



RELATIONSHIP BETWEEN CAREER ASPIRATION OF TEACHERS AND THEIR TEACHING BEHAVIOR AT SECONDARY SCHOOL LEVEL

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Abstract:

The present study aimed to investigate the relationship between career aspiration of teachers and their teaching behavior at secondary school level. The study followed positivism research Philosophy. Out of 292 SSTs, a sample of 165 secondary school teachers was chosen using a stratified sampling technique. The sample size was chosen using the Krejcie and Morgan (1970) table. The self-constructed questionnaire was made by the researcher. A 5-point Likert scale was used to develop the questionnaire. There questionnaire based on 37 items. The content validity ratio (CVR) was used to validate the questionnaire. The primary goal of the CVR is to use experts to validate the R search tool. Cronbach's alpha, which was calculated to be.837, was used to gauge the tool's dependability. As an inferential statistic, Pearson Product Correlation was employed. The findings of the study depicts that there is positive correlation (r.681) between teacher's career aspiration and their teaching behavior. The study recommended that school administrators may offer opportunities for ongoing professional development and support programs for teachers' career advancement, as this can boost their enthusiasm and instructional style and eventually improve student learning outcomes.

Keywords: Career Aspiration, Teaching Behavior, Secondary School Teachers (SSTs)

Introduction

The term "career" contains French and Latin etymologies. Goh & Jamal Uddin (2021) provides the simplest definition of it as the business, industrial, or vocational activity that an individual decides to do while attending school, following graduation, or until their death. Bruinsma and Jansen (2010) describe a career as using one's knowledge and abilities to take charge of one's field of work. People chose career planning in order to accomplish their professional objectives, keep informed about new prospects, and obtain timely assessments and outcomes. Even though it is regarded as the start of the hiring process, it is still quite important.

A person's long-term professional objectives, plans, and desires that propel their professional development and advancement are known as career aspirations. It includes the growth and intended outcomes that people pursue during their careers. A person's values, interests, talents, and abilities, as well as outside variables like family, culture, and socioeconomic standing, all have an impact on their career objectives. In order to inspire people to follow their dreams and aim for greatness in their chosen industries, career aspirations are essential. According to research, people who have defined professional goals are more likely to be engaged, content at work, and feel better about themselves overall (Eren & Tezel,, 2010). A person's professional development activities, job search tactics, and career choices can also be influenced by their career ambitions.

A person's professional aspiration is their goal to attain a specific career position, function, or status. This desire is frequently driven by their own values, interests, and motives (Goller et al., 2019). Career aspiration is a future-focused concept that includes a person's professional



objectives, aspirations, and wishes that act as a catalyst for their professional growth and advancement (Macapagal & Ricafort, 2023).

Teaching behavior refers to the behaviors, attitudes, and beliefs that teachers exhibit in the classroom. The learning outcomes, motivation, and general educational experience of pupils are significantly impacted by these practices. Crucial Components of Behavior Education: a respectful and inclusive mindset. educators who cultivate a welcoming, inclusive classroom that honors the individual needs, variety, and culture of every student. Positive classroom management refers to educators who manage classroom dynamics, provide clear expectations, and cultivate a polite and positive atmosphere. Teachers that possess emotional intelligence and empathy are able to relate to children, comprehend their own emotions, and create a safe and supportive learning environment (Hussain et al., 2024).

Teacher's career inspiration refer to the professional ambition, expectations, and goals which a hold regarding their advancement and growth within the teaching profession. Such an aspiration may include desire for professional acknowledgment, leadership role, higher qualification, and greater contribution to the student learning. The relationship between teacher career inspiration and the teacher behavior play a significant role because aspiration serve as a motivational element influencing how teachers perform their roles in the classroom. Those teachers who aspire to professional goal are more likely to demonstrate positive teaching behavior like good lesson planning, active student interaction, conducive and supportive classroom environment. There are many study indicates that motivated and career-oriented teachers tends to demonstrate higher level of instructional effectiveness and commitment that ultimately contributes to enhance student learning outcomes (Richardson & Watt, 2016).

There are many studies have been conducted regarding teaching behavior with linked to professional motivation, student academic achievement, but there are limited studies have been have specifically examined the association between teacher's career aspiration and their teaching behavior. Majority of researchers have emphasis on factors such as teacher's self-efficacy, job satisfaction, and professional growth as determinant of teaching effectiveness. Although the teacher roles regarding long-term career goals and aspiration in shaping their classroom behavior and teaching strategies and professional engagement has received comparatively limited empirical attention in the research area. So, such gap suggests in dire need for further investigation into how teacher's career aspiration associates with teacher's behavior at secondary level (Kılınç & Seymen 2014). Moreover, in developing countries like Pakistan, specifically in the context of public sector school system, research exploring the linkage between the teachers' career aspiration and their teaching behaviour remain scarce. Therefore, there is a need for the context-specific research is required in this regard. Following objectives are made:-

1. To investigate the relationship between the career aspirations of teachers and their teaching behavior at the secondary school level.
2. To find out the association of career aspirations of male and female teachers and their teaching behavior.

Literature Review

Career Aspiration

A career is regarded as the result of a person's life's work. A person's goals for their ideal future career are known as professional objectives. A person's conventions, attitudes, and beliefs shift when they have a career goal. Numerous significant aspects, including a person's family, education, local environment, and social institutions, have an impact on their aspirations. Age,

nationality, etc (Olsen, 2008). Silva and Taveira (2025) define job aspirations as the desire to expand one's career options by going to a four-year, two-year, or vocational school following high school. A person's desire to achieve a specific employment position, function, or status is known as their career aspiration. This desire is frequently motivated by their own values, interests, and goals. According to Gore et al., (2017) Career aspiration is a future-focused concept that includes a person's professional objectives, aspirations, and wishes that act as a catalyst for their professional growth and advancement.

Teaching Behavior

Teaching is a more comprehensive activity in which the teacher guides, supports, and encourages students to behave better in class. In this instance, the student's learning is impacted by the teacher's actions. The teacher develops this teaching approach through experience and training. A variety of pedagogical and psychological strategies are being developed to improve the behavior of these teachers in the classroom. The teacher will have the ideal character since students tend to imitate their actions. D.G. Ryan defines a teacher's conduct as their actions or demeanor while doing their duties, particularly those pertaining to guiding or directing the learning of others (Basree & Malik, 2025). Teaching behavior means the observable action, strategies, and classroom practice which teacher acts in teaching-learning process. It includes how teacher develop lesson plan, deliver knowledge to students, manage classroom activities, and interaction with students. Positive teaching behavior includes the use of student-centered teaching approach in the classroom learning (Klassen & Tze, 2014).

Relationship teachers' career aspiration and teaching behavior

Richardson and Watt (2016) found that teachers with strong professional motivation and career goals tend to indicate high commitment to teaching, invest more effort in lesson preparation, and use student-centered teaching strategies. The result of the study indicates that career aspiration acts as a motivational driver which encourages teachers to enhance their professional competence. Day and Gu (2014) found that teachers who aspire to their professional goal and advancement are more likely to maintain resilience and enthusiasm in their teaching. The finding of their result indicates that teachers with strong career aspiration act positive teaching behavior.

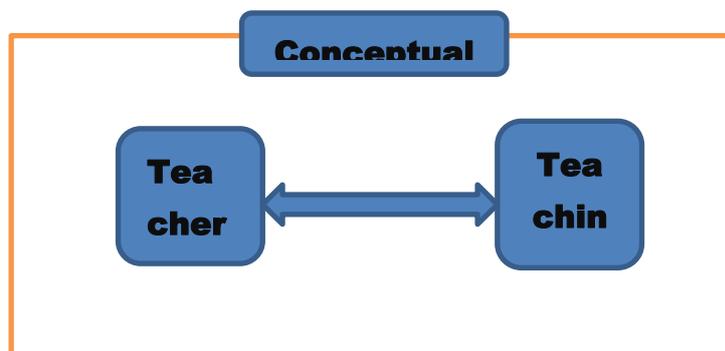


Figure 1: Conceptual Framework

Researcher used a quantitative research methodology in this investigation. A survey research design was used for this investigation. A sample of 165 Secondary School Teachers was selected through stratified sampling method out of 292 SSTs. Krejcie and Morgan (1970) table was used for selection of sample size. Researcher created the self-constructed questionnaire. The questionnaire was created using a 5-point Likert scale. The questionnaire has 37 items in total, divided into two portions. The questionnaire's first section was created to evaluate demographic data. 20 items made up part A, which was used to estimate career aspirations, and 17 questions made up section B, which was used to assess teaching behavior. A rigorous procedure that included seeking expert opinions was used to evaluate the questionnaire's validity. Four reputable education experts assessed the questionnaire rigorously and offered their expert opinions on its content validity. Their knowledge and suggestions enhanced the questionnaire's questions and ensured that they were pertinent and successful in accomplishing the objectives of the study. The experts' views confirm that the study instrument's content validity was adequate. The reliability of the tool was measured by Cronbach's alpha which estimated .837. Pearson Product Correlation was used as inferential statistics.

Results

Table 1

Descriptive Statistics of Career Aspiration and Teaching Behavior (N = 165)

Variable	N	Mean	Std. Deviation
Career Aspiration of Teachers	165	3.82	0.64
Teaching Behavior	165	3.75	0.58

Table 1 indicates the descriptive statistics, which shows that mean score of career aspiration and teaching behavior is 3.82 and 3.75 respectively, which is relatively high that demonstrate that teachers generally possess strong professional goals and demonstrate positive teaching behavior.

Table 2

Correlation between Career Aspiration and Teaching Behavior (N = 165)

Variables	Career Aspiration	Teaching Behavior
Career Aspiration	1	.681**
Teaching Behavior	.68**	1

***p* = .001 < .05**

Table 2 indicates the product moment correlation between the teacher career aspiration and their teaching behavior. The result indicates that there is a positive correlation with $r = .681$ between the teacher's career aspiration and their behavior. The result also shows that a p is equal to $.001 < .05$, which demonstrates that there is significant relationship between teacher career aspiration and their teaching behavior.

Table 3

Correlation between Career Aspiration and Male Teaching Behavior (N = 165)

Variables	Career Aspiration	Teaching Behavior
Career Aspiration	1	.769**
Teaching Behavior	.68**	1

***p* = .000 < .05**

Table 3 indicates the product moment correlation between the male teacher career aspiration and their teaching behavior. The result indicates that there is a positive correlation with $r = .769$

between the teacher's career aspiration and their behavior. The result also shows that a p is equal to $.000 < .05$, which demonstrates that there is significant relationship between male teacher career aspiration and their teaching behavior.

Table 4

Correlation between Career Aspiration and Female Teaching Behavior (N = 165)

Variables	Career Aspiration	Teaching Behavior
Career Aspiration	1	.68**
Teaching Behavior	.68**	1

$p=.0010 < .05$

Table 4 indicates the product moment correlation between the female teacher career aspiration and their teaching behavior. The result indicates that there is a positive correlation with $r=.769$ between the teacher's career aspiration and their behavior. The result also shows that a p is equal to $.000 < .05$, which demonstrates that there is significant relationship between female teacher career aspiration and their teaching behavior.

Discussion

The present study aimed to investigate the relationship between the teacher career aspiration and their teaching behavior at secondary school level. The finding of this study shows that positive and significant relationship between teacher career aspiration and their teaching behavior with R is equal to 0.681. This outcome aligned with the findings of Richardson and Watt (2016) and Bihu and Dachi (2025) who reported that teachers with strong career aspiration tends to adopt innovative teaching strategies, maintain classroom management, and strong interpersonal skills and seek professional development opportunities. In the same way, Day and Gu (2014) supported the finding of the current study, which they highlighted that teachers with clear professional goals show a resilience, reflective practice and high commitment to enhancing their teaching performance. Such studies reinforce the idea that career aspiration demonstrates as a motivational element driving teachers to perform better in the classroom. Moreover, research conducted by Klassen and Tze (2014) and shows that teacher professional ambition are positively correlated with the teaching effectiveness, which including lesson plan, eye communication skill, and maintaining classroom management. Teachers with higher career aspiration are more likely to implement student-centered approach in the classroom and develop conducive learning environment. The same way Zakariya (2020) focuses that motivated and career-oriented teachers significantly influence student academic achievement through their effective teaching behavior.

Conclusion and Recommendation

The study concluded that teachers' career aspiration have positive and significant association with their teaching behavior. Teachers who have strong professional goals and ambition are more likely to act effective instructional practices, engage actively with students, and maintain high standards in the classroom. The study also concluded that both male and female teachers show this relationship, showing that career motivation plays a significant role in shaping teaching effectiveness regardless of gender. As a whole, fostering teachers' career aspiration can improve the education quality and contribute to the better learning outcome for students. The study recommended that school administration may also provide continuous professional development opportunities and support programs for teacher career growth, as this can improve their motivation and teaching behavior, ultimately enhancing student learning outcomes.

Research Implications

The results of this study have important implications for both educational practices and future research. First, this study suggests that teacher career aspiration is a key factor which influences



teaching behavior, highlighting the need for policies and programs which support professional growth and motivation. Secondly, this study provides a foundation for future research to explore how career aspiration, as situated with other factors like teaching experience, school environment, and student academic performance, to influence teaching effectiveness. The future scholar can also investigate the gender-specific differences in teaching behavior in the educational context.

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