

SELF PERCEIVED APTITUDE AND COMMITMENT: A STUDY OF HIGHER EDUCATIONAL INSTITUTIONS IN NCT. DELHI

Ashok Kumar Asthana* Bhawna Bhatnagar**

ABSTRACT:

In a competitive globalized era, higher education institutions need to concentrate on employee aptitude to ensure right performance and delivery. A right aptitude can trigger thrust for development and may ensure holistic development in this competitive world. Teaching community is not merely treated as the factor of production but is important in determining fate of a nation as well as of a race. In national reconstruction too, the teachers play an important role. Teaching and learning are the key drivers of knowledge and innovations and a favourable and positive attitude of a resource person often complements it. Effective teaching results from a teacher's skill at creating both intellectual excitement and positive rapport in students, the kind of emotions and relationships that motivate them to do their best work. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. The effective and productive learning in the higher educational institutions can be efficiently complemented and enhanced with a directed positive attitude of a teacher and finally it shapes the learning desires and their respective outcomes in a desired direction. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. The present research makes an attempt to find out different variables that affects attitude of a teacher in government funded and self financed higher educational institutions and also consider the impact of important variables like gender, payments and emoluments, qualifications etc on the attitude of teachers. The research work also makes an attempt to carry out a comparative study of the work commitments of teachers associated with government aided and self financed higher educational institutions.

Keywords: Self Financed, Government Aided, Attitude, Teachers, Higher Educational Institutions.

INTRODUCTION

Education plays a vital role in India, where it has helped improve the country's economy and plays a vital part in its ongoing development. Originally, technical education in India was provided exclusively by government-operated institutes, but increasing demand for technically qualified personnel led to the establishment of other higher education institutions

In a competitive globalized era, higher education institutions need to concentrate on employee aptitude to ensure right performance and delivery. A right aptitude can trigger thrust for development and may ensure holistic development in this competitive world. Teaching community is not merely treated as the factor of production but is important in determining fate of a nation as well as of a race. In national reconstruction too the teachers play an important role. Teaching

and learning ource person often complements it. Effective teaching results from a teacher's skill at creating both intellectual excitement and positive rapport in students, the kind of emotions and relationships that motivate them to do their best work. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. The effective and productive learning in the higher educational institutions can be efficiently complimented and enhanced with a directed positive attitude of a teacher and finally it shapes the learning desires and their respective outcomes in a desired direction. As teachers have not only the capacity but also the cherished desire to enhance our professional competence.

Organizational/ Work Commitment Commitment is complex and a multi-faceted construct, and can take different forms. Work commitment has

been defined as the relative importance between work and one's self (Loscoco, 1989). Work commitment is seen as a person's adherence to work ethic, commitment to a career/profession, job involvement, and organizational commitment (Morrow, 1993). Individuals can feel committed to an organization, top management, supervisors, or a particular work group. Commitment has been examined with regard to "career, union and profession" (Darolia, Darolia, & Kumari, 2010). Studies showing instances of high work commitment have also proven to highly relate to organizational performance. Organizational/ Work commitment is a mental state or attitude that represents desire, need or obligation to continue working in an organization. In this context, desire means a personal willingness or tendency to continue serving an organization.

They further highlighted the special

* Assistant Professor – NDIM, ** Professor – NDIM

case of (Educational Sector) private university employees. Ruiz B. and Adams S., (2003), have explained about the impact of new methodologies adoption on attitude and hence on teamwork and team effectiveness in Higher Education. Sandhu R., (2015), has explained the impact of type of college, gender, age, teaching experience, emotional intelligence and attitude towards teaching on the job-satisfaction of teacher educators. Saeed R. et al. (2013), have highlighted the effect of manager's attitude, organizational culture, personal problems, job content and financial rewards in the banking sector of Pakistan. Singh J.K. and Jain M., (2013), have explained the meaning of job performance for employees and the factors on which it depends. Their work also highlights the impact of job performance on satisfaction level of employees. Susanty A. and Miradipta R., (2013), has highlighted the relationship between attitude and work/ Performance and the relationship between organizational commitment and work performance separately. Need means one is obliged to continue serving an organization because he or she has already invested in it. Furthermore, obligation denotes the liabilities, responsibilities and duties one has toward an organization. From another perspective, organizational commitment refers to a sense of belonging and attachment to the organization. Therefore, organizational commitment denotes "employee loyalty to the organization and an ongoing process through which the employees express their interest in the organization, its success and its continuous efficiency. According to Moody et al., commitment designates something beyond determined duties. Expressing commitment in practice is essential for performing job tasks especially in key positions. Cook and Wall also presented the three concepts of "loyalty", "sense of identity and identification", and "readiness" for commitment. The success or failure of

an organization is closely related to the effort and motivation of its employees. The motivation of employees is often the product of their commitment towards their job or career. Work commitment is an extremely important topic for organizations to understand. The level to which an employee engages in his or her work (job involvement), commits to and believes in the organization's goals and purpose (organizational commitment), desires to work (work ethic), and commits to a specific career or profession can all have an impact on an organization.

