

A Study of Classroom Performance of Senior Secondary School Teachers with Level of Ambition

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Abstract – Teachers with a quality 'reliable' for teaching are the individuals who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. These teachers know about the difficulties of the more extensive social settings in which they instruct, have an unmistakable feeling of personality and trust that they can have any kind of effect to the learning and achievement of every one of their understudies. They care profoundly about them. They care likewise about how and what they educate and are curious to get familiar with both so as to wind up and stay more than just competent. They know about the role played by emotions in classroom teaching. They are committed to work in co-activity and collaboration with associates. For these teachers, teaching is a creative and adventurous profession.

Keywords: Classroom Performance, Senior Secondary School Teachers, Ambition

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INTRODUCTION

The justification of a research project lies in its contribution to society for its welfare. The purpose of present study is to see whether there is relationship between Classroom Performance of senior secondary school teachers with respect to Level of Ambition. Along with the tremendous growth in the opportunities, it is necessary to preserve the quality of education. And the quality of education depends on Classroom Performance of a teacher. While talking about the progress in education and express concern for quality and excellence, it must be noted that it is the teacher only who can fulfill dreams and ambitions of a nation. Researchers have also showed that teachers have the greatest influence on children's education.

A teacher plays a very significant role in the teaching learning process. The quality competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality personnel to the teaching profession, providing them with the best possible professional preparation and to create satisfactory condition of work to make their teaching more effective. In this technological society, teaching is not a leisure time activity. It has become goal oriented and productive instrument to raise the standards of children and society at large. Today teachers' effectiveness becomes a very important question

before the educationalists and researchers. Teachers' performance in the classroom matters a lot. Senior Secondary Stage is a very decisive stage of education in a student's life, because at this stage new vistas are opened up before the students. So the role of the teacher has become more important as he/she provides guidance, counseling and inspiration to students for their career development. The effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize policies and plans of education in the classroom. In the present time of stress, among teachers along with their Level of Ambition has been considered as a vital factor for the improvement of the teaching and learning process. These factors have their special role in increasing the Classroom Performance of a teacher.

Teacher performance in the classroom also depends to a great extent, on the Level of Ambition of the teacher. The Level of Ambition is expected level of achievement of the individual where difference is obtained between person's performance in a task and his estimate of future performance in that task. A great deal of individual variation is found with regard to goal setting behavior. Teachers with high attitude towards teaching and high Level of Ambition show highest mean score whereas teachers with low attitude towards teaching and high Level of Ambition show lowest mean score and significant difference in

teacher effectiveness among high experienced and low experienced teachers. Extensive review of the literature indicates that various studies have been conducted to study the variables like Classroom Performance of the teachers among teachers separately. But no study has been conducted to study the effect of Level of Ambition on the Classroom Performance of senior secondary school teachers. Keeping this in mind, the investigator decided to study the Classroom Performance of senior secondary school. The defense of an examination venture lies in its contribution to society for its welfare. The reason for present investigation is to see whether there is relationship between Classroom Performance of senior optional teachers with respect to Level of Ambition. Alongside the tremendous development in the opportunities, it is necessary to safeguard the quality of education. What's more, the quality of education relies upon Classroom Performance of a teacher. While discussing the advancement in education and express worry for quality and magnificence, it must be noticed that it is the teacher no one but who can satisfy dreams and ambitions of a country. Specialists have additionally demonstrated that teachers have the best influence on children's education.

A teacher plays an exceptionally significant role in the teaching learning process. The quality competence and character of teachers are undoubtedly extremely significant. Nothing could really compare to anchor a sufficient supply of amazing faculty to the teaching profession, giving them the most ideal professional preparation and to create satisfactory state of work to make their teaching progressively effective. In this innovative society, teaching isn't a recreation time activity. It has moved toward becoming objective arranged and profitable instrument to bring up the norms of children and society on the loose. Today teachers' effectiveness turns into a critical question before the educationalists and analysts. Teachers' performance in the classroom matters a great deal. Senior Secondary Stage is an exceptionally definitive phase of education in a student's life, because at this stage new vistas are opened up before the students. So the role of the teacher has turned out to be progressively vital as he/she gives direction, guiding and inspiration to students for their career development. The effectiveness of the process of education is properly found in the effectiveness of the teachers. Just effective teachers can materialize arrangements and plans of education in the classroom. In the present time of worry, among teachers alongside their Level of Ambition has been considered as a vital factor for the improvement of the teaching and learning process. These factors have their special role in increasing the Classroom Performance of a teacher.

