

---

---

# A Comparative Study of Teaching Aptitude among Teachers of Government aided and Self Financed Colleges in NCR



Ashok Kumar Asthana<sup>1</sup>



O R S Rao<sup>2</sup>

*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. 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. The teacher's performance also depends on structure, strategy and policy followed, physiological and psychological environment, motivational methods etc followed by organization as a synchronized tool. The objective of this article is to compare the teaching aptitude of teachers working in Government aided and self financed institutions and also to highlight the components of teaching aptitude for male and female teachers. For this purpose, a Teaching Aptitude Test survey was conducted among the male and female teachers separately in Government aided and self financed University affiliated colleges in National Capital Region, India. An analysis of the results showed that the mean aptitude rating is higher among male teachers than female teachers. Besides, male teachers in Government aided colleges have better aptitude than those in Self-Financed colleges and Vice Versa in the case of female teachers. It was also found that scores in individual Aptitude Components are also different for male and female teachers.*

*Keywords: Aptitude, Teaching, Teachers, Colleges, Government aided, Self Financed, Institutions, Attitude, Cooperation, Optimism.*

---

## Introduction :

Teaching Aptitude can be defined as a condition or set of characteristics possessed by an individual, indicative of the ability to grasp not only the subject matter but also the aims and processes of education (Dave N. and Raval D., 2015). It predicts a person's ability to explain difficult points and clarify obscurities. 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 (Jan F. et al., 2015). 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, which 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 their roles effectively only if their own education is better and is imparted in a proper manner.

The infrastructure, policies and strategies of Government should enable right aptitude 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). 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. Despite

of an uneven support system the teachers the teachers should carry a positive attitude towards their profession. The active involvement of teachers/ faculty members in higher educational institute highlights their respective interest towards teaching and learning. A positive aptitude of a teacher will create a positive thrust and spark new energy in the learning environment and further will make learning, a stimulating and fun filled activity. Every individual is having an independent point of view and aptitude towards teaching and learning that influence the action orientation and behavior of the teacher with respect to the task. The working environment, policy and actual working scenario of government aided and self financed college are different especially in the national capital territory of Delhi and it is often complimented by the unparallel aptitude of male and female teachers.

#### Objectives of the Study

Following are the important objectives of the research

- To compare teaching aptitude of male teachers working in government aided and self financed colleges in NCR.
- To compare teaching aptitude of female teachers working in government aided and self financed colleges in NCR.

#### Hypotheses

H<sub>01</sub>- There is no significant difference in teaching aptitude of male teachers working in government aided and self financed colleges in NCR.

H<sub>A1</sub>- There is significant difference in teaching aptitude of male teachers working in government aided and self financed colleges in NCR

H<sub>02</sub>- There is no significant difference in teaching aptitude of female teachers working in government aided and self financed colleges in NCR.

H<sub>A2</sub>- There is significant difference in teaching aptitude of female teachers working in government aided and self financed colleges in NCR

#### Sampling Details

Sample Size - The total sample size considered was of 180 respondents, the bifurcation of which has been mentioned below:

Sl No.	Nature of College	Number of Male Teacher Respondents	Number of Female Teacher Respondent	Total
1	Government aided	27	63	90
2	Self Financed	23	67	90
	<b>Total</b>	<b>50</b>	<b>130</b>	<b>180</b>

Table - 1 – Break up of Respondents

#### 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

#### 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 Teaching Aptitude Test (TAT) (Kanti, K.S., 2013) 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 (Kant, R. , 2012).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 was captured on Likert Scale. The reliability of the data 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

#### 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

#### Data Analysis

##### 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)

Table - 2 : Teaching Aptitude of Male Teachers

- In accordance with the above table.
- The mean value of Male teachers of Government aided college was found to be 192.47
- The mean value of Male teachers of self financed college was found to be 184.31
- The S.D. Value of Male teachers of Government aided college was found to be 49.6
- The S.D. value of Male teachers of Government aided college 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 college tends to be accepted.

After analysis of the data it was also found that the teaching aptitude of the male teachers in more intense in a self financed college as compared to a government aided college 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		
Kindliness	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)

Table No. 3 Component wise teaching Aptitude of Male Teachers

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 college 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

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)

Table No 4 - Teaching Aptitude of Female Teachers

In accordance with the above table :

- The mean value of female teachers of Government aided college was found to be 175.27.
- The mean value of female teachers of self financed college was found to be 180.17.
- The S.D. Value of female teachers of Government aided college was found to be 55.26.
- The S.D. value of female teachers of Government aided college 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 college 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 college 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		
Kindliness	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)

Table No - 5 Component wise teaching Aptitude of Female Teachers

After analysis of data, it was found 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 college, where as the female teaching staff of government college are more intense in terms of Kindness, patience and discipline as the recorded mean in high in these categories as

---

---

compared to the female teaching staff working in self financed colleges.

#### Findings

Pertaining to the study conducted it was found that the teaching aptitude of Male teachers in Government financed colleges is significantly higher, compared to their counterparts working in self financed system. Vice Versa was found in case of female teachers. In case of male teachers working in government aided college, components of attitude that scored better than those working in self-financed colleges include: moral character, discipline, optimism, cooperation and fairness. However, they scored less than self-financed colleges with regard to kindness, scholarly aspects and enthusiasm. With respect to wild interest, there is no significant difference.

In the case of female teachers in self financed colleges, moral character, scholarly taste, enthusiasm, fairness and wild interest is significantly higher, compared to those in 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.

On the basis of the study, following conclusions could be drawn:

- There is significant difference in teaching aptitude of male teachers working in government aided and self financed colleges in NCR.
- There is significant difference in teaching aptitude of female teachers working in government aided and self financed colleges in NCR.
- The teaching aptitude of the male teachers is more intense in self financed college as compared to government aided college mostly due to awareness, flair and competition to survive.
- The teaching aptitude of the female teachers is more intense in self financed college as compared to the government aided college mostly due to their intensified scholarly taste, ability to learn and clarity.

#### Limitations of the Research

- The area considered was NCR only; hence the results and findings may vary in other regions.
- The only variable considered for the present study was Teaching Aptitude of teachers, though active consideration of other variables might add value to the work.
- Sample of Teachers was drawn from the University affiliated degree colleges and, not from any other higher educational institutions like Universities or autonomous institutions.
- There was a significant bias in the sample size in favour of female teachers.

#### Conclusions

Teaching is not only a profession to earn livelihood rather it is a way to attain perfection. The fate of a nation and society largely depends on teaching and to make it sustainable and more effective the teachers have to play a significant role. Teaching is a dynamic process which needs to be improved according to the changing needs and demand of society and students and to improve the quality of teachers an updated and rigorous aptitude is required with all other necessary ingredients like knowledge, intelligence and communication. With a positive aptitude the teachers can transform a learning process into sustainable learning and finally can strengthen the framework of the society. Though teaching aptitude is affected by a lot of factors but values, beliefs and attitude shapes it up. The teaching aptitude of male and female teaching staff is required as a teacher having a right aptitude can adopt a right methodology and can shape the future of nation. Furthermore male teaching staffs working in Self Financed Colleges are more intense in terms of Fairness, cooperative attitude, Discipline and Optimism components whereas in Government aided Colleges male teachers are more intense in terms of patience and wide interest. Female teaching staffs working in Self Financed Colleges are more intense (as their horizon to learn, enthusiasm towards teaching and learning, scholarly taste and cooperative attitude is intense) in terms of Moral Character, Scholarly Taste, Fairness, Enthusiasm and wide interest whereas Female teaching staffs working in Government aided Colleges are more intense in terms of Kindness, patience and discipline.

#### References:

- Aka U.A. and Amodu A.A. (2016), "Effect of employee commitment on organization performance in the banking Industry: An evidence from first bank Enugu zonal offices", "Scholarly Journal of Business Administration", pp – 145 – 149.
- Abhiram S., (2014), "The role of aptitude in decision making", "Ideal journal of management and Technology", Pp – 33 – 38.
- Awadh A.M. and Ismail W.K.W., (2012), "The impact of personality traits and employee work related aptitude 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.
- Brusoni M. et al. (2014), "The concept of excellence in higher education", "Occasional papers - AISBL 2014", European Association for Quality Assurance in Higher Education AISBL 2014.
- 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.

- 
- 
- 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.
  - 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).
  - Hettiararchchi H.A.H and Jayarathna S.M.D.Y., (2014), " The effect of employee work related aptitude 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.
  - 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.
  - Jose M.M.(2008), "A study of the Impact of Psychological contract on Organizational commitment among Temporary and Permanent teachers in Degree college", "Journal of Contemporary Research in Management", Volume – 3.
  - Kanti, K.S. (2013). A study of the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers. International Journal of Education and Psychological Research (IJEPR), 29(4), 95-98.
  - Kant, R. (2012). A study of teaching aptitude and responsibility feeling of secondary school teachers in relation to their sex and locale. Academic Research International, 1(2), 254-259.
  - 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.
  - Kessuwan K. and Muenjohn N., (2013), "Employee Satisfaction; Work Related and Personal Factors", "Journal of School of Management, RMIT University", Melbourne.
  - 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.
  - Lal R. and Shergil S. S., (2012), "A comprehensive study of Job Satisfaction and aptitude towards education among male and Female Teachers of Degree Colleges", "International Journal of Marketing, Financial Service and Management Research" , Volume- 1, No – 1.
  - 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.
  - Mishra S., Sharma M., Sharma R.C., Singh A., and Thaur A., (2016), " Development of a scale to measure faculty aptitude towards Open Education Resources", "Open Praxis", Volume - 8, Issue - 1, Pp - 55- 89.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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).
  - 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.