

Impact of Attitude on Job Performance of Teachers in Higher Educational Institutions

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By

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INTRODUCTION

1.1 Introduction

The growth and development of a nation and its citizens largely depend upon the intellectual growth and conditioning. Education is the most powerful tool that shapes intellectual growth and conditioning and helps an individual, society to determine vision, mission and structure. Society is witnessing both formal and informal system of education in which teachers are playing a pivotal role. The psychological qualities of a teacher (including attitude) influences the attribute, characteristics and delivery and are considered to be the most important factors affecting job performance. A good teacher having a negative attitude cannot stimulate teaching and learning process and hence cannot reciprocate knowledge and other informational inputs, and therefore impacts the job performance negatively. Therefore, it is important to carry out systematic investigation to examine inter – relationship between attitude and job performance, that is how the attitude (of a teacher) is affecting job performance in higher educational institutions

1.2 Motivation of the Study

Despite of being the 3rd largest country in the world in terms of education industry/ higher education sector the quality of output is still a question mark. The social and economic development of India has created well qualified pool of talent however on the other side the number of unemployed educated youth has increased and their talent and knowledge is sub standard to a considerable extent. Many reasons are responsible for this including the infrastructure, reach, methodology adopted, educational policy, teachers, psychological attributes like attitude etc. Therefore, it is important to carry out systematic investigation to examine inter – relationship between attitude and Job performance.

1.3 Need of the Study

A teacher having a poor attitude cannot respect either his profession or the expectations of stakeholders. Following points highlight the need of the study

- It has been witnessed that number of graduating students have increased but they don't carry required skills to be employable.
- Increasing demand of employment and falling standards of higher education in India in negatively impacting the social and economic infrastructure of the country.

- Innovative, adaptive critical thinking and problem solving approach are lacking in today's educated youths, many reasons are responsible for this including how they are being taught, developed, controlled and conditioned.
- Psychological attributes of teachers especially the nature of attitude is an important determinant as well as solution to this problem.

The study of interrelationship between attitude and job performance would formulate a basis for synchronization, decision making, policy formulation and evaluation.

1.4 Scope of the Study

Following points highlight the scope of the research undertaken

- **Content wise scope** – The study is limited to assess the impact of Attitude (Cognitive, Behavioural and Affective) of Job performance of teachers in higher education Institutions.
- **Geographical Scope** - The scope of research is limited to the geographical area of NCT, Delhi. It includes 5 zones of Delhi (Central Zone, Eastern Zone, Western Zone, Southern Zone and Eastern Zone) and other areas like Ghaziabad, Gurugram, Sonapat, Noida and Greater Noida were also included.
- **Scope in terms of Nature of Institution** – The study has covered both self-financed and government funded higher educational institutions located in NCR. The institutions studied include University, degree colleges, University affiliated colleges, engineering institutions, management institutions, B.Ed & M. Ed colleges, Others
- **Gender wise scope** – Both male and female teachers working in self-financed and government funded higher educational institutions located in NCR.
- **Sample wise scope** – The research is based on the response collected from 400 respondents (including male and female teachers from Government aided and self – financed higher educational institutions) only

1.5 Significance of the Study

The research is important and significant from point of view of knowledge addition, policy formation and further research. This research will help scholars as well as others to understand the concepts and dimensions of attitude and job performance. 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.

The study gives a fair idea about the intensity of relationship between attitude of male and female teaching staff working in government funded and self-financed institution with their respective attitude. The knowledge about the stated inter- relationship will help management, stakeholders as well as government to understand gender wise cause and effect relationship (attitude and job performance) in different set up and will assist them in improvisation of the structures and systems being practiced for long.

The study also attempts to study the correlation between qualification, age and job performance of teacher, this would facilitate the policy and decision maker to decide upon the composition of teaching staff to incubate teaching and learning environment.

Review of Literature

2.1 Status of Higher Education in India

The Indian higher education is ranked as 3rd largest higher education system in the world, only USA and China are ahead of India in this field. Presently the Indian higher education is being governed by UGC, AICTE under the aegis of Ministry of HRD (now Education Ministry). As per AISHE report 2017 – 2018, the total no of registered universities in India is 962

Box 2 : Response of Universities during 2018-19		
Type of university	Number of Universities	Number of Response*
Central University	46	44
Central Open University	1	1
Institution of National Importance	127	122
State Public University	371	364
Institution Under State Legislature Act	5	4
State Open University	14	14
State Private University	304	289
State Private Open University	1	0
Deemed University- Government	34	34
Deemed University- Government Aided	10	10
Deemed University- Private	80	80
Grand Total	993	962

*Including 18 universities which have uploaded data for AISHE 2016-17 to 2017-18.

Fig.-2.1.1 -No of Registered Universities

(Source: <http://aishe.nic.in/aishe/viewDocument.action?documentId=262>)

The last decade has witnessed the mushrooming of universities and colleges all over India to impart education, teaching and learning process; however the quality of delivery and higher education is still a matter of concern.

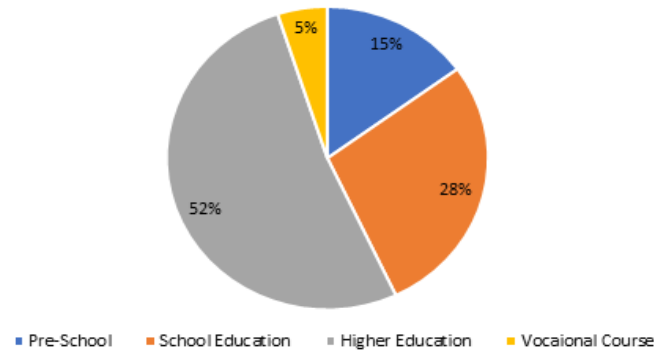


Fig.–2.1.2–Education Sector in India: Market Contributions

Source: <https://www.telesivory.com/blogs/-/blogs/education-industry-in-india-an-overview>

2.2 Paradigm Shift in Higher Education in India

Table 2.2.1 - Literature review of the article on paradigm shift in higher education in India

SI No	Tag	Title	Author, Year	Gist	Linkage to the Study
1	Journal Article	Paradigm Shift in Indian Higher Education Accreditation, Internal Quality Assurance in HEIs, 76-89	Patil, J.,(2019)	The role and importance of accreditation in improvement of standards of higher education in India is indispensable. The reforms in higher education sector via accreditation have improved transparency, data management and inclusion of information communication and technology and hence the overall process of quality enhancement is triggered	The accreditation and reforms in higher education, improved transparency, data management and inclusion of information communication has highlighted the paradigm shift in higher education
2	Journal Article	Paradigm Shift in Indian Higher Education: challenges Ahead, Voice of Research, 7(2), 1-4	Saha, K., (2018)	Higher educational system is a meaningful way to secure a better life. India presently is lagging the access to quality education	The number of institutions imparting higher education has improved however quality

				as compared to developed nations of the world but the infrastructure has improved a lot as compared to the pre independence era. A paradigm shift is required in the higher education system of India to create a knowledgeable and sustainable workforce.	is still a question mark
3	Journal Article	National Digital Library: A Platform For Paradigm Shift in Education and Research in India, <i>Science and Culture</i> , 82(1-2), 1-11	Das, P., P., et.al, (2016)	Indian higher education system is facing challenge however through an active leverage of information and communication technology and online teaching platform the effect has subsided considerably. The sector has witnessed paradigm shift in terms of integration of pan-India virtual teaching-learning-evaluation-knowledge platform to the traditional system.	The higher education sector has witnessed paradigm shift in terms of integration of pan-India virtual teaching-learning-platform has highlighted the paradigm shift in higher education
4	Journal Article	Paradigm Shift in the Field of Higher Education, <i>Golden Research Thoughts</i> , 2(11), 1-6	Bisen, D., K., & Kudnar, N., S., (2013)	Higher education in India has become more adaptable and affordable and has become an investable platform to provide training and skills. After 1980 the role of private player becomes prominent in the higher education system in India and the country has witnessed the growth of non university institutions to support the demand of a growing economy like India.	More affordable higher education and change in composition of higher education to inclusion of private players has highlighted paradigm shift in higher education
5	Journal	Paradigm Shift in	Chaudhar	Higher education in India	The emergence of

	Article	Knowledge Creation through Higher Education, IOSR Journal of Humanities and Social Science, 13(2), 1- 7	y, V., M., & Malik, S., (2013)	is producing knowledge workers and with well resourced higher educational institutions and relaxed and standard academic norms has smoothed the process. The Indian higher education system witnessed the growth from a cast based education system to a more developmental, training oriented and relaxed system.	traditional higher education to developmental, training oriented and relaxed system has added to paradigm shift in higher education
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Table No – 2.2.2- Literature review of the article on impact of attitude on job performance

Sl No	Tag	Title	Author, Year	Gist	Linkage to the Study
1	Journal Article	Effect of Managing Employee Attitudes for Improved Performance of L.G.S.C., Enugu, Nigeria, <i>International Journal of Academic Research in Economics and Management Sciences</i> , 7(4), 64–77.	Offorbike, S., A., Nnadi, C., S., O., & Agu, J., C., (2018)	Employees who are having positive attitude are conscious and aware about the environmental and business dynamics and it leads to overall development, productivity and performance of self and entire organization	Attitude positively impacts job performance and they are positively correlated to each other
2	Journal Article	Impact of Employee Work Related Attitudes on Job Performance, <i>British Journal of Economics, Finance and Management Sciences</i> , 13(2), 93-105	Rahiman, H., U., & Kodikal, R., (2017)	The work relate attitude that a employee possess is having a deep impact on his job performance as they can easily correlate the organizational goals and values with their work	Attitude impacts Job performance
3	Journal Article	Relationship between Teachers’ Job Satisfaction and their Attitudes towards Students’ Beliefs and Motivation, <i>English Language Teaching</i> , 8(7), 46-61	Salehi, H., Taghavi, E., & Yunus, M., M., (2015)	There is a positive and significant relationship between job satisfaction and the attitude of teachers toward students motivation and hence their job performance	Attitude impacts Job performance
4	Journal	Teaching Attitude and	Kavitha,	The performance of a	Attitude positively

	Article	Job Satisfaction of Secondary School Teachers, Shanlax International Journal of Education, 3(4), 1-6	S., & Venkateswaran, R., (2015)	teacher can be maximum if he is having a positive attitude towards his profession also he derives a sense of positive satisfaction from his job	impacts job performance and they are positively correlated to each other
5	Journal Article	Impact of Attitude on Employees Performance: A Study of Textile Industry in Punjab, Pakistan, