

## Primary Teacher's Expectation with their Children to Make Senior Teacher

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### Abstract

*Teacher can have different expectation with their children to make senior in the future. This study aimed to explore primary level teachers' expectation with their children to make secondary level mathematics teachers. A phenomenological study was conducted with primary teachers. Three public schools, one from each of Dhading, Gorkha and Kavrepalanchok district were selected conveniently. Three primary teachers respondents, one from each sample school were selected purposively. A semi-structured interview was the main method of data collection. The thematic analysis showed that primary level teachers have a common motivation of teaching their children mathematics and to make them secondary level mathematics teacher in future due to their bitter experiences of being a junior, the judgment of society toward them and leading their children a worthy life fulfilling their dreams. Further earning through tuition and other extra classes and the prestigious job is the other motivating factor to make their children secondary level mathematics teacher which brings prosperity and happiness in their life and family.*

**Keywords:** Primery teacher, Expectation, Motivation, Public School, Parents, Nepal

### Introduction

Teacher plays a teaching role in school and they are parents too of their children. Teachers have a high expectation with their children. Primary teachers generally feel inferior so that they want to make their children involved in the higher post. As a primary teacher they want to make their children at least a secondary level teacher.

A context of learning parents play an important role in influencing student's mathematics learning. Parents are different cultural, ethnics and professional backgrounds and different societies may influence their children learning activities. One of the reasons for the growing recognition of the importance of parental involvement is that parents are the first teachers of their children. Parents are seen as responsible for providing early socialization activities and building social and intellectual foundations for their children's learning and development. Therefore, the improvement of children's learning experiences cannot be accomplished without building strong relationships between home and school.

Only a limited study has been found that examines the expectations from and engagement of parents in mathematics education. Figuring out this gap in the field, in this study, we aimed to examine the expectations from and engagement of students' parents in mathematics education and their expectation. For this purpose, the following research questions were sought:

In another study which examined 51 studies published between 1995 and 2002, it was concluded that parents' engagement in their children's education was also related to students' achievement (Henderson & Mapp, 2002). Loomans (2014) states, many studies have concluded that there is a strong and positive correlation between parents' engagement and expectations in their children's education and the academic success of the children.

Research has shown that parents who engage in the education of their children contribute not only to high academic achievement but also to positive behavior and emotional development of the children (Cai, 2003). Parents'

engagement in the children's education, which aims to increase the success of children, includes the acquisition of many skills from learning the abilities related with the specific subject to the development of appropriate relationships within the family (Keçeli-Kaysılı, 2008).

Although many different types of parental involvement have been defined in students' education, definitions can be grouped into two categories (Greenwood & Hickman, 1991; Xu et al., 2010): 1) parent engagement in various school activities aimed at strengthening the general school program and 2) assisting the child in school learning tasks at home. Parents' help with learning tasks at home can be interpreted as supporting studies at home.

This research tries to use Vygotsky's Social Development Theory. It argues that social interaction precedes development, conscious and cognition are the end product of socialization and social behavior. This has therefore connection with parental expectation in mathematics learning of their children as it occurs mostly as a social learning activity in the family community.

Why do primary level teachers want to make their children mathematics teacher at the secondary level? And what are the challenges faced by parents to make their children secondary level mathematics teacher? From the above research questions, the general objective is drawn in this paper to explore primary level teachers' expectation on their children to make secondary level mathematics teachers.

Mathematics is a difficult subject for most of the students. Though it is a challenging subject, parents have an attraction towards the subject especially due to the social prestige and extra income. Therefore they like to make their children mathematics teacher.

It is interacting and contradictory while analyzing it. Students do not like the subject but parents penetrate their children to study mathematics subjects. This study is useful to explore this reality. This study is equally useful for curriculum designer, planner and policymaker. This study can be a milestone to do further study.

The present study is based on the long experiences of the researcher. The researcher has dealt with numbers of parents while being the administrator of a college. In the dealing, many parents showed their interest to teach their children either English or mathematics subjects. "Why do parents want to make their son or daughter a mathematics teacher?" was my major query. The answer to this question benefits me in my professional dealing. Moreover, the study supports teacher, textbook writer and course book designer to understand the perception of parents. The study also gives academic insight to the other parents to select the future goal of education and helps to give guidance.

#### Method and Materials

Research methodology also enables the researcher to form "thick descriptions" (Geertz, 1973) sensuous detailing of real-life events occurring in natural settings, portraying in a vivid way so as to leave a strong impact on readers. It also offers the readers a feeling of "verisimilitude" (Webster & Mertova, 2007) and a sense of "being there" (Geertz, 1988).

This is a qualitative and phenomenological study. Primary teachers as parents are respondents purposively selected from public schools out of the valley. Three primary teachers, one from each, were selected from Dhading, Gorkha and Kavrepalanchok district. The background of the respondents are briefly explained as follows:

**R1:** Respondent 1 is a 54 years old male participant. He is an experienced primary level teacher in a public school in a Rural Municipality of Gorkha district. He has been teaching at this level for 21 years.

**R2:** Respondent 2 is a 45 years old male participant. He is an experienced primary level teacher in a public school in a Municipality of Dhading district. He has been teaching at this level for 20 years.

**R3:** Respondent 3 is a 47 years old female participant. She is an experienced primary level teacher in a public school in a Rural Municipality of Kavrepalanchowk district. She has been teaching at this level for 18 years.

A semi-structured interview was the main method of data collection. Interview guidelines were prepared earlier to interview. Thematic network analysis was used to present, or re-present to be more precise, the co-constructed stories. I played an important role in the interview process and became an active presence in the text. Whilst many researchers claim to be objective, I honoured my own subjectivity in this study. Specifically, the data interpretation process consists of three main stages. First of all, the researcher carefully reviewed and coded the interview transcripts, the bunch of codes with common themes were grouped into one and the basic theme was created. Group of basic themes were compiled into organizing themes and group of organizing themes were grouped into a global theme. As a result, three major themes reflecting parents' expectations were identified, including (a) Motivation to mathematics (b) Social prestige and security, and (c) 'Living together in future. Through the process of deconstructing, constructing, and reconstructing the social

meanings in writing mini-stories with reference to the identified themes (Liu & Xu, 2011), and were knitted them into 'story constellations' (Craig, 2007), shedding light on the parental expectations on their children. Lastly, while the data analysis was conducted by the researcher, researcher triangulation was achieved through rigorous discussions and critical challenges with informant's data.

#### Findings and Discussions

##### Motivation to Mathematics

While talking to the respondents of the interview, all of them have a common motivation that their children read mathematics and become a mathematics teacher of secondary level in future. This motivation is an outcome of their bitter experiences of being a mathematics teacher of primary level. The respondent R1 sated his experience as:

*People and society have a perspective of judging a teacher of primary level and secondary level. I have faced many hindrances of being a primary level teacher. I don't want my son to face similar problems.*

Similarly, another respondent R3 mentioned her opinion as:

*I have seen that many mathematics teachers have been involving intuition classes They earn more money than other subject teachers. Besides, mathematics teachers for secondary level in rural areas are not enough in number. So, I would like to have my children to study mathematics at a higher level so that he can get a job easily.*

The respondents also assume that a secondary level mathematics teacher can earn more money and can have a better lifestyle and living standards. A secondary level mathematics teacher can involve himself in tuition classes and other extra classes as well. It brings comfort in his life and can bring happiness to the family. This is clearly stated by the respondent R2 in the interview as:

*My son will earn more money by tuition class and he can lead a happy and prosperous life in future. So, I want him to be a secondary level mathematics teacher.'*

If we look at the above narratives, we can say clearly that the greater motivation of parents to make their children secondary level mathematics teacher for a happy and prosperous life as well as for increasing the living standards. They have seen and have faced many problems in life. They are not well set in their lives and they think that they have not gained much of being a teacher of primary level. They want their children to fulfil their dreams and lead a life worth to live with a smile in their faces.

This study explores that all of the primary teachers have a common motivation that their children read mathematics and become a mathematics teacher of secondary level in future. This motivation is basically an outcome of

their bitter experiences of being a mathematics teacher of primary level for a long time. A study of Ma, X., & MacMillan, R. B. (1999) has shown the same result. Teachers who stayed in the profession longer were less satisfied with their professional role.

They are motivated from the earning viewpoint too as a secondary level mathematics teacher can earn more money through tuition and extra classes and can have a better lifestyle and living standards. It brings comfort in his life and can bring happiness to the family. A similar finding was drawn by Chase, F. S. (1951) that increment in salary and extra income makes the employee more satisfactory.

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### **Social Prestige and Security**

People always sought for prestigious life. Being a mathematics teacher at primary level, my respondents have not experienced much satisfaction in life. They are not happy with what they gain in life. Also, they are not satisfied with the lifestyles they have. This is reflected in the interview with respondent R2, he stated:

*Even my colleagues of secondary level of my own department think differently to me. They don't respect my views and assume that I know less than them. Their perception of my capabilities is always dominating.*

In the same line, respondent R3 mentioned:

*In my opinion mathematics, science and English subject teachers have dominant in the school and society. They are given major roles in the school in comparing to other subject teachers. They are socially prestigious and valued by the students and parents.*

This has triggered a lot for the parents to make their children teacher of higher level. The prestige they get in life after being a secondary level mathematics teacher is charming and praiseworthy. Even society thinks in a more privilege way. That's why the post of secondary level mathematics teacher is more demanding. This view is supported by the statement of Respondent R2:

*My students of higher level don't follow my instructions. If I teach them in an extra class, they always have a doubt in my process. During the exam, they don't obey me as an invigilator.*

This is another interesting point that even students have a different perception of teachers of different level. In fact, all the teachers are the same and the teachers of primary level have made this much capable that they can be upgraded into the higher level. But when they reach the higher level, their perception changes. This hurt my respondent. So, he

desires to make his son a secondary level mathematics teacher when he grows up.

Security comes along with social prestige. A person of prestigious life thinks himself secure in society. Whenever he goes or does anything, he feels secured and confident in every walks of his life. Security eventually brings satisfaction in life. So, the respondents are motivated for this desire to have social prestige as well as social security for their children's lives.

People always sought for prestigious life. Being a mathematics teacher of primary level, they have not experienced much satisfaction in life. They are not happy with what they gain in life. Also, they are not satisfied with the lifestyles they have.

This has triggered a lot for the parents to make their children teacher of higher level. Fujishiro, Xu & Gong, (2010) focuses that occupational prestige is an explicit indicator of the social status afforded by one's occupation. Like them the prestige they get in life after being secondary level mathematics teacher is charming and praiseworthy. Even society thinks in a more privilege way. That's why the post of secondary level mathematics teacher is more demanding. This is another interesting point that even students have a different perception of teachers of different level. In fact, all the teachers are the same and the teachers of primary level have made this much capable that they can be upgraded into the higher level. But when they reach the higher level, their perception changes. This hurt my respondent. So, he desires to make his son a secondary level mathematics teacher when he grows up.

Security comes along with social prestige. A person of prestigious life thinks himself secure in society. Whenever he goes or does anything, he feels secured and confident in every walks of his life. Security eventually brings satisfaction in life. So, the respondents are motivated for this desire to have social prestige as well as social security for their children's lives. In the meta-analysis studies of Fan & Chen (2001), it was found that there was a positive correlation between the academic success of their children and their parents' engagement in education.

### **Living Together in Future**

People when being old day by day they want to live together with the family members. Physically and mentally they want support in every aspect of life from their children in Nepalese culture and society. This is justified by the opinion of the respondents. Respondent R3 explained:

*I don't want my son to go abroad leaving us behind. I want my son to be my support in my old age. ... He can earn good money and a good living if he becomes a secondary level mathematics teacher. After all, what do you need in life? Satisfaction ...*

Similarly, respondent R1 replied:

*I have seen my neighbours who are very old in age. Their both children with families are in Australia.*

Their children sometimes send money to their parents, but cannot support and care to them. They are lacking support and help from family members when they are in need. They remember and cry in the festival time and uncomfortable situations. I do not like to have this condition in my life. I want to live with my children in my old age so that I can get support and care from them. So, I want my children capable, get job, earn enough money and live in the country. For that, I want my children to learn mathematics at a higher level so that they can get a good job.

Respondent R2 also said:

*We need support and care from children in our old age. If our children get a good job in the country, they will live along with us and get support and care at that time. As a primary teacher, I know mathematics is an important subject for higher studies as well as it supports to be a secondary level mathematics teacher which helps to earn money and settle a good life in own country.*

People want to have their children along with them in their old age. Our community thinks son as the support of old age. So, the parents don't want to let their children settle in foreign countries in future. For this purpose, they assume that a secondary level mathematics teacher will not have to face any difficulties so that they have to flee from it. In this regard, it is a very strong desire of the parents to have their children to be with them in the second half of their life. This brings contentment and utmost satisfaction and it can only be fulfilled if their children become a senior teacher.

Parents always think that their child is small and don't know how to handle the ups and downs of life. That's why they want them to be along with them in their full life so that they can monitor and guide their lives in a positive and successful direction. The respondent R3 also expressed her views:

*My son has an accident in his childhood. He has burnt his hand. If he studies well now and become a mathematics teacher of higher level, he doesn't have to go elsewhere, and we can be together.*

This shows that a mother wants to protect, support and guide her son throughout her lifetime as long as possible. For this, becoming a senior level teacher is a good option. It is easy to earn money, have social prestige as well as security. This also makes a justifiable environment for children not to leave their parents for the sake of their future when they are already in a good position in every dimension.

The analysis of Kotlikoff, L. J., & Morris, J. N. (1990) points out that income effects with respect to living arrangements are likely to be family-specific; in some families, increases in the incomes of children or parents will lead them to live apart, in others to live together. In the Nepali context, people want to have their children along with them

in their old age. Our community thinks son as the support of old age. So, the parents don't want to let their children settle in foreign countries in future. For this purpose, they assume that a secondary level mathematics teacher will not have to face any difficulties so that they have to flee from it. In this regard, it is a very strong desire of the parents to have their children to be with them in the second half of their life. This brings contentment and utmost satisfaction and it can only be fulfilled if their children become a senior teacher. Parents always think that their child is small and don't know how to handle the ups and downs of life. That's why they want them to be along with them in their full life so that they can monitor and guide their lives in a positive and successful direction.

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### Conclusion

Primary level teachers have a common motivation of teaching their children mathematics and to make them secondary level mathematics teacher in future due to their bitter experiences of being a junior, a judgment of society and leading their children a worthy life fulfilling their dreams. Further earning through tuition and other extra classes is the next motivating factor which brings prosperity and happiness in their life and family. The secondary level mathematics teacher is socially a prestigious and praiseworthy job. Due to social prestige and security, it is a demanding position. There is very strong desire of the parents to have their children to be with them in the second half of their life to guide their lives successful direction and to get necessary support which is guaranteed by making their children Secondary level teachers as they do not try to search alternative job nor go abroad to work when they are already in a good position in every dimension.

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