Teacher performance in the classroom additionally depends, as it were, on the Level of Ambition of the teacher. The Level of Ambition is normal level of achievement of the person where distinction is acquired between individual's performance in an

errand and his estimate of future performance in that undertaking. A lot of individual variety is found with respect to objective setting behavior. Teachers with high attitude towards teaching and abnormal state of Ambition show most elevated mean score though teachers with low attitude towards teaching and abnormal state of Ambition show least mean score and significant distinction in teacher effectiveness among high experienced and low experienced teachers. Broad audit of the writing indicates that various examinations have been led to think about the variables like Classroom Performance of the teachers among teachers independently. In any case, no investigation has been directed to examine the effect of Level of Ambition on the Classroom Performance of senior auxiliary teachers. Remembering this, the specialist chose to examine the Classroom Performance of senior optional teachers in relation to their Level of Ambition" teachers in relation to their Level of Ambition"

FACTORS INFLUENCING OF TEACHERS IN CLASSROOM

Work Motivation: "Work motivation is a process used to encourage and inspire laborers to play out their occupations completely and well. Each business wishes to contract emphatically motivated individuals who need to work and will keep on making a decent attempt all through the complete time of employment." According to Mary (2010), "Teachers' performance is dependent upon natural and extrinsic motivation, if there is management of good staff, great framework and culture climate, teaching materials, and great supervision. Extrinsic motivation of teachers incorporate, externally remunerates like pay/compensation/charges, free convenience, compensation with the expectation of complimentary therapeutic consideration, free dinners, leave and prepaid payments if there should arise an occurrence of financial issues, just as additional teaching stipends. Then again, characteristic motivation of teachers includes profession satisfaction; delight in the field, acknowledgment, powers over others, the challenging and aggressive nature of teaching, career development, and teaching as the primary objective throughout everyday life."

Occupation Satisfaction: "At any work place, workplace and working conditions are the factors that modestly affect work satisfaction. On the off chance that working conditions are great and attractive, the worker feels it less demanding to complete their activity. On the other, hand dissatisfaction with one's activity may result trouble on the teacher. Distinctive teachers have diverse perceptions in regards to work satisfaction. Their perceptions with respect to work satisfaction have incredible effect on their performance in the classroom.

Innovative Behavior : Rhee, Park and Lee (2010) expressed that innovativeness exerts a positive

influence on performance. Eade (2011) expressed that teacher development is necessary for enhanced student learning and that the teaching profession requires pedagogy including advancement. Dörner (2012) discovered that innovative work behavior decidedly influences assignment performance."

Students' Behavior: Students' disruptive behavior is one of major factor that put the teacher in the pressure and is the major cause of the teachers' dissatisfaction towards teaching profession. Numerous examinations have revealed the high relationship of student behavior to teachers' activity satisfaction (Ingersoll and Smith, 2003; Perie et al., 1997). Almost certainly dissatisfaction towards teaching implies unfavorable effect of his or her classroom teaching. Liu and Liu (2007) likewise expressed that student behavior and classroom management affect more on first-year teachers' goal to leave and employment satisfaction.

Working Conditions: Poor working conditions like poor lighting, lack of ventilation, dirty staff room and so on influence the performance of the teachers adversely. Because of uproarious surroundings teacher can't educate effectively as students will be unable to listen what the teacher instruct. Therefore there will be negative effect on the performance of the teacher.

Authoritative Climate: "As indicated by Ahluwalia (1990), schools vary in their hierarchical climate. S. Adeyemi (2008) inferred that sound authoritative climate could improve Factors Affecting Teacher's Performance Work Motivation Job Satisfaction Innovative Behavior Students' Behavior Organizational Climate Working Conditions 12 teachers' activity performance. More printed material and clerical undertakings, for example, getting ready exercise note, keeping class participation record and recording test marks were more uncertain necessary, in this manner influence their activity performance.