Teachers are the pillars in education and the success of students largely depends on the right aptitude and attitude of teaching staff (Lal R. and Shergil S. S., 2012). Nobody can effectively take his place or influence children in the manner and to the degree it is possible, for him alone to do. The teachers are focal point and play a central role in the education system and are connecting link between students and education system of a nation. The impact of any kind of schedule or programme related to education depends on the effectiveness and productivity of teacher; the two mentioned characteristics are in turn influenced by right aptitude of a teacher.

Teachers should realize their importance in the education system and should carry a right and balanced aptitude towards their profession and should be acting like a change agents. It is the role of teacher educators to prepare future teachers and educational workers to be life-long learners and to create a learning society (Khan M.S. et al., 2014). But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner.

The infrastructure, policies and strategies developed by ministries should supplement the aptitude and attitude amongst teachers working in

government aided and self financed college equally (Jose M.M., 2008). The performance of a teacher could be treated as a dependent variable hovering around, structure, strategy and policy followed, physiological and psychological environment, motivational methods etc followed by organization as a synchronized tool (Ramon R., 2017). Right aptitude is the source to create competitive advantage for the organization and higher educational institutes, hence focus should be given on identification and development of right policies and strategies to nurture, develop and evaluate right aptitude among employees and teachers (John J S., 2016). The employee performance could be treated as a dependent variable hovering around, structure, strategy and policy followed, physiological and psychological environment, motivational methods etc followed by organization as a synchronized tool. In spite of an uneven support system, the teachers should carry a positive attitude towards their profession.

OBJECTIVE OF THE STUDY

- To study the attitude and work commitment of teachers working in higher educational institutions in NCR
- To find out whether there is significant difference in attitude and work commitment of male as compared to female teaching staff or not

HYPOTHESIS OF THE STUDY

There is no significant difference between attitude and work commitment between male and female teachers working in higher educational institutions in NCR.

RESEARCH METHODOLOGY

- Research Design - Exploratory
- Sampling technique – Random
- Sample size – 180 (50 male teachers and 130 female teachers)
- Sampling Unit – Teachers working in higher educational Institutions in NCR

- Data Sources – Primary and Secondary (teachers’ attitude Inventory by S. K Ahluwalia has been used for primary data collection)

SAMPLING DETAILS

Sample Size - The total sample size considered was of 180 respondents,

the bifurcation of which has been mentioned below:

Table: 1 sample size

Sl No.	Nature of College	Number of Male Teacher Respondent	Number of Female Teacher Respondent
1	Government aided	27	63
2	Self Financed	23	67

Table: 2 Sampling Frame

Sl No.	Items	Sampling Technique
1	Selection of the field of Study	Convenience and Judgmental
2	Selection of respondents	Simple Random

Data Collection Sources

Both primary and secondary sources were used for data collection. Secondary data was collected with the help of research papers, journals, websites and other relevant published sources

Table 3: Tool for primary Data Collection

Sl No.	Item	Scale Used
1	Teaching Aptitude	TAT developed by Jai Prakash and R. P. Srivastava

Brief description of TAT developed by Jai Prakash and R. P. Srivastava

The TAT scale to measure teacher’s aptitude was developed by Jai Prakash and R. P. Srivastava and it helps to measure the aptitude of teachers towards teaching profession. This standard scale follows Otis and Smith method to capture and analyze information. The scale is a 10 item scale and under each item 15 sub

categories (Sub – tests) are there. The response is taken with the help of Likert scale. The reliability of the test was calculated by split-half method using Guttman and Spearman-Brown Prophecy formula which yielded the coefficient of correlations as 0.891 and 0.91 respectively.

The scale has following sub areas as sub test

- Cooperative Attitude
- Kindliness
- Patience
- Wide interest
- Fairness
- Moral Character
- Discipline
- Optimism
- Scholarly Taste
- Enthusiasm

DESCRIPTIVE STATISTICS

Group	Mean	Standard Deviation	SED	Calculated ‘t’ value	Degree of freedom	value of ‘t’ at .05 and .01 levels	Significance Level
Male	186.94	31.93	3.56	1.86	333	1.97(.05),	Not significant
Female	180.32	33.41				2.34(.01)	

Variables Considered

- Dependent Variable - A dependent variable is the variable being tested and measured in a scientific experiment. Pertaining to the study is teaching Aptitude is dependent variable.
- Independent Variables – it highlights/ refers the characteristics that are either being observed or controlled by the investigator/ researcher in an attempt to ascertain its comparison to other variable. Pertaining to the study conducted the independent variables is gender

Male Teachers

Attitude Categories	Male Teachers	
	[P25 =171 & P75 =188]	
	No.	
High Attitude	18	
Moderate Attitude	12	
Low Attitude	20	
N	50	

Female Teachers

Attitude Categories	Female Teachers	
	[P25 =166 & P75 =185]	
	No.	
High Attitude	41	
Moderate Attitude	79	
Low Attitude	40	
N	160	

DATA ANALYSIS

Male Teachers

Chart Showing Teaching Aptitude of Male Teachers

Nature of College	N	Mean	S.D.	df	t` value
Government - aided	27	192.47	49.6	48	3.2099**
Self Financed	23	184.31	27.2		
(** Level of Significance @ 0.01)					

In accordance with the above table

- The mean value of Male teachers of Government aided colleges was found to be 192.47
- The mean value of Male teachers of self financed colleges was found to be 184.31
- The S.D. Value of Male teachers of Government aided colleges was found to be 49.6
- The S.D. value of Male teachers of Government aided colleges was found to be 27.2
- Degree of freedom was 48

The calculated values of t is compared to the value which are tabulated values of t and it was found that at 0.01 level of significance the values are significant, therefore the null hypothesis considered is rejected and the alternating hypothesis stating the significant difference in teaching aptitude of male teachers in government aided and self finance colleges tends to be accepted.

After analysis of the data it was also stated that the teaching aptitude of the male teachers is more intense in self financed colleges as compared to the government aided colleges as there is a significant difference in mean and standard deviations.

Chart Showing Component wise teaching Aptitude of Male Teachers

Component	Nature of College	N	Mean	S.D.	df	`t` value
Cooperative Attitude	Government - aided	27	21.63	9.62	48	10.94**
	Self Financed	23	16.26	8.76		
Kindness	Government - aided	27	17.80	8.48	48	6.53**
	Self Financed	23	20.17	8.39		
Patience	Government - aided	27	15.97	11.19	48	1.31
	Self Financed	23	16.81	13.32		
Wide interest	Government - aided	27	20.23	8.53	48	1.53
	Self Financed	23	17.52	8.72		
Fairness	Government - aided	27	22.06	9.31	48	1.81**
	Self Financed	23	22.17	8.46		
Moral Character	Government - aided	27	19.43	9.15	48	6.05**
	Self Financed	23	16.83	6.9		
Discipline	Government - aided	27	18.93	9.71	48	5.21**
	Self Financed	23	16.57	7.17		
Optimism	Government - aided	27	20.23	10.07	48	4.56**
	Self Financed	23	17.96	8.47		
Scholarly Taste	Government - aided	27	16.53	9.35	48	3.25**
	Self Financed	23	18.27	8.46		
Enthusiasm	Government - aided	27	15.67	10.23	48	4.83**
	Self Financed	23	19.38	10.44		

(** Level of Significance @ 0.01)

After analyzing the above table it was found that Male teachers in Self financed colleges are intense in terms of Fairness, cooperative attitude, discipline and optimism as the mean score obtained are higher in above mentioned cases as compared to the male teachers of Government aided colleges. Whereas the male teaching staff of government aided colleges are intense in terms of patience and wide interest component of their teaching aptitude as their mean score are comparative higher in the respective components.

Female Teachers

Chart Showing Teaching Aptitude of Female Teachers

Nature of College	N	Mean	S.D.	df	`t` value
Government - aided	63	175.27	55.26	128	3.905**
Self Financed	67	180.17	36.33		

(** Level of Significance @ 0.01)

In accordance with the above table

- The mean value of female teachers of Government aided colleges was found to be 175.27
- The mean value of female teachers of Self financed colleges was found to be 180.17
- The S.D. Value of female teachers of Government aided colleges was found to be 55.26
- The S.D. value of female teachers of Government aided colleges was found to be 36.33
- Degree of freedom was 128

The calculated values of t is compared to the value which are tabulated values of t and it was found that at 0.01 level of significance the values are significant, therefore the null hypothesis considered is rejected and the alternating hypothesis stating the significant difference in teaching aptitude of female teachers in government aided and self finance colleges tends to be accepted. After analysis of the data it was also stated that the teaching aptitude of the female teachers in more intense in self finance colleges as compared to the government aided college as there is a significant difference in mean and standard deviations.

