. Each aspiration results in certain actions and attitudes so each one of us has some aspirations in life as a reason to live, fight and keep trying. Our aspirations are not constant throughout life, it goes on changing from time to time. Since we aspire to become something so, there are different types of aspirations based on career, personal and social goals (Kendra, 2021).

So, occupational aspirations are the thoughts, feelings, fantasies and goals that people have about their work that affect their motivation and decision making in respect of their occupational choice and subsequent participation in their occupation. Occupational aspirations include the general attitude of teacher educators towards teaching profession, classroom teaching, methods of teaching and duties and responsibilities besides teaching (Nasrin & Anees, 2010).

To gain a deeper insight into the professional engagement and career development aspirations (professional aspirations) of teacher educators, it is important to address the current concerns of the teaching profession such as teacher development, teacher quality and retention. Occupational aspirations assist teacher educators to excel in their

careers and pursue their passions and interests. Also, teacher educators stay engaged and committed to their work as occupational aspirations are indeed an important aspect for the personal and professional growth of teacher educators. Even teacher educators with strong occupational aspirations are involved in pursuing advanced degrees and certifications which ultimately leads to a continuous growth of them. Occupational aspirations can be a source of inspiration and motivation which inspire teacher educators to think about themselves. It also fosters a sense of achievement and encouragement to grow in their roles. Occupational aspirations not only guide the teacher educators but serve as a driving force that inspires and dedicates the teacher educators in their role. So, we can say that the occupational aspirations of teacher educators cannot be overstated. Their dedication to education, commitment to preparing the next generation of teachers and contribution to educational research all play a crucial role in shaping the future of education. These aspirations are a cornerstone of educational excellence and are instrumental in fostering positive changes within the field of education. The occupational aspirations of teacher educators can be further discussed through the following dimensions:-

1. **Attitude towards teaching profession**:- It implies that the teacher educators' should have a positive attitude towards the teaching profession as it would help to train the new teachers in a better way. Also, the attitude of teacher educators' will help them to shape their future and inspire them to work and prepare them for their job.

2. **Classroom teaching**:- Classroom teaching is a crucial aspect that plays an effective role in enhancing the occupational aspiration of teacher educators' as it allows the teachers to apply their knowledge and skills. When teachers teach in their classrooms, they can gain practical experience and a deeper understanding of the challenges and rewards of teaching. The process of classroom teaching also keeps teacher educators' updated with the latest educational developments and trends which will in turn enhance their professional growth and job satisfaction.

3. **Methods of teaching**:- Different methods of teaching play a crucial role in shaping the occupational aspiration of teacher educators'. Using and implementing new teaching methods can inspire future teacher educators to

involve different strategies for catering diverse learning styles and needs of the students.

4. **Duties and responsibilities besides teaching**:- Teacher educators' have certain duties and responsibilities besides teaching such as teaching pedagogy, mentorship and guidance, continual professional development and many more. Teacher educators' follow certain duties and responsibilities that help aspiring teachers develop their occupational aspirations as these duties and responsibilities will nurture the skills, knowledge and commitment necessary for future educators to excel in their careers and make a positive impact on the lives of students(Nasrin &Anees,2010).

1.2.1 Characteristics of Occupational Aspiration

Occupational aspirations are the goals and objectives that individuals have for their careers which can be further explained by different characteristics:-

1) **Career advancement:-** It can be defined as a combination of professional development, educational attainment and experience. Teacher educators aspire to advance their careers by exploring new teaching methods while teaching a new course and integrating technology into their teaching(Jansen,2018).

2) **Desire to make a social contribution:-** Teacher educators who aspire to make a social contribution can align their occupational aspirations with their desire to have a positive impact on society by training teachers for undeserved and low income communities which will improve educational outcomes and opportunities for marginalised students.

3) **Commitment to professional development:-** Occupational aspirations play a significant role in teacher educators commitment to professional development by becoming a better teacher, advocating for continuous lifelong learning and networking with other teacher educators.

4) **Tenure and job security:-** For teacher educators, tenure and job security have a positive impact as it fosters their job stability which allows them to develop

long term- relationships with students and continue refining their teaching methods to achieve their aspirations of being effective teachers(Jansen, 2018).

1.2.2 Components of Occupational Aspiration

Occupational aspirations involves several components which are underlaid as:-

1) **Interests and passions:-** Interest and passions are necessary for shaping the occupational aspiration of teacher educators as it will motivate them to excel in the field of education as what they enjoy doing will guide them toward their career that aligns with their interests(Johnson,2017).

2) **Skills and Abilities:-** Skills and abilities help teacher educators to identify their potential to choose their career paths. As pursuing a career with high skills and abilities will lead to greater job satisfaction which will make teachers more competent in their roles (Birt,2023).

3) **Values and priorities:-** Values and priorities act as a compass in making choices related to the occupation in which one is interested and helps in creating harmony leading to a more satisfying and purposeful career path (Castrillon,2020).

4) **External Factors:-** Factors like economic conditions, cultural and social norms, technological advancements, teacher shortages etc. interact with an individual's personal values, interests and abilities to shape their occupational aspirations as teacher educators.

5) **Personal Goals:-** Setting goals provides a clear sense of purpose as long and short term play an important role in shaping occupational aspiration and help us achieve the goals by properly structuring the roadmap which ultimately helps in the professional growth of teacher educators.

6) **Life Experiences:-** Life experiences help teacher educators in discovering their passions, interests and strengths. It can be particularly beneficial in occupations that involve working with diverse populations such as teaching and other professional jobs (The Educational Institute of Scotland,2021).

7) **Self- Reflection:-** Self reflection is a valuable tool for individuals as it helps them to navigate their occupational aspirations by introspecting , self awareness and aligning with personal values and priorities. It promotes a learning mindset which encourages teachers to seek opportunities for clarifying occupational aspirations(Stagno,2023).

1.3 NEED AND SIGNIFICANCE OF STUDY

Aspirations play an important role in career decision making because they reflect the goals and intentions that reflect the goals and aspirations developed over time. Aspirations help in giving life purpose and hope for and aim towards and occupational aspirations are the desires and intentions to pursue an occupation or a particular position within an occupation. There is a dire need of occupational aspirations among teachers as it will help them to pursue their passion and to explore the different opportunities, additional courses to have a great career advancement. Teacher educators also have occupational aspirations in their life as they aspire to enhance their quality learning to work for the benefit of the student teachers and to make the future better. Also, teaching aspirations can provide insight and enhance the commitment and performance of teacher educators which will ultimately impact the quality of education provided to students. Research on occupational aspirations of teacher educators can aid in workforce planning, helping educational institutions as well as colleges and policymakers anticipate teacher supply and demand. Research highlights the need of teacher educators to encourage preservice teachers develop strong classroom management skills by observing experienced teachers, providing feedback and practising effective classroom management. Also teacher educators can set themselves clear expectations for pre-service teachers by informing them of the requirements and expectations of the teacher education program including field experience requirements. Such researches can shed light in finding the aspirations of teachers and organising different educational programs and workshops which will lead in preparing better teacher educators. Teachers' motivations, aspirations and early career development have increasingly been the focus of research attention in the climate of escalating teacher quality. Also, studying the occupational aspiration of teacher educators can provide insights into the evolving demands and challenges in the same field. So, the

present study is an attempt to analyse the occupational aspiration of teacher educators of Colleges of Education.

1.4 STATEMENT OF THE PROBLEM

Teacher Educators' Occupational Aspiration in Colleges Of Education in Jammu City

1.5 OPERATIONAL DEFINITIONS

Teacher Educators

It refers to the teachers who educate prospective or pre-service teachers in Colleges of Education. In this study, B.Ed teachers of private Colleges of Education were taken.

Occupational Aspiration

Occupational aspiration refers to the teachers' attitude towards teaching profession, classroom teaching, methods of teaching and duties and responsibilities besides teaching as measured by Teachers' occupational aspiration questionnaire by Nasrin and Anees(2010).

1.6 OBJECTIVES OF THE STUDY

1. To study the overall occupational aspirational level of teacher educators in the Colleges of Education.
2. To study the differences in occupational aspiration of teacher educators in relation to residential background.
3. To study the differences in occupational aspiration of teacher educators in relation to their teaching experience.
4. To study the differences in occupational aspiration of teacher educators in relation to their age.

1.7 HYPOTHESES OF THE STUDY

1. There is no significant difference in the occupational aspiration of teacher educators in relation to the type of residential background.

2. There is no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience.

3. There is no significant difference in the occupational aspiration of teacher educators in relation to their age.

1.8 DELIMITATIONS OF STUDY

1. The study is specifically limited to a sample of 75 teacher educators.

2. The study is exclusively restricted to the private colleges within Jammu City.

3. The study is narrowed down to focus on only one tool, i.e. Teachers' Occupational Aspiration Questionnaire by Nasrin and Anees (2010).

4. It is exclusively restricted to the survey method.

5. The study is successfully completed within a predefined specific time period i.e. 2 years.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of earlier research findings provide an essential framework to carry further research study. In terms of review of literature, the term 'Review' means to organise the knowledge of the specific area of previous and current research to evolve and edifice of knowledge. The term 'Literature' means the works consulted by the researcher in order to understand and investigate his or her research problem. The task of review of literature is highly creative and tedious because research has to synthesise the available knowledge of the field in a unique way to provide the rationale for the study. The 'literature' that is reviewed is the collection of publications (academic journals, articles, books, conference proceedings, association papers, dissertation etc.). A literature review is a comprehensive summary of previous research topics. The review should enumerate, describe, summarise, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and helps the author determine the nature of your research. The literature review acknowledges the work of previous researchers and in doing so, assured the reader that your work has been conceived.

2.2 REVIEW OF RELATED LITERATURE

Kulshreshtha and Hiranandani (2006) conducted a study on educational aptitude of prospective teachers. 140 B.Ed students were taken as a sample for the study. R.P. Gupta's differential aptitude test for four educational activities was used to measure the aptitude of prospective teachers for teaching, guidance, management and research sectors of education. The findings were (1) prospective teachers of both groups (male and female) have higher aptitude for teaching than other three aptitudes.(2) Male teachers were better in guidance and management aptitude than in teaching and research. (3) General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. (4) Effect of academic achievement on teaching aptitude of the pupil teachers was positive but not significant at acceptable level of confidence.

Kumar and Nair (2006) conducted a study on the influence of institutional climate perception on the professional aspirations of teacher educators. The objective was to estimate the relationship between professional aspirations and institutional climate perception. A sample of 243 teacher educators working at B.Ed colleges, belonging to four different universities of kerala were randomly selected for the study. The tools used for the study were professional aspiration inventory and institutional climate inventory. The results of the study indicated that the professional aspirations and institutional climate perception of teacher educators were significantly correlated at 0.01 level of confidence for the total sample.

Ruth, Ruth, Gorodeisky, Harpaz, Avaid & Eli (2006) conducted a study on identification of motivation and job satisfaction among the tutors at the Open University of Israel. The present study focused on two sets of variables that served as possible predictors of identification, satisfaction and motivation : role perception (job importance and job richness) and organizational attachment (relations with the university, attentiveness of the university and the university appreciation of the work). 71 tutors were selected as a sample and were observed under a general survey. results were obtained by regression and path analysis. It was found that identification of work and job satisfaction were well predicted by job importance and organizational attachment while work motivation was not significant.

Ololube (2006) assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A sample of 210 teachers was administered .Questionnaire was used to collect data for the study and the data was analyzed using multiple statistical procedures .i.e. Mean point value, standard deviation and variance, t-test and ANOVA. The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance as teachers were also dissatisfied with the educational policies and administration , pay and fringe benefits, material rewards and advancement.

Choudhary (2007) conducted a correlation study on the level of aspiration and academic achievement of secondary school teachers. The objective was to find out whether there is correlation between level of aspiration and academic achievement of the urban and rural teachers. The study was carried out on the stratified random sampling of 500 teachers in the secondary schools of Garhwal Region of Uttaranchal. The finding stated

that there was no significant correlation between there two variables of urban male and as well as female.

Sharma and Kusum (2009) studied the teacher's attitude towards teaching and the level of aspiration of secondary school teachers. 200 secondary school teachers working in district Una of Himachal Pradesh were taken as a sample. Descriptive survey method was used. The inventory was constructed and standardised by Sujata Mishra. Statistical techniques analysis of Variance (ANOVA) was used. It was found that; male and female secondary school teachers has same attitude towards teaching; government and private secondary school teachers had different attitude towards teaching; the interactional effect of the gender and type of school had same attitude towards teaching; male and female secondary school teachers had different level of aspirations; government and private secondary school teachers had different level of aspiration.

Belagali (2009) studied Teachers' aspirations towards teaching profession in relation to gender and locality. The results indicate that:-1) The female teachers had a higher attitude towards teaching profession as compared to male teachers of secondary schools. 2) The female teachers had a higher attitude towards the teaching profession dimension that is social and psychological as compared to male teachers of secondary schools. 3) The urban secondary school teachers had a higher attitude towards teaching profession as compared to rural secondary school teachers. 4) The urban secondary school teachers had a higher attitude towards 70 teaching professions that are academic and social and psychological as compared to rural secondary school teachers.

Tasleema and Ahmad (2009) conducted a comparative study on aspirations of 120 secondary school teachers in Srinagar. The main objective was to measure the aspirations of secondary school teachers towards teaching profession. It was found that there was no significant difference in the aspirations of teachers with regard to type of schools. There was no significant difference with regard to gender.

Ismail, Majid, Ali and Hassan (2010) conducted a study on aspiration and implementation towards change in teaching and learning among teachers in the Malaysian Secondary Schools. An instrument consisting of 24 items is used to measure the perception of teachers on the aspiration and actual implementation towards teaching and learning in the classrooms of these schools. The findings of the study indicated that

the mean score of their actual teaching practices is 3.88 and a standard deviation of 0.52 which is higher when compared to the score on teachers' aspirations towards change in teaching and learning which obtained a mean of 3.13 and a standard deviation of 0.85. This study also reported that 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. Despite these differences, the general attitude of teachers in this study is rather positive towards their teaching and learning practice in the classrooms.

Augustine (2010) conducted a study on teaching aptitude, competency, academic background and achievement in educational psychology of student- teachers in the colleges of education. A sample of 200 student teachers selected from 5 colleges of education in Kottayam Revenue district of Kerala was used. The findings of the study showed that (1) There is a significant positive relationship between teaching competency and teaching aptitude of student teachers. (2) There is no consistent positive relationship between academic background and teaching aptitude of student teachers. (3) There is no significant positive relationship between teaching aptitude and achievement in educational psychology.

Gracious (2010) conducted a study on creativity and teaching competency of prospective B.Ed teachers of St. Xavier's College of Education (Autonomous), Palayamkottai. The sample consisted of 242 prospective B.Ed teachers. The data for the study was collected using self made Teaching Competency Scale and Creativity Scale. The investigator used stratified random sampling technique for selecting the sample. For analysing the data, 't' test and Pearson product moment statistical techniques were used. The findings showed that there was no significant relationship between creativity and teaching competency of prospective B.Ed teachers.

Antony Gracious and F.L. (2011) conducted a study to probe the relationship between creativity and teaching competency of 242 prospective B.Ed. teachers. The data was analysed using a self made teaching competency scale and creativity scale. The investigator used the stratified random sampling technique for selecting the sample. The findings showed that there was no significant relationship between creativity and teaching competency of prospective B.Ed. teachers. There was no significant difference in creativity of prospective B.Ed teachers by their age, marital status and locality.

Prospective B.Ed teachers below 22 years of age are better than those above 22 years in their classroom management, teaching aids, extra curricular activities, curricular activities, communication, teaching methodology, ethics of teaching, rapport with student and student competency. No significant difference was found in teaching competency with respect to their marital status. Urban areas prospective B.Ed teachers were found to be better than their rural counterparts in their classroom management, curricular activities, communication, teaching methodology, ethics of teaching, rapport with students and teaching competency. No significant relationship existed between teaching competency and creativity of prospective B.Ed teachers.

Zambare and M.S. (2012) made a comparative study of emotional competency and teacher attitude of B.Ed trainees towards teaching profession. A sample of 122 B.Ed teacher trainees from the batch (2011-2012) of KCES B.Ed college in Jalgaon City. Survey method was used to collect the data. The technique used was simple random sampling. T-test was used. It was found that there was a significant relationship between emotional competency and attitude towards teaching profession of B.Ed trainees. There was a significant difference in the mean score of emotional competence between males and females, and urban and rural B.Ed trainees. No significant difference in the mean was observed in attitude towards teaching profession between male and female, arts and science and urban and rural B.Ed trainees.

Rajni and Mohanasundaram (2012) conducted a study on teachers competencies and academic achievement of secondary school teacher trainees. Survey method was used to find out the teacher's competencies and academic achievement of the secondary school teachers trainees. The population of the study was secondary secondary teacher trainees from B.Ed College of education under the control of Tamil Nadu Teacher Education University, Chennai. The sample consists of 189 secondary teacher trainees from Thoothukudi. The data was analysed using percentage analysis and t-test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. It was also found there is a significant difference between the teacher competencies of secondary teacher trainees and academic achievement with reference to "gender and religion".

Eren and Atlay (2012) reviewed a study on the prospective teachers' interest in teaching, professional plans about teaching and career choice satisfaction. A sample of

602 prospective teachers from different primary and secondary teacher education programs of Turkey participated voluntarily in this study. The study focused on the relationships among prospective teachers' interest in teaching, professional engagement and career choice satisfaction. TIS subscales, a person- centred Hierarchical Cluster Analysis (HCA) was conducted. Also ANOVA and MANOVA were used to examine the prospective teachers' interest in teaching related to their career satisfaction and professional plans and teaching. The results showed that regardless of the effects of demographic variables such as gender, age, year of study or fields of study, the prospective teachers' interest in teaching can be identified through three different profiles: high, medium and low interest in teaching. The results of the present study also demonstrates the point that the profiles of prospective teachers' interest in teaching were significantly related to their career choice satisfaction and professional plans.

Khan, M.A. & Verma, D.K. (2014) explored a comparative study on job satisfaction of teacher educators of private B.Ed colleges affiliated to G.G.S.I.P. University, Delhi and M.D. University, Rohtak, Haryana. The findings of the study revealed that the majority of the teacher educators working in private B.Ed colleges under both the universities had shown low level 68.5% and 62.2% of job satisfaction or they were less satisfied with their jobs. Whereas, more than thirty percent 31.5% and 33.7% teacher educators had shown high level of job satisfaction, which is less in number as compared to that of low level. This concluded that there was a slight difference of 2% in high level and of 6% (not significant) in low level of job satisfaction among teacher educators working in private B.Ed. colleges, may be due to some interpersonal reasons. All teacher educators of private B.Ed. colleges had shown near equal type and level of job satisfaction. Main finding of the study shows more than thirty percent teacher educators had shown high level job satisfaction and they are more satisfied with their jobs.

Ravisankar (2015) studied the occupational aspirations among B.Ed teacher trainees in relation to their personal variables in Puducherry. The study included 241 teacher trainees selected by random sampling technique from 8 colleges in puducherry. The tool used to collect the data was Occupational Aspiration Scale, constructed by N.P.S Chandeland Vibhalaxmi. SPSS was used and it was found that there was an average level of occupational aspiration among the teacher trainees with respect to their age, locale, department, type of family and marital status.

Gosh, M., & Guha (2016) examined the organizational climate of teacher education institutions in West Bengal in relation to teacher educators' motivation to work. Sample of 221 teacher educators were randomly selected for the study from West Bengal. Organizational Climate Inventory by Chattopadhyay and Agarwal (2011) and self developed Teacher Educators' Motivation to Work Scale (2016) was used in the study. It was found that the perception of male, self financed and organizational climate of rural teacher educators' are better than the female, government and urban teacher teacher educators'. The female, government and urban teacher educators' are highly motivated than the male; self finance and rural teacher educators' on their work. There was no positive significant relationship between organizational climate as perceived by teacher educators' and motivation to work of teacher educators'.

Barman and Bhattacharya (2017) investigated the job satisfaction of teacher educators in different types of B.Ed colleges in West Bengal in relation to personal and socio-demographic variables. Descriptive survey method was used for the study on the sample of 405 teacher educators working in various govt. aided and private or self financed B.Ed colleges in West Bengal. A self made questionnaire was developed using the Likert's Five Point Scale. The analysis of data was done using Mean, S.D., t-test, ANOVA, and graph. The investigator explored the teacher educators working in various govt. aided and private B.Ed colleges in West Bengal were satisfied with their job satisfaction except only one dimension. The socio demographics variables i.e. location of college and occupation of spouse have a statistical significance on overall job satisfaction of teacher educators. Also, the personal variables like gender, marital status, educational qualification, type of family etc. have no statistical significance on overall job satisfaction of teacher educators working in different types of B.Ed Colleges in West Bengal.

Eren and Atlay (2017) explored a study on the professional aspirations among pre-service teachers: Personal responsibility, Time perspectives and Career choice satisfaction. A sample of 511 pre- service teachers voluntarily participated and the results were obtained using correlation, multiple regression and structuring equation modeling in a detailed manner.It was found that the pre- service teachers' sense of personal responsibility were significant and positively related to their professional aspirations, career choice satisfaction and future time perspective. The results showed

that career choice satisfaction and future time perspective played significant mediating roles in the relationships between personal responsibility and professional aspirations.

Islam and Das (2018) reported a study on professional commitment among 120 B.Ed Teacher Educators of Malda District in West Bengal. The Descriptive Research Method was used to collect data using the Professional Commitment Scale for teachers. The results indicated that there was a significant difference in professional commitment due to gender variation of teacher educators but there was no significant difference in professional commitment to their learners of gender variations of teacher educators. The present study also concluded that there was no significant difference between female and male teacher educators' professional commitment to their profession, society, achieve excellence and basic human values.

Akyina (2020) investigated a study on career aspirations of B.Ed (Early Grades students). A sample of 397 students were purposively selected through descriptive survey design. Self made questionnaire was used to collect the data. The data was analysed using the descriptive statistics and t- test. The revealed that most of the students had moderate (65.2%) knowledge of career in Early Grade and about (41.6%) of the B.Ed students aspired to teach in preschools after completing the programme. There was a significant difference between the career aspirations of West Africa Senior Secondary Certificate Examination and Diploma in Education Certificate holders pursuing the programme but no difference was found in terms of gender.

Waqar and Rajak (2021) investigated a study on relationship among teacher educators occupational stress and job satisfaction in Mithilanchal Region. The study group consisted of 60 teacher educators from various colleges of education. The sample was collected using stratified random sampling technique. Survey method was used and Teachers' Educators Occupational Stress Inventory and Job Satisfaction was used to collect data and investigate through it. It was found that there was a positive relationship between Occupational Stress and Job Satisfaction. There is no significant difference between occupational stress between male and female teachers of colleges of education. Also, there was no significant difference between the job satisfaction of male and female teachers of colleges of education in Mithilanchal Region.

Pandey and Singh (2022) proposed a study on organisational climate and professional commitment of teacher educators. 56 teacher educators were selected as a sample from 5 B.Ed colleges of Samastipur and Begusarai District of Bihar. The tools used for the test were Organizational Climate Inventory (Form B) and Professional Commitment Scale. The results were interpreted by using Levene Test and t-test. It was found that there was a significant mean difference in the performance standards between male and female teacher educators. It was also found that there was no significant difference in professional commitment between male and female teachers.

CHAPTER – III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explains the research methodology used in this study. Research methods play a vital role in the research process. Research is common parlance refers to a search for knowledge. It can be defined as a scientific and systematic search for pertinent information on a specific topic. Research is not a haphazard task. It implies to proceed in a definite direction along with defined lines. It consists of the research design and the subjects. It also includes the instrument used in processing and analysing the data. Research is an academic activity and as such the term should be used in a technical sense. The role of the method is to provide techniques by which the research conducting the study. Research methodology is a systematic way to solve the research problem. In other words, the procedure by which the researcher goes about their work of describing, explaining and predicting phenomenon is called research methodology. It is necessary for a researcher to design a research methodology for the selected problem. Research methods are of utmost importance in the research process. They describe the various steps of the plan to be adopted in solving a research problem. This chapter explains the method used in this study.

3.2 DESIGN OF THE STUDY

The design of the study is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions. A well- conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and inferences. It is the overall frame of the research that stipulates the researcher what information is to be corrected from which source and trough. Research methodology discusses the method which has been followed to conduct study.

3.2.1 Method

By method, one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its density. It is the nature of

techniques and procedures adopted which determines the reliability, procession and validity of the data. Therefore, it is essential that in order to investigate the problem in a systematic way, the right methodology should be used. In the present study, Descriptive Research Method has been applied as it is a systematic approach towards a particular phenomenon.

3.2.2 Variables

A variable is defined as anything that has a quantity or quality that varies. There are two types of variables:-

1. Independent variables
2. Dependent variables

Independent variables:- Independent variables are variables which are stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator as it is the presumed cause. In this study, the independent variables are:-

1. Residential background
2. Teaching experience
3. Age

Dependent variables:- Dependent variables are those variables which are expected to change as a result of an experimental manipulation of the independent variable or variables as it is presumed effect. In this study, the dependent variable is Occupational aspiration.

3.2.3 Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. By this the researcher means all the members of a real or hypothetical set of people, events or objects to which he or she wishes to generalize the results of the research. The population of the present study consists of 450 teacher educators of private colleges of Education. Source:- B.Ed Colleges (https://www.jammuuniversity.ac.in/bed-colleges)

3.2.4 Sample

The present study comprises 75 teacher educators in private colleges of education has been selected through stratified random sampling.

3.3 TOOL EMPLOYED

The selection of suitable tools or an instrument is of vital importance for the selection of Data in any research study. The tool used to collect the Data was Teachers' Occupational Aspiration Questionnaire by Nasrin and Anees (2010). The tool is developed to measure the level of occupational aspiration of teacher educators.

3.3.1 Description of the Tool

The tool was designed to elicit information from Teacher Educators about their aspirations towards the teaching profession. The tool consists of 20 items which were framed on the basis of four different dimensions mentioned below:-

1. Attitude towards teaching profession
2. Classroom teaching
3. Methods of teaching
4. Duties and responsibilities besides teaching.

Table 3.1

Item distribution in dimension

Serial No.	**Dimensions**	**Serial Wise Item No.**	**Total Items**
1	Attitude towards teaching profession	1,3,5,9,11,12	06
2	Classroom teaching	7,13,14,18	04
3	Methods of teaching	10,19	02
4	Duties and responsibilities besides teaching	2,4,6,8,15,16,17,20	08
Total			20

3.3.2 Scoring

The scoring system for the respective tool is given below:-

There are 4 options for each item and the scoring system for each item is the same, as per the table given below:-

Table 3.2

Category	Options			
	a	b	c	d
Statements	4	3	2	1

In this way the range of score in this questionnaire is 20 to 80.

3.3.3 Reliability of the tool

Internal consistency of the questionnaire was found by a split half method. The reliability co- efficient by the spearman brown formula was 0.783 which is significant at 0.01 level of significance.

3.3.4 Validity of the tool

The validity of the tool includes two types of validities. It includes:-

a) **Face validity**- Face validity was constructed by circulating the questionnaire among judges. The questionnaire was based on a four point Likert scale.

b) **Item Validity** - In order to find out the item validity, item correction with total occupational aspirational scores was computed. All the items had a high coefficient of correlation with the total score, a significant 1% level of confidence.

3.4 ADMINISTRATION OF THE TOOL

Having once decided upon the test to be administered and the sample to be selected, the next step was how to administer the test and collect the data. In the present study, the sample was drawn out from the different private Colleges of Education in the Jammu

City. The standardized tool for the study on the topic Teacher Educators' Occupational Aspiration in Colleges of Education was sought from National Psychological Corporation, Agra. The investigator made a detailed plan to administer the test in the different Colleges of Education on different days for collection of data. The investigator visited the colleges personally with the permission letter assigned by the head of the institution for the collection of data. On due days the investigator approached the principals of the respective colleges and briefed them about the research proposal. Later, the questionnaire of the tool was first handed over to the teachers so as they could mark the responses and the next day their responses were collected by the investigator for further research. Then the investigator analysed the filled questionnaire for further scoring and the data collected was compiled in tabular form in Ms Excel for further analysis.

3.5 STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at a certain conclusion, the acquired data was processed, coded and analysed using the SPSS package. After tabulation of the scores, the following statistical techniques were applied:-

1. Percentage
2. t-test

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The most important step in any research project is the analysis and interpretation of data collected. This chapter includes the information regarding the analysis of data and inferences drawn. After the data has been collected and it must be processed and analyzed properly. Analysis of data means the study of tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The interpretation of data calls for a critical examination of the results of analysis in the light of all limitations of gathered data.

Data analysis is a process of assigning meaning to the collected information to determine the conclusions, significance and systematically processed or analyzed data so as to achieve the objectives of investigation. Besides, data analysis refers to calculations and computations based on certain parameters viz. searching for patterns of relationships which exist in the variables and thereafter tested in the light of hypotheses. It is to be noted that collection of data merely presents a stock of facts unless it is systematically analyzed.

Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming and modeling data with the objective of discovering useful information. Therefore, the purpose of analysis of data is to reduce it into an intelligible and interpretable form so that the relations of research problems can be studied and tested and conclusions drawn. Collection of data has no meaning unless it is tackled properly; analyzed and interpreted by sophisticated statistical technique. However, valid, reliable and adequate data may not serve any worthwhile purpose unless these are carefully edited, systematically classified and tabulated.

The statistical techniques are employed to give a concise picture of the whole data so that it can be the distribution of each item to calculate other statistical techniques. The present chapter describes the results from the qualitative analysis of data obtained

through the administration of the "Questionnaire on Teachers' Occupational Aspiration". Data was collected and tabulated manually in MS Excel file. Data was further processed and analyzed using Statistical Package for Social Sciences (SPSS) as per the research design.

4.2 ANALYSIS OF RESULTS

The resulting data was analyzed using statistical technique, t-test and percentage. Findings based on the research question and followed by data analysis are given below:-

4.2.1 To find out the overall occupational aspiration level of teacher educators in the Colleges of Education.

Table 4.1

Levels of occupational aspiration among teacher educators of Colleges of Education (N=75)

Raw Scores Range	Level of Occupational Aspiration	Frequency	Percentage
78-74	Extremely High	33	44
73-67	High	27	37
66-60	Above Average	9	12
59-49	Moderate	4	5.33
48-42	Below Average	2	2.67
	Total	75	100

Table 4.1shows that 44% of the teacher educators have extremely high level of occupational aspiration, 37% of the teacher educators have high level of occupational aspiration, 12% of the teacher educators have above average level of occupational aspirations, 5.33% of the teacher educators have moderate level of occupational aspiration and 2.67% of the teacher educators have below average level of occupational aspiration.

4.2.2 To find out the differences in the occupational aspiration of teacher educators in relation to their residential background.

Table 4.2

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their residential background

Residential Background	N	Mean	Std. Deviation	Std. Error Mean	df	t	Significance
RURAL	15	71.20	5.53	1.43	73	0.10	N.S
URBAN	60	71.40	6.98	0.90			

Table 4.2 reveals that there is no significant difference in the occupational aspiration of teacher educators in relation to their background. The mean scores of teacher educators in rural and urban areas are (71.20) and (71.40) and the standard mean deviation is (6.98) and(5.53). The calculated t- value is (0.10) which is not significant at both the levels. Therefore, the Null Hypothesis stating, "There is no significant difference in the occupational aspiration of teacher educators in relation to their residential background" is accepted.

4.2.3 To find out the differences in the occupational aspiration of teacher educators in relation to their teaching experience.

Table 4.3

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their teaching experience.

Teaching Experience	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
10 and above	31	71.70	7.55	1.40	73	0.30	N.S
Below 10	44	71.20	6.09	0.92			

Table 4.3 reveals that there is no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience. The mean scores of teaching experience of teacher educators are (71.70) and (71.20) and the standard mean deviation is (7.55) and (6.09). The calculated t-value is (0.30) which is not significant at both the levels. Therefore, the Null Hypothesis stating that "There is no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience" is accepted.

4.2.4 To find out the differences in the occupational aspiration of teacher educators in relation to their age.

Table 4.4

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their age.

Age	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
35 and above	43	72.60	6.78	1.03	73	1.90	N.S.
Below 35	32	69.70	6.28	1.11			

Table 4.4 reveals that there is no significant difference in the occupational aspiration of teacher educators in relation to their age. The mean scores of teaching experience of teacher educators are (72.60) and (69.69) and the standard mean deviation is (6.78) and (6.28). The calculated t-value is (1.90) which is not significant at both the levels. Therefore, the Null Hypothesis stating that "There is no significant difference in the occupational aspiration of teacher educators in relation to their age" is accepted.

CHAPTER - V

CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the data. The findings have been delimited and discussed in the present chapter. The findings can be generalized to the extent of the representative of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations do not occur with the findings of the same investigators. Keeping the major findings in view, the educational implications do not fit in all concerns of the study. As such some suggestions have been given for future research. The chapter is therefore devoted to focusing on the conclusion, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections:

5.2.1 Research Objective 1

To find out the overall occupational aspiration level of teacher educators in the Colleges of Education.

In this study the extent of overall occupational aspiration level of teacher educators in Colleges of Education was investigated. The present study revealed that 80% of the teacher educators have extremely high levels of occupational aspirations, 17.33% of the teacher educators have above average level of occupational aspirations and 2.72% have below average level of occupational aspirations.

5.2.2 Research Objective 2

To find out the differences in the occupational aspiration of teacher educators in relation to their residential background.

To study the differences in the occupational aspiration of teacher educators in relation to their residential background, t - test was used. The calculated t- value is 0.10 which is not significant at 0.05 level. Hence hypothesis 1 stating " There will be no significant difference in the occupational aspirations of teacher educators in relation to their residential background" is accepted. However, the mean value of teacher educators living in rural areas (71.20) is less than the mean value of teacher educators living in urban areas (71.40) indicating that teacher educators living in urban areas have slightly higher occupational aspiration than the teacher educators living in rural areas.

5.2.3 Research Objective 3

To find out the differences in the occupational aspiration of teacher educators in relation to their teaching experience.

To study the difference in the occupational aspiration of teacher educators in relation to their teaching experience, t- test was used. The calculated t-value is 0.30 which is not significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience is accepted." However, the mean value of teacher educators having teaching experience of 10 and above 10 years (71.70) is higher than the mean value of teacher educators having teaching experience of below 10 years (71.20) indicating that the teachers having teaching experience of 10 and above 10 years having high occupational aspiration than the teachers having teaching experience of below 10 years.

5.2.4 Research Objective 4

To find out the differences in the occupational aspiration of teacher educators in relation to their age.

To study the difference in the occupational aspiration of teacher educators in relation to their age, t-test was used. The calculated t- value is 0.90 which is not significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant difference in the

occupational aspiration of teacher educators in relation to their professional qualification is accepted." However, the mean value of teacher educators having age 35 and above 35 years (72.60) is higher than the mean value of teacher educators having age below 35 (69.70) indicating that the teacher educators having age 35 and above 35 years have higher level of occupational aspiration than the teachers having age below 35 years.

5.3 CONCLUSIONS AND DISCUSSION

1. The present study revealed that 80% of the teacher educators The present study revealed that 80% of the teacher educators have extremely high level of occupational aspiration, 17.33% of the teacher educators have above average level of occupational aspiration and 2.67% have below average level of occupational aspiration.

2. There is no significant difference in the occupational aspiration of teacher educators in relation to their residential background.

3. There is no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience.

4. There is no significant difference in the occupational aspiration of teacher educators in relation to their age.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications regarding the present study are as under:-

1. The study shows that 80% of the teacher educators have an extremely high level of occupational aspiration and 17.33 % of teacher educators have an average level of occupational aspiration whereas 2.72% have below average level of occupational aspiration. So, to enhance the level of occupational aspiration in teacher educators, the colleges of education should offer training utilising modern educational technologies to empower the teacher educators to strengthen the occupational aspiration which will lead to a more motivated and skilled teaching workforce.

2. The results of the present study reveals that the teacher educators having teaching experience above 10 years have higher occupational aspiration than teacher educators having teaching experience below 10 years so it is necessary to encourage teacher educators to pursue higher education or certifications that will align with their aspirations and support them in achieving their goals.

3. To increase the level of occupational aspiration in rural areas for teacher educators, more opportunities for professional development, mentorship programs and exposure to unsuccessful role models in the field.

4. To enhance the level of occupational aspiration for teacher educators with an age below 35, it could be suggested to provide mentorship programs, networking opportunities and career advancement workshops tailored to their specific needs.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Here are a few suggestions for further research:-

1. A similar study can be conducted to investigate the role of mentorship and support system in shaping teacher educators' career aspirations and professional growth.

2. A study can be conducted to explore the impact of cultural and societal factors on the career choices and aspirations of teacher educators in other districts.

3. A study can be conducted to examine the occupational aspiration of B.Ed students in teacher education colleges.

4. A comparative study may be undertaken on the level of occupational aspiration of teacher educators of regular B.Ed colleges and those of distance education mode.

SUMMARY

TOPIC

TEACHER EDUCATORS' OCCUPATIONAL ASPIRATION IN COLLEGES OF EDUCATION IN JAMMU CITY

SUPERVISOR **INVESTIGATOR**

Dr. Bharti Tandon **Kashish**

A. INTRODUCTION

Teachers are the biggest assets to an educational institution. They are the pillars of any institute with the huge responsibility of nurturing the mindset of students. They empower their students by delivering knowledge and sharing experiences. They act as mentor, coach and facilitator for acquisition of knowledge. Teachers are not only responsible for imparting classroom teaching but are responsible for shaping and moulding the students to make them future ready. Like any other profession, in teaching also teachers have certain occupational aspirations which they need to fulfil accordingly to become effective and efficient teacher educators. So, occupational aspirations are the thoughts, feelings, fantasies and goals that people have about their work that affect their motivation and decision making in respect of their occupational choice and subsequent participation in their occupation. Occupational aspirations include the general attitude of teacher educators towards teaching profession, classroom teaching, methods of teaching and duties and responsibilities besides teaching (Nasrin & Anees, 2010). To gain a deeper insight into the professional engagement and career development aspirations (professional aspirations) of teacher educators, it is important to address the current concerns of the teaching profession such as teacher development, teacher quality and retention. Occupational aspirations assist teacher educators to excel in their careers and pursue their passions and interests. Also, teacher educators stay engaged and committed to their work as occupational aspirations are indeed an important aspect for the personal and professional growth of teacher educators. Even teacher educators with strong occupational aspirations are involved in pursuing advanced degrees and certifications which ultimately leads to a continuous growth of them. Occupational aspirations can be

a source of inspiration and motivation which inspire teacher educators to think about themselves. It also fosters a sense of achievement and encouragement to grow in their roles. Occupational aspirations not only guide the teacher educators but serve as a driving force that inspires and dedicates the teacher educators in their role. So, we can say that the occupational aspirations of teacher educators cannot be overstated. Their dedication to education, commitment to preparing the next generation of teachers and contribution to educational research all play a crucial role in shaping the future of education. These aspirations are a cornerstone of educational excellence and are instrumental in fostering positive changes within the field of education. The occupational aspirations of teacher educators can be further discussed through the following dimensions:- a) Attitude towards teaching profession, b) Classroom teaching, c) Methods of teaching, d) Duties and responsibilities besides teaching.

B. NEED AND SIGNIFICANCE OF THE STUDY

Aspirations play an important role in career decision making because they reflect the goals and intentions that reflect the goals and aspirations developed over time. Aspirations help in giving life purpose and hope for and aim towards and occupational aspirations are the desires and intentions to pursue an occupation or a particular position within an occupation. There is a dire need of occupational aspirations among teachers as it will help them to pursue their passion and to explore the different opportunities, additional courses to have a great career advancement. Teacher educators also have occupational aspirations in their life as they aspire to enhance their quality learning to work for the benefit of the student teachers and to make the future better. Also, teaching aspirations can provide insight and enhance the commitment and performance of teacher educators which will ultimately impact the quality of education provided to students. Research on occupational aspirations of teacher educators can aid in workforce planning, helping educational institutions as well as colleges and policymakers anticipate teacher supply and demand. Research highlights the need of teacher educators to encourage preservice teachers develop strong classroom management skills by observing experienced teachers, providing feedback and practising effective classroom management. Also teacher educators can set themselves clear expectations for pre-service teachers by informing them of the requirements and expectations of the teacher education program including field experience requirements.

Such researches can shed light in finding the aspirations of teachers and organising different educational programs and workshops which will lead in preparing better teacher educators. Teachers' motivations, aspirations and early career development have increasingly been the focus of research attention in the climate of escalating teacher quality. Also, studying the occupational aspiration of teacher educators can provide insights into the evolving demands and challenges in the same field. So, the present study is an attempt to analyse the occupational aspiration of teacher educators of Colleges of Education.

C. STATEMENT OF THE PROBLEM

TEACHER EDUCATORS' OCCUPATIONAL ASPIRATION IN COLLEGES OF EDUCATION IN JAMMU CITY

D. OBJECTIVES OF THE STUDY

1. To study the overall occupational inspirational level of teacher educators in the Colleges of Education.
2. To study the differences in occupational aspiration of teacher educators in relation to residential background.
3. To study the differences in occupational aspiration of teacher educators in relation to their teaching experience.
4. To study the differences in occupational aspiration of teacher educators in relation to their age.

E. HYPOTHESES OF THE STUDY

1. There is no significant difference in the occupational aspiration of teacher educators in relation to their residential background
2. There is no significant difference in the occupational aspiration of teacher educators in relation to teaching experience.

3. There is no significant difference in the occupational aspiration of teacher educators in relation to their age.

F. SAMPLE OF THE STUDY

The present study comprises 75 teacher educators from private colleges of education has been selected through stratified random sampling.

G. VARIABLES OF THE STUDY

In the present study, there are a total of three independent variables and one dependent variable.

Independent variables:- Independent variables are variables which are stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator as it is the presumed cause. In this study, the independent variables are:-

1. Residential background
2. Teaching Experience
3. Age

Dependent variables:- Dependent variables are those variables which are expected to change as a result of an experimental manipulation of the independent variable or variables as it is presumed effect. In this study, the dependent variable is Occupational aspiration.

H. TOOL EMPLOYED

In the present study, the researcher used one tool namely, Teachers' Occupational Aspiration Questionnaire by Nasrin and Anees (2010).

I. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in the tables.

Table 1

Levels of occupational aspiration among teacher educators of Colleges of Education (N=75)

Raw Scores Range	Level of Occupational Aspiration	Frequency	Percentage
78-74	**Extremely High**	**33**	**44**
73-67	**High**	**27**	**37**
66-60	**Above Average**	**9**	**12**
59-49	**Moderate**	**4**	**5.33**
48-42	**Below Average**	**2**	**2.67**
	Total	**75**	**100**

Table 2

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their residential background

Residential Background	N	Mean	Std. Deviation	Std. Error Mean	df	t	Significance
RURAL	15	71.20	5.53	1.43	73	0.10	N.S
URBAN	60	71.40	6.98	0.90			

Table 3

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their teaching experience.

Teaching Experience	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
10 and above	31	71.70	7.55	1.40	73	0.30	N.S
Below 10	44	71.20	6.09	0.92			

Table 4

Mean, Standard Deviation and t value for scores obtained on differences in occupational aspiration of teacher educators in relation to their age.

Age	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
35 and above	43	72.60	6.78	1.03	73	1.90	N.S.
Below 35	32	69.70	6.28	1.11			

J. FINDINGS OF THE STUDY

1. The present study revealed that 80% of the teacher educators The present study revealed that 80% of the teacher educators have extremely high level of occupational aspiration, 17.33% of the teacher educators have above average level of occupational aspiration and 2.67% have below average level of occupational aspiration.

2. There is no significant difference in the occupational aspiration of teacher educators in relation to their residential background.

3. There is no significant difference in the occupational aspiration of teacher educators in relation to their teaching experience.

4. There is no significant difference in the occupational aspiration of teacher educators in relation to their age.

K. EDUCATIONAL IMPLICATIONS

The educational implications regarding the present study are as under:-

1. The study shows that 80% of the teacher educators have an extremely high level of occupational aspiration and 17.33 % of teacher educators have an average level of occupational aspiration whereas 2.72% have below average level of occupational aspiration. So, to enhance the level of occupational aspiration in teacher educators, the colleges of education should offer training utilising modern educational

technologies to empower the teacher educators to strengthen the occupational aspiration which will lead to a more motivated and skilled teaching workforce.

2. The result of the present study reveals that the teacher educators having teaching experience above 10 years have higher occupational aspiration than teacher educators having teaching experience below 10 years so it is necessary to encourage teacher educators to pursue higher education or certifications that will align with their aspirations and support them in achieving their goals.

3. To increase the level of occupational aspiration in rural areas for teacher educators, more opportunities for professional development, mentorship programs and exposure to unsuccessful role models in the field.

4. To enhance the level of occupational aspiration for teacher educators with an age below 35, it could be suggested to provide mentorship programs, networking opportunities and career advancement workshops tailored to their specific needs.

L. SUGGESTIONS FOR FURTHER RESEARCH

Here are a few suggestions for further research:-

1. A similar study can be conducted to investigate the role of mentorship and support system in shaping teacher educators' career aspirations and professional growth.

2. A study can be conducted to explore the impact of cultural and societal factors on the career choices and aspirations of teacher educators in other districts.

3. A study can be conducted to examine the occupational aspiration of B.Ed students in teacher education colleges.

4. A comparative study may be undertaken on the level of occupational aspiration of teacher educators of regular B.Ed colleges and those of distance education mode.

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Dr. (Mrs.) Nasrin *(Aligarh)*
Dr. (Mrs.) Afshan Anees *(Aligarh)*

Consumable Booklet of TOAQ-NAA

(English Version)

Please fill in the following informations : ***Date*** ☐☐☐☐☐☐☐☐

Name _____ **Father's Name** _____

Date of Birth ☐☐☐☐☐☐☐☐ **Sex : Male** ☐ **Female** ☐ **Area : Urban** ☐ **Rural** ☐

Qualification : (a) Academic _____ **(b) Professional** _____

Designation _____ **Experience in years** _____

Type of Institution : Govt. ☐ **Private** ☐ **Aided** ☐

Institution _____

INSTRUCTIONS

On the following pages there are 20 statements about Teachers Occupational Aspiration. Each statement has four alternative situations for your response as to how you will react / respond to that situation.

Read each statement carefully and put a ☑ mark in the cell ☐ of the alternative response which is close to your thinking /response to that statement.

Kindly answer to all 20 statements.

Your responses will be kept confidential.

Scoring Table

	Raw Score			z-Score	Grade	Interpretation
Page	2	3	4			
Score						
Total						

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NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	STATEMENTS	Response	Score
1.	**Which job would you like to prefer more ?**		
	(a) Teacher.	☐	
	(b) Engineer.	☐	
	(c) Doctor.	☐	
	(d) Lawyer.	☐	
2.	**Beside teaching what do you like ?**		
	(a) Organizing cultural and academic programme.	☐	
	(b) Participation in politics.	☐	
	(c) Opening of industry for earning money.	☐	
	(d) Discussing money matters.	☐	
3.	**How would you prefer to spend your free time in the institution ?**		
	(a) Spending free time in library by reading books.	☐	
	(b) Talking with others.	☐	
	(c) Take rest and relax in the teachers' room.	☐	
	(d) Completing pending house hold work.	☐	
4.	**If the head of institution assigns you other duties along with teaching work, what would you do ?**		
	(a) Have a desire to perform the work with all the effort.	☐	
	(b) Perform the work with adequate honorarium.	☐	
	(c) Transfer the work to another teacher.	☐	
	(d) Try to take long leave to finish the quota of your leaves.	☐	
5.	**Along with teaching in the institution, what other job would you prefer ?**		
	(a) Continue the same job with enthusiasm.	☐	
	(b) Social service in hospital or slum areas.	☐	
	(c) Work in another institution in the evening.	☐	
	(d) Start some entrepreneurship.	☐	
6.	**Along with teaching which other activity would you like to attend ?**		
	(a) Attend seminar and conferences.	☐	
	(b) Talking with students.	☐	
	(c) Social activities with colleagues.	☐	
	(d) relaxing at home.	☐	
7.	**In your opinion what does an average teacher do exactly during teaching-learning process ?**		
	(a) Encourages students to consult books for better understanding.	☐	
	(b) Complete the syllabus as to prepare the students better for examination.	☐	
	(c) Impart knowledge which is limited to the course content area.	☐	
	(d) Dictate notes to the students.	☐	

Total Score Page 2 ☐

Sr. No.	STATEMENTS	Response	Score

8. **What is your role in any cultural or academic functions which are organized in your institution ?**
   - (a) Play an active role with enthusiasm. ☐
   - (b) Help others and enjoy with participant. ☐
   - (c) Attend it only as part of duty. ☐
   - (d) Ignore the programme and spend this time in house hold activities. ☐

9. **If it is your aspiration to get promotion in U.G.C. scales which alternative is most suitable alternative ?**
   - (a) I do work hard enough to get promotion. ☐
   - (b) Encourage to read more books. ☐
   - (c) It is an automatic promotion I need not to do any thing extra. ☐
   - (d) Be establishing good relations with authorities. ☐

10. **Which method of teaching would you like to follow to teach some complicated topic in class ?**
   - (a) Discuss with students. ☐
   - (b) Consult relevant books. ☐
   - (c) Give it as an assignment to the students. ☐
   - (d) Dictate notes. ☐

11. **Why have you taken up teaching as a career ?**
   - (a) To brighten the future of younger generation. ☐
   - (b) To have a high status in the society. ☐
   - (c) To get easily available option. ☐
   - (d) To get handsome salary. ☐

12. **What is the concept of teaching in your mind ?**
   - (a) A prestigious profession. ☐
   - (b) A traditional profession. ☐
   - (c) A time passes profession. ☐
   - (d) A money earning profession. ☐

13. **In your opinion, what is the advantage of reading books ?**
   - (a) Enhancing one's knowledge. ☐
   - (b) Increasing general awareness. ☐
   - (c) Mental satisfaction. ☐
   - (d) Passing time. ☐

14. **For making the teaching more effective which work would you like to prefer ?**
   - (a) Consult new books. ☐
   - (b) Work on websites. ☐
   - (c) You want to limit your knowledge up to the course content. ☐
   - (d) Go on working as usual. ☐

Total Score Page 3 ☐

Sr. No.	STATEMENTS	Response	Score

15. **Besides teaching if you are given other responsibility, which type will you prefer to take ?**
    - (a) Take extra classes. ☐
    - (b) To be a member of management committee. ☐
    - (c) To become incharge of the laboratories. ☐
    - (d) Treating class teaching as sufficient. ☐

16. **If you are paid extra money for each activity, in what manner will you utilize the money ?**
    - (a) Donate money in poor fund. ☐
    - (b) Save money. ☐
    - (c) Spend in shopping clothes. ☐
    - (d) Spend it in parties. ☐

17. **If a student wants some extra time from you after the class to discuss few problems, what would you do ?**
    - (a) Give time to the student to discuss his problem after school. ☐
    - (b) Suggest him to engage a good tutor. ☐
    - (c) Ask some brilliant student to solve his problem. ☐
    - (d) Refuse to give any extra time. ☐

18. **Due to certain circumstances, your syllabus is not completed with-in time. What will you do ?**
    - (a) Manage extra classes. ☐
    - (b) Discuss only main points, not in details. ☐
    - (c) Give the unfinished syllabus as an assignment. ☐
    - (d) Remove this portion from the syllabus. ☐

19. **In your opinion what is the role of a teacher in classroom ?**
    - (a) To enrich the knowledge of students through teaching. ☐
    - (b) To tone up the future of younger generation. ☐
    - (c) To complete syllabus. ☐
    - (d) To pass time. ☐

20. **If an in-service programme is organized in your institution, what will be your role in this programme ?**
    - (a) Play an active role in conducting in-service programme. ☐
    - (b) Cooperate with the host institution. ☐
    - (c) Manage to get time from the regular classes. ☐
    - (d) Take leave during this period. ☐

Total Score Page 4 ☐

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