

Impact of Attitude on Job Performance of Teachers in NCR

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Abstract

Higher education in India is a conglomerate structure and is included in largest educational systems of the world and within a short span of time it will overpass the higher education system of top most economies like china and Unites States to become the leading and largest education system of the world. This sector is a collection of intellection section of the society having creative mind and approach toward education, skills and development; hence to identify and study the attitude of employees (especially teaching community) in such dynamic environment is challenging. To calculate the impact of attitude/ components of attitude on job performance is even more challenging The paper attempts to identify the relationship between attitude and job performance of male and female teachers working in higher educational institutions in NCR and also attempts to calculate the impact of components of attitude on job performance separately. In addition, the paper also attempts to find out the relationship of age, experience and qualification on attitude of teachers.

Keywords- Attitude, Job Performance, Cognitive, Affective, Behavioural, teachers.

Introduction

Education is the backbone of development of any nation. The growth, development flexibility and adaptation of a nation and its citizens largely depend upon the intellectual growth and conditioning. The quality of education shared effects the intensity and direction of advancement of a nation and their respective citizens. It is a pivotal fact that education facilitates and compliments change and brings about a calculative change in behavior, attitude, feelings, action and thinking and makes us able to understand and imbibe the internal and external happenings and occurrences.

Indian culture and system regards teaches great even as compared to the god and statute them as a change agent that removes darkness and imparts enlightens through imparting knowledge. To facilitate quality teaching good teachers are needed, out of all factors in teaching and education, teachers are most important. The psychological qualities of a teacher including attitude is having a great influence on the attribute, characteristics and delivery of the teacher and are considered to be important factors affecting job performance. A good teacher having a poor attitude cannot stimulate teaching and learning environment and environment of trust hence a proper way and a deep insight into, a systematic investigation pertaining to attitude of employees (Teaching Staff) is required and how their attitude is affecting job performance in education sector (higher education) should also be concentrated. Therefore it is important to examine the

intensity of inter – relationship between attitude and job performance in both government funded and self-financed higher educational institutions.

Need of the Study

A good and knowledgeable teacher would be failing in his duties of teaching, delivery, guiding and motivating the students, if he carries a poor or negative attitude. The need of the hour is requirement of good and quality teachers who meet the requirements at students, social, economic, national and international levels. To compete with the teaching standards of rest of the world in addition to other requirements our intellectual capitals have to be psychological positive and should carry a good and favourable attitude. Therefore it is important to know the relationship between attitude and respective job performance of male and female teachers working in higher education institutions. It is also important to calculate the impact of age experience and qualification of a teacher on their respective attitude so as to know how these factors are impacting attitude of a teacher.

Significance of the Study

Present era in education is rightly related to the structural and policy reforms wherein the quality of teaching and selection of right teachers acquire an important place, therefore it is at most important to determine the right teacher having right attitude to facilitate stimulating teaching and learning environment at the institution.

The study is important and significant form point of view of knowledge addition, policy formation and further research. This study will help me as well as others to understand the concepts and dimensions of attitude and job performance. The study will also assist the other fellow researcher who wishes to study the same field. Most importantly the management and board members of colleges, universities and higher education institutes may get important information and insight which they can use in strategic formulation to achieve satisfaction, structural, ethical and business excellence

Objectives of the Study

- To study the impact of cognitive, behavioural and affective attitude on teachers' job performance in higher education institutions in NCR.
- To study the relationship between age, qualification and experience on attitude of teachers in higher educational institutions in NCR

Hypothesis

- H₀₁ – There is no impact of cognitive, behavioural and affective attitude on teacher's job performance in higher educational institutions
- H₀₂ – There is no significant relationship of age, qualification and experience on attitude of teachers in higher educational institutions

Research Methodology

For the present study following research methodology has been considered

- Research design – Mixture of both Empirical and Descriptive Research
- Sample Size – 400 respondents
- Sampling Technique – Random and Judgmental Sampling
- Sampling Unit – Both Male and Female teacher respondents (Working in Government funded and Self-financed higher educational institutions in Delhi/ NCR)
- Data Sources – Both primary and secondary sources were used
- Questionnaire –For the purpose of collecting primary data self-administered questionnaire was used.
(Note – For measuring attitude the questionnaire was adoption of “Teachers Inventory Scale” developed by Dr. S. P. Ahluwalia. Only the broad parameters of Ahluwalia`s scale were adopted P

Discussion

It is a well-established universal fact that the role of teacher is pivotal in making teaching interesting, stimulating and effective. Teachers are believed to be the facilitators and creators of a learning society that leads to a self-sustaining and sustainable future. The role of a teacher in shaping the career of individuals, society and economy cannot be undermined and therefore the teachers acquire the topmost position in the educational hierarchy. The education sector in India has witnessed major thrust in terms of policy implementation wherein training has become integral part of teaching in higher education segment. The integrated approach to teaching in higher education segment, infrastructure development, and democratic governance is gaining importance and concentration and has also resulted into the cultural, ethical and value addition and has also contributed to the positive economic growth of the nation. All together the future of higher education is very bright and progressive in India.

India holds a distinguished place in educational sector in the whole world and in current scenario the higher educational standards has reached substantially to a place where we can easily compare it with the standard that are being followed in western nations, though still scope of improvements are there. The make-up of Indian education sector especially the higher education sector is characterized by mushrooming of such kind of institutions even not complies with the standards. Currently there are more than 39000 colleges and more than 900 universities operating in India having an annual enrollment of more than 36 million students and that is expected to increase in the next financial year. Education industry in India is one of the favourite hot spot for financial investments and in recent past this industry has witnessed some of the major investment spots both from government and private players, even the Ministry of HRD is having plans to raise a substantial amount in financial year 2020 – 21 to support this sector and for improvement of the quality.

A favourable and good attitude not only helps the teacher in acquiring proficiency and job satisfaction rather it would also complement the teaching, learning and delivery environment of the institution. Most recently

government has also pointed out the failing standards of education and research in India and has treated this as one of the major cause of concern. Along with all other responsible reasons be it the infrastructure, delivery, quality of student and teachers, quality of research etc. one reason could be the unfavourable attitude of teachers. Therefore it is really important to study the interrelationship between attitude and job performance of a teacher also the same relationship have to be studied in government and self-funded set up to discover whether the trends remain same or it differs according to the setups.

Statistical Analysis of the Data

Correlation between Cognitive , Affective and behavioural attitude and Job Performance

Descriptive Statistics			
	Mean	Std. Deviation	N
Job Performance	104.0025	11.71775	400
Cognitive Component	52.0600	5.53018	400
Behavioural Component	42.8600	5.22721	400
Affective Attitude	38.5950	3.79169	400

Correlations

		Job Performance	Cognitive Component	Behavioural Component	Affective Attitude
Pearson Correlation	Job Performance	1.000	.295	.319	.260
	Cognitive Component	.295	1.000	.558	.191
	Behavioural Component	.319	.558	1.000	.521
	Affective Attitude	.260	.191	.521	1.000
Sig. (1-tailed)	Job Performance	.	.000	.000	.000
	Cognitive Component	.000	.	.000	.000
	Behavioural Component	.000	.000	.	.000
	Affective Attitude	.000	.000	.000	.
N	Job Performance	400	400	400	400
	Cognitive Component	400	400	400	400
	Behavioural Component	400	400	400	400
	Affective Attitude	400	400	400	400

Interpretation –From the above correlation table it is very clear that a positive correlation is observed between Behavioural, affective and cognitive component and out of all the intensity of behavioural component is more as compared to the other two. Here, it is also evident that the value of p is less than 0.05 that the above finding is statistically significant.

Reason behind more intense impact of behavioural attitude on Job performance

It includes an individual's overt action against environmental stimuli. It leads to individual behavior/ actions. Behavioural Component helps a person to successfully interact with others and because of the interaction he may influence others positively. Behaviour component of attitude impacts more the social exchange. Behavioural Component of helps a person to cooperate with other stakeholders and may result to gain outcomes that he as an individual could not attain on his own.

Behavioural component of attitude facilitates exchange thoughts ideas and information and may result into an increased expectation and in order to defend expectation a person gives more concentration to his job and his job performance subsequently improves.

The behavioral component reflects how the attitude affects the way we act or behave. It reflects the intention of an individual in short run or long run whereas the cognitive component is based on the information or knowledge, and the affective component is based on the feelings therefore the probability of impact of behavioural component is more as compared to the other 2 components.

Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.319 ^a	.102	.099	11.12030	.102	45.025	1	398	.000
2	.349 ^b	.122	.117	11.00942	.020	9.058	1	397	.003
3	.373 ^c	.139	.132	10.91476	.017	7.915	1	396	.005

a. Predictors: (Constant), Behavioural Component

b. Predictors: (Constant), Behavioural Component, Cognitive Component

c. Predictors: (Constant), Behavioural Component, Cognitive Component, Affective Attitude

d. Dependent Variable: Job Performance



Correlation between Attitude and Job Performance

Correlations

		Job Performance	Attitude
Job Performance	Pearson Correlation	1	.394**
	Sig. (2-tailed)		.000
	N	400	400
Attitude	Pearson Correlation	.394**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: It is evident from the above bivariate correlation table that there is a positive correlation (0.394) between Attitude and Job performance of teachers working in higher educational institutions in NCR and the above result is also statistical significant.

(a) Correlation between Age and Attitude of respondents

Correlations			
		AGE	Job Performance
AGE	Pearson Correlation	1	.133**
	Sig. (2-tailed)		.008
	N	400	400
Job Performance	Pearson Correlation	.133**	1
	Sig. (2-tailed)	.008	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation- It is evident from the above bivariate correlation table that there is a positive correlation (0.133) between age and job performance of teachers working in higher education institutions.

(b) Correlation between Experience and Attitude of respondents

Correlations			
		EXPERIENCE	Attitude
EXPERIENCE	Pearson Correlation	1	.173**
	Sig. (2-tailed)		.001
	N	400	400
Attitude	Pearson Correlation	.173**	1
	Sig. (2-tailed)	.001	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation – It is evident from the above shown bivariate correlation table that there is a positive correlation (0.173) between experience and attitude of teachers working in higher educational Institutions.

(c) Correlation between Qualifications and Attitude of respondents

Correlations			
		Attitude	QUALIFICATIONS
Attitude	Pearson Correlation	1	.161**
	Sig. (2-tailed)		.001
	N	400	400
QUALIFICATIONS	Pearson Correlation	.161**	1
	Sig. (2-tailed)	.001	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation – It is evident from the above bivariate correlation table that there is a positive correlation between qualification and attitude of teaching staff working in higher educational Institutions.

Findings

- Cognitive attitude, affective attitude and behavioural attitude impacts the teacher's job performance in higher educational institutions , Positive Correlation is observed between Independent and Dependent Variable
- Out of Cognitive, Behavioural and Affective Components of Attitude, Behavioural Attitude of teachers impacts their Job Performance more as compared to that of Cognitive and Affective aspects.
- There is a positive Correlation between Qualifications and Attitude.
- There is a positive correlation between Experience and attitude
- There is a positive Correlation between Age and Job Performance

Conclusions

Quality teachers gives due importance to all the attributes that adds and facilitated teaching and learning process. Attitude plays a pivotal role in shaping and facilitating their job performance. Teachers carrying positive attitude towards their profession, students, teaching and learning environment are hardworking, good researchers, out of the box thinker, self-controlled motivators and a source of inspiration for others to follow. The inter-relation between age experience and qualification of teachers on their respective attitude paves the way for policy formation while recruitment and selection and other aspects. A judicious interplay between age , qualifications and experience wan give a meaningful direction to the higher education sector in India.

Recommendations

Following are the ways with the help of that management of the Institution can Improve attitude of Teachers

- By adopting UGC/ AICTE recommendations/ guidelines
- By reducing scalar chain in the institutions
- By providing opportunities to develop and diversify through organizing seminars, training programmes, workshops etc
- By improving work culture through participative management
- By upgrading the system of teaching and record keeping
- Through inducing group celebrations
- Through standardizing the physical work environment
- Through conducting self-satisfaction survey and open interview programme

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