Chart Showing Component wise teaching Aptitude of Female Teachers

Component	Nature of College	N	Mean	S.D.	df	t` value
Cooperative Attitude	Government - aided	63	17.63	9.62	128	15.94**
	Self Financed	67	14.26	8.76		
Kindness	Government - aided	63	30.80	8.48	128	76.53**
	Self Financed	67	17.17	8.39		
Patience	Government - aided	63	16.97	11.19	128	13.31**
	Self Financed	67	12.81	13.32		
Wide interest	Government - aided	63	28.23	8.53	128	15.53**
	Self Financed	67	12.52	8.72		
Fairness	Government - aided	63	18.06	9.31	128	12.23**
	Self Financed	67	20.17	8.46		
Moral Character	Government - aided	63	17.43	9.15	128	8.25**
	Self Financed	67	19.83	6.9		
Discipline	Government - aided	63	18.93	9.71	128	4.21**
	Self Financed	67	17.57	7.17		
Optimism	Government - aided	63	17.23	10.07	128	1.66**
	Self Financed	67	17.96	8.47		
Scholarly Taste	Government - aided	63	15.53	9.35	128	8.45**
	Self Financed	67	17.27	8.46		
Enthusiasm	Government - aided	63	15.67	10.23	128	12.83**
	Self Financed	67	19.38	10.44		

(** Level of Significance @ 0.01)

After analysis of data it was clarified that in terms of Moral Character, Scholarly Taste, Fairness, Enthusiasm and wide interest component of teaching aptitude the female teachers working in self financed colleges are more intense as their recorded mean scores are high as compared to the female teaching staff of government aided colleges, where as the female teaching staff of government college are more intense in terms of kindness, patience and discipline as the recorded mean is high in these categories as compared to the female teaching staff working in self financed colleges.

FINDINGS

Pertaining to the study conducted it was recorded that the teaching aptitude of Male teachers in Government financed college is significantly higher as compared to their counterparts working in a self financed system and the same aspect was found to be

opposite in case of female teachers. The aptitude of female teachers working in self financed colleges was found to be higher as compared to those female teachers who are working with government aided colleges. In case of male teachers who are working in government aided colleges the aptitude related to moral character, discipline, optimism, cooperation and fairness except kindness, scholarly aspects and enthusiasm are higher and intense as compared to those male teachers who are working with self financed colleges. However with respect to wide interest the aptitude of both, male teachers working in government aided and self financed colleges were similar. The findings also suggest that the teaching aptitude of female teachers in self financed colleges with respect to moral character, scholarly taste, enthusiasm, fairness and wide interest is significantly high as compared to the female teachers of government

aided colleges. However with respect to attributes like Kindness, Cooperation and Discipline the aptitude of female teachers of Government aided colleges are more significant as compared of their counterparts in self financed colleges.

REFERENCES

1. Abhiram S., (2014), "The role of attitude in decision making", "Ideal journal of management and Technology", Pp – 33 - 38
2. Awadh A.M. and Ismail W.K.W., (2012), "The impact of personality traits and employee work related attitude on employee performance with the moderating effect of organizational culture: The case study of Saudi Arabia", "Asian Journal of Business and Management Sciences", Volume – 1, No – 10, ISSN – 2047 – 2528

3. Brusoni M. et al.(2014), "The concept of excellence in higher education", "Occasional papers - AISBL 2014", ISSN 1458-1051", European Association for Quality Assurance in Higher Education AISBL 2014
4. Dave N. and Raval D., (2015), "Review of literature on the study of Job satisfaction of the teachers of higher education institutions", "International Journal of Advance Research in Computer Science and Management Studies", Volume - 3, Issue - 5, ISSN - 2321 - 7782
5. Golmuhammadi M., Ghorbani A. and Feyzi M. (2016), "The effect of job attitude and organizational identity in organizational excellence of employees (Case Study: Staff of department of natural resources and watershed of Arbadil Province)", "International journal of Humanities and cross cultural studies", ISSN – 2356-5926
6. Goleiz N, and Noorbakhsh M. (2014), "The relationship between perceived organizational excellence and organizational support A case study", "Indian Journal of Fundamental and Applied Life Sciences", ISSN: 2231– 6345 (Online)
7. Hettiararchchi H.A.H and Jayarathna S.M.D.Y., (2014), "The effect of employee work related attitude on employee job performance: A study of tertiary and vocational education sector in Sri Lanka", "IOSR journal of Business and management", Volume - 16, Issue - 4, ISSN - 2278 - 487X
8. Jan F. et al., (2015), "The factors affecting the teachers self esteem in Higher Educational institutions", "Journal of research on humanities and social science", Volume - 5, No - 9, ISSN - 2224 – 5766
9. Jose M.M.(2008), "A study of the Impact of Psychological contract on Organizational commitment among Temporary and Permanent Employees in Organizations", "Journal of Contemporary Research in Management", Volume – 3
10. Khan M.S. et al., (2014), "The impact of Multiple factors including the demography upon the college teachers regarding their Job satisfaction", "Journal of Education and Practice", Volume - 5, No - 34, ISSN - 2222- 288X
11. Kessuwan K. and Muenjohn N., (2013), "Employee Satisfaction; Work Related and Personal Factors", "Journal of School of Management, RMIT University", Melbourne
12. Lee C.C. and Chen C.J., (2013), "The relationship between Employee Commitment and Job attitude and its effect on service quality in the tourism industry", "American Journal of Industrial and Business Management", ISSN – 2164- 5175
13. Lal R. and Shergil S. S., (2012), "A comprehensive study of Job Satisfaction and attitude towards education among male and Female Teachers of Degree Colleges", "International Journal of Marketing, Financial Service and Management Research", Volume- 1, No - 1, ISSN - 2277 - 3622
14. Luddy N., (2005), "Job satisfaction amongst employees at a public health institution in the Western Cape", Faculty of management science Publication, University of Cape, South Africa
15. Mishra S., Sharma M., Sharma R.C., Singh A., and Thaur A., (2016), "Development of a scale to measure faculty Attitude towards Open Education Resources", "Open Praxis", Volume - 8, Issue - 1, Pp - 55-89, ISSN - 2304 - 070X
16. Mathur S.M. and Gupta S.K.,(2014), "Outside Factors Influencing Behavior of Employees in Organizations", "International Journal of Information and Education Technology", Vol. 2, No. 1
17. Mohan K. and Gomathi S. (2014), "A study to empowering employees capabilities towards organizational excellence", "Mediterranean Journal of Social Sciences", ISSN 2039-2117 (online), Volume – 5, No – 20
18. Mehmood T., Akhter M. Hussain A. and Azam R (2013), "Attitude of Prospective teachers towards profession: A measure for institutional development", "International Journal of Asian social Science", Volume- 3, NO - 11, ISSN - 2363 - 2374
19. Naefi W.A, (2014), "Assessing Employee Attitudes towards Organizational Commitment and Change: The Case of King Faisal Hospital in Al-Taif Governorate, Kingdom of Saudi Arabia", "Journal of Management and Sustainability", Vol. 4, No. 1, ISSN 1925-4725
20. Punia P., (2012), "Relationship between attitude organization culture and performance of employees in a scientific research organization", "Journal of the Indian Academy of Applied Psychology", Volume 38, No – 3, ISSN – 0019- 4247
21. Qureshi M.I. et al., (2013), "Analysis of various determinants which affect on job performance: (a case study on private and public universities employees of D.I.khan)", "Gomal University Journal of Research", 29(1)
22. Ruiz B. and Adams S., (2003), "Attitude towards teamwork and team effectiveness in Higher Education", Proceedings of 2003 American society of engineering education Annual Conference and Exposition

23. Sandhu R., (2015), "Impact of emotional Intelligence and attitude towards teaching on job satisfaction", "International Journal of Research in Engineering , IT and Social Science", ISSN - 2250- 0588
24. Singh J.K. and Jain M., (2013), "A study of employees job satisfaction and its impact on their performance", "Journal of Indian Research", Volume - 1, No - 4, ISSN - 2321 - 4155
25. Saari L. M. and Judge T.A., (2004), "Employee Attitude and Job Satisfaction", "Human Resource Management Periodicals", Wiley Online, Volume - 43, No – 4
26. Susanty A., Miradipta R. and Jie F. (2013), "Analysis of the effect of attitude towards works, Organizational Commitment and Job satisfaction on employees Job performance", "European Journal of Business and Social Sciences", Vol. 1, No. 10, pp 15-24, ISSN: 2235 -767X
27. Topala I., (2014), "Attitude towards Academic learning and learning satisfaction in Adult students", "Elsevier Procedia-Social and Behavioural sciences", Pp - 227, 234