LEVEL OF AMBITION

Ambitions are about what children and youngsters want to achieve for themselves in the future. Raising ambitions is regularly accepted to be an effective method to motivate pupils to work more earnestly in order to achieve the means necessary for later success. The word 'Aim' alludes to the ambition or want, which have yet not been satisfied man still attempts to achieve it. Webster's Dictionary (1976) defines ambition as a strong want for a realization (as of ambition, thought or accomplishment). Ambitions are said to be strong wants to reach something high or incredible (Hass, 1992). As indicated by Lewin's field hypothesis ambitions are presuppositions that individuals settle on proficient decisions to amplify their satisfactions and limit their dissatisfactions." 'Levels of Ambition' is a mental build which reflects a psychological type of motivation of the person. The concept of 'Level of Ambition' was as a matter of first

importance presented in 1931 by Dembo, one of the Lewin's students, over the span of an experimental examination of resentment with reference to the level of objective towards which an individual is endeavoring (Gardner, 1940). The main experiment coordinated towards the analysis of the levels of ambition, a translation from German Word, 'Anspruch' and 'Niveau', performed by Hoppe in 1930, defined a natural concept to the therapists, educationists, sociologists and others. For sure, it has been the subject of broad exchange and experimentation in the last quarter of the twentieth century. Hoppe (1930) defined the 'Levels of Ambition' as 'an individual's desires, goals or cases without anyone else future achievement in a given errand. Based on experimental analysis he found that a given performance is joined by a feeling of failure on the off chance that it falls underneath the Level of Ambition; and a given performance is joined by a feeling of success on the off chance that it goes over the Level of Ambition. Thusly, Level of Ambition, as indicated by Hoppe, is "essentially subjective in nature, ascertained along the accompanying lines of proof:

- The abstract nature of a person's objective;
- The occurrence of success and failure experienced after the objective is achieved, clashing and choice taking experience; and
- The influence of immediate past experience on the subsequent level of objective setting behavior.

In this manner, the term 'Levels of Ambition' includes the estimation of his ability (regardless of whether over, under or realistic) for his future performance on the quality of his past experience (objective discrepancy), his ability and limit, the efforts that he can make towards attaining the objective along these lines set by him. The objective setting behavior just as the process of attaining the objective are results of his past experience, regardless of whether failure-struck or success-situated, level of efforts made by him toward that path, and his ability to seek after the objective. As per Kumar and Gupta (2014) "Four central matters are recognized in a common succession of occasions in a Levels of Ambition circumstance.

- Last Performance;
- Setting of Levels of Ambition for the following Performance;
- New Performance; and
- Psychological response to the new Performance.

Determinants of the Levels of Ambition

In early youth, before the kid is mature enough to realize what his abilities, interests and values are, his ambitions are to a great extent molded by his environment. As he becomes more established and is progressively mindful of his abilities and interests, personal factors impact him. Be that as it may, a large number of his ambitions, his values, for instance, still seem environmental in structure, in origin and nature." According to Bhargava (2008), "Factors influencing Level of Ambition can be isolated in two categories environmental and personal factors.

"Honest (1935) distinguished two mental determinants of Level of Ambition. The first is the desire to dodge failure or the need to keep the ambition level underneath the level of performance. The second and the more pervasive is the need to keep up a high ambition level irrespective of performance. He has elaborated that success and failure (for example the relation of Level of Ambition to past performance) relied upon three needs: (1) the need to keep the Level of Ambition high, (2) the need to make the Level of Ambition closer to future level of performance and (3) the need to evade failure. He proposed that the general strength of these three needs relies upon both environmental and personality factors. These can be depicted as:

Environmental Determinants

- **Parental Ambitions:** Parental ambitions influence the levels of ambition of the tyke. Parents dependably anticipate more from the main conceived, and, along these lines, the levels of ambition might be higher for the primary conceived than that of those brought into the world later.
- **Societal Expectations:** Society anticipates more from a few people than others. It is commonly accepted that one who is successful in a specific region may likewise be successful in different territories in the event that he wishes
- **Culture:** Cultural traditions are essential factors for defining the objective better and a rich social foundation helps a youngster in satisfying elevated requirements. Strand (2007) expressed that parents from most minority ethnic gatherings by and large hold higher ambitions for their children than White British parents, while youngsters from these gatherings correspondingly have higher ambitions than their White British peers. (Rakesh – About Indian Culture)
- **Social Values:** It likewise changes with the zone of achievement of objective setting. Social reward and notoriety additionally fill in as reinforcement.

- **Peer Pressure:** Friends may encourage or debilitate a youngster for any undertaking and objective setting. In the event that they encourage him, it is conceivable that he will develop a tendency of high objective setting.
- **Competition:** Competition with kin and peer in the desire for appearing than others is additionally an influencing factor for levels of ambition.
- **Group Cohesiveness:** Is likewise considered as a determinant of objective setting. One improves the situation and sets a high objective when he is acting in a gathering."

PERSONAL DETERMINANTS

- **Desires:** If one needs to achieve something or has high achievement motivation, his level or ambition of achieving will be higher, as his desires do influence the level of his ambitions.
- **Personality:** The personality characteristics additionally decide the sort and strength of his ambitions.
- **Age:** Generally, a person's ambitions decline as they develop. Be that as it may, for some this decline is especially stamped, while others hold moderately high ambitions."
- **Past Experiences:** The success in the past class or work strengthens one's ambition though failure debilitates it.
- **Values and Interest:** Personal values and interest of an individual additionally decide the degree of levels of ambition.
- **Sex:** Gender likewise decides the level of one's ambitions because of their shifting interests, likings, goals and expectations of the family and society they have a place with. Young ladies consistently
- **Financial Background:** Socio-economic status also goes about as a strong determinant of one's levels of ambition. Parents with less financial resources will in general hold bring down ambitions for their children, and youngsters from socially impeded foundations will in general have bring down ambitions than their more advantaged peers.

On the prediction of innovativeness in relation with adjustment, frustration and Level of Ambition indicated that these indicators don't will in general influence imagination in a similar manner nor do they have any significant different correlation with inventiveness except on account of adjustment,

animosity and Level of Ambition. the factors influencing levels of ambition and found that region (urban or country) as a solitary primary variable did not demonstrate significant distinction on the Level of Ambition; sex as a solitary principle variable did not demonstrate any significant contrast on the Level of Ambition; and none of the two factors – interaction effects of all the statistic and personality variables demonstrated any significant interaction on the Level of Ambition. Prasad (1985) examined ambitions, adjustment and role strife in primary and optional teachers. He additionally examined the effect of sex of teachers and levels of school on these dimensions on teachers working in various schools of Bhagalpur town and found that the vocational ambition level of teachers was closely connected with level of schools. Dash (1996) contemplated achievement motivation of planned rank students in relation to their intelligence, Level of Ambition, academic achievement and financial status and revealed that there existed significant distinction between the gatherings of high and low levels of ambition. Male students with abnormal state of Ambition possessed higher achievement motivation than its respective gathering of low Level of Ambition.

CONCLUSION:

Effective Teaching is an art and no easy endeavour. Generally Teaching is delivered by a teacher to enhance the amount of learning of a learner. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. Through the present study an attempt has been made by the investigators to study the level of Teaching Effectiveness of Secondary School Teachers. Lastly, it can be said that as teachers play a very important role in making the future citizens of nation then it is very necessary to improve the quality of Teaching of teachers. Because of the quality of education as well as the future of our nation largely depends on the quality of Teachers and his/her quality teaching. It is very interestingly found through the present study that the untrained school teachers are comparatively high effective than the trained school teachers. Besides that, it is also found that the rural school teachers are comparatively high effective than the urban school teachers. It is a quite exceptional matter. Generally it is expected that trained and urban school teachers would be better in teaching than the untrained and rural school teachers respectively.

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