

A STUDY OF ATTITUDE AND WORK COMMITMENT OF TEACHERS IN GOVERNMENT AIDED AND SELF FINANCED HIGHER EDUCATIONAL INSTITUTIONS IN NCR

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Abstract:

Education is the backbone of any economy and the development of a nation largely depends on knowledge and innovations which in turn depends upon the quality of teaching and teachers. 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 compliments 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. The present research makes an attempt to find out a different variable 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 Institutions, Government Aided Institutions, Attitude, Work Commitment, Teachers, Higher Educational Institutions, etc.

Introduction

"Teaching is a profession" is not as important an issue as important is this that 'teachers are professionals'. Maximum problems related to teaching-learning can be handled safely without giving too much financial inputs, if our teachers possess a healthy professional attitude and positive work commitment. In India, teaching covers the third largest work force; thus a large number of people enter this profession. Lack of professional attitude and low work commitment among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be responsible and more accountable to the needs and conditions of service. It is lack of professional attitude among us that is why continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance.

It is teaching through which good and progressive social environment can be created and improved. It may be concluded that all teachers have positive and healthy attitude for their profession. The infrastructure, policies and strategies of Government should enable right attitude and job performance and attitude amongst teachers working in government aided and self financed institutions equally (Jose M.M., 2008). The performance of a teacher could depend on structure, strategy and policy followed physiological and psychological environment, motivational methods, etc. followed by the organization as a synchronized tool (Ramon R., 2017). There are indications that teacher's attitudes have a positive relation with success in teaching. If the teachers are well trained, motivated and committed to their professional learning will be enhanced. One's behaviour, to a great extent, depends upon one's attitude

toward the things idea, person or object, in this environment. An attitude is a hypothetical construct to represent an individual's like or dislike for an item. Attitude a powerful resource of human motivation - is capable out the pattern of life as well as success and happiness. Attitude is a great driving force in achieving goals. The importance of attitude in the life of an individual is universally acknowledged. The teacher who is committed to the profession may never complain of the workload or the number of extra hours she has to dedicate in her teaching irrespective of the fact she is paid according to the pay scale or not. 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. A committed teacher

should be able to cope with the latest teaching techniques, methods and other audio visual materials for enhancing learning. All these depend on the efficiency and competency of a dedicated and committed teacher. If the teacher will not have a positive attitude and proper work commitment then they will not go to school on time and do proper evaluation of the students, as they are not planned to do their work on time. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow being.

Significance of the Research

This research will thus help policy makers to frame better policies such as good pay scale, training system, good opportunities for teachers and only by using the senior teacher's experience. The teachers themselves would be able to understand what the various things are and how they are handling the various systems. The society will develop sympathetic and positive attitude towards the teachers. They will be able to understand the teacher's physical and significant needs.

Objectives

The main objectives in context to present research work are as following:

- To study the attitude of teachers working in government aided and self financed higher educational institution in NCR with reference to variables gender, education qualifications and salary.
- To study the work commitment of teachers working in government aided and self financed higher educational institution in NCR with reference to variables gender, education qualifications and salary.

Hypotheses

- HO1 - There is no significant difference in the attitude of teachers working in government aided and self financed higher educational institution in NCR in reference to gender.
- HO2 - There is no significant difference in the attitude of teachers working in government aided and self financed higher educational institution in NCR in context to teachers training.
- HO3 - There is no significant difference in the attitude of teachers working in government aided and self financed higher educational institution in NCR in context to payment.
- HO4 - There is no significant difference in the work

commitment of teachers working in government aided and self financed higher educational institution in NCR in reference to gender.

- HO5 - There is no significant difference in the work commitment of teachers working in government aided and self financed higher educational institution in NCR in context to teachers training.
- HO6 - There is no significant difference in the work commitment of teachers working in government aided and self financed higher educational institution in NCR in context to payment.

Limitations

Following are some important limitations of the research

- The area considered narrow hence there would be a difficulty in generalizing the results to other parts of the nation.
- Consideration of more variables would definitely increase the quality of research further here only a few variables are considered.
- Sample of Teachers was drawn from the University affiliated degree colleges and, not from any other higher educational institutions like Universities or autonomous institutions.

Findings and Analysis

Table 1: Difference in attitude of teachers in Government aided and self financed higher educational institutions

Gender	N	Mean	SD	t (Stat.)	t (Tab.)	Sig. @ 0.05 Level
Male	360	192.25	13.01	1.06	1.87	NS
Female	60	189.12	20.12			
Total	420					

Interpretation: From the inferential table presented above it is evident that the statistical calculated value of t is less

as compared to the tabulated value of t, hence the null hypothesis which has been considered is accepted and it has been established that there exists no

significant difference in the teachers' attitude towards teaching profession on the basis of gender in aided and unaided schools.

Table 2: Difference in attitude of teachers in Government aided and self financed higher educational institutions in relation to academics (Whether they are trained or not)

Gender	N	Mean	SD	t (Stat.)	t (Tab.)	Sig. @
Trained	250	192.25	16.01	0.71	1.67	
Untrained	170	195.12	12.17			
Total	420					

Interpretation:

From the inferential table presented above it is evident that the statistical calculated value of t (0.71) is less as compared to the tabulated value of t (1.67), hence the null hypothesis which has been considered is accepted and it has been established that there exists no significant difference in the teachers' attitude towards teaching profession on

the basis of their qualification related to formal teacher training in government aided and self financed schools. Since the government has a basic norm of appointing only qualified teachers in aided schools, majority of the untrained teachers are found only in self financed higher educational institutions. Hence the comparison has to be made between

the trained and untrained teachers in government aided and self financed higher educational institutions. Hence the hypothesis that there is no significant difference in the attitude of teachers working in government aided and self financed higher educational institutions with reference to academic qualification has been accepted.

Table 3: Difference in attitude of teachers in Government aided and self financed higher educational institutions in relation to pay scale (one-way ANOVA)

	N	df	SD	F (value)	P (Value)	F (tab)	Sig. @ 0.05 Level
Between Groups	6126.75	2	3063.375	13.59	6.67	2.89	S
Within Groups	91000.25	417	218.22				
Total	97127.00	419					

Interpretation:

From the above table it is seen that the F value (13.59) is higher than the tabular value of F (2.89) at 0.05 level of significance. Therefore the null hypothesis has been rejected. It is observed that there exists a significant

difference in the teacher's attitude towards teaching profession between teachers having different pay scales in government aided and self financed higher educational institutions. Hence the null hypothesis that there is no

significant difference in the attitude of teachers working in government aided and self financed higher educational institutions with reference to pay scale has been rejected.

Table 4: Difference in work commitment of teachers in Government aided and self financed higher educational institutions

Gender	N	Mean	SD	t (Stat.)	t (Tab.)	Sig. @ 0.05 Level
Male	360	192.25	22.01	1.46	1.93	NS
Female	60	189.12	27.12			
Total	420					

Interpretation:

From the above table it is seen that the calculated t value is less than the table

value of t at 0.05 level of significance. Therefore the null hypothesis has been accepted. It is observed that there exists no significant difference in the teachers'

work commitment towards teaching profession on the basis of gender in government aided and self financed higher educational institutions.

Table 5: Difference in work commitment of teachers in Government aided and self financed higher educational institutions in relation to academics (Whether trained or not)

Gender	N	Mean	SD	t (Stat.)	t (Tab.)	Sig. @ 0.05 Level
Trained	250	185.35	25.01	0.19	1.87	NS
Untrained	170	185.12	16.17			
Total	420					

Interpretation:

From the above table it is seen that the calculated t value is less than the table value of t at 0.05 level of significance. Therefore the null hypothesis has been accepted. It is observed that there exists

no significant difference in the teachers' work commitment towards teaching profession between trained and untrained teachers in government aided and self financed higher educational institutions. It is to be mentioned that

there are no untrained teachers in the aided schools as the government does not allow appointing untrained teachers as per norms.

Table 6: Difference in work commitment of teachers in Government aided and self financed higher educational institutions in relation to pay scale (one-way ANOVA)

	N	df	SD	F (value)	P (Value)	F (tab)	Sig. @ 0.05 Level
Between Groups	11081.4	2	5540.7	12.39	2.67	3.01	S
Within Groups	172537.6	417	413.759				
Total	183619.00	419					

Interpretation:

From the above table, it is seen that the F value (12.39) is more than the table value of F (3.01) at 0.05 level of significance. Therefore the null hypothesis has been rejected. It is observed that there exists a significant difference in the teachers' work commitment towards teaching profession between teachers drawing different pay scale in government aided and self financed higher educational institutions. Hence the hypothesis that there is no significant difference in the work commitment of teachers working in government aided and self financed higher educational institutions with reference to pay scale has been rejected.

Conclusion

Teachers should be given right to oppose any attempt to subject their group to puritanical standards. Competent young men and women will not enter teaching unless they can live normal lives which are free from undue censorship. On the other hand, teachers must recognize that they are in the public eye and therefore must meet accepted standards of conduct. There should not be any politicization, castism, reservation and corruption in the educational system so as to maintain the standards of the education system. From the research conducted the following points have been concluded:

- There is no difference in the attitude of teachers in government aided and self

financed higher educational institutions with reference to gender.

- There is no significant difference in the attitude of teachers in government aided and self financed higher educational institutions with reference to academic qualification.
- There is significant difference in the attitude of teachers in government aided and self financed higher educational institutions with reference to pay scale.
- There is no difference in the work commitment of teachers in government aided and self financed higher educational institutions with reference to gender.
- There is no significant difference in the work commitment of teachers in government aided and self financed higher educational institutions with reference to academic qualification.
- There is significant difference in the work commitment of teachers in government aided and self financed higher educational institutions with reference to pay scale.

Recommendations

On the basis of research undertaken following recommendations could be forwarded:

- Teachers are to be guided and counselled so as to be aware of their duties and working conditions for perfect adjustment thus helping them to build a positive attitude towards the teaching profession.
- To increase the work commitment, the authorities need to elaborate their roles and provide guidelines for proper work. This is also necessary for stopping the exploitation of teachers. Teachers should be involved in the decision making process related to education and teaching including drafting of the curriculum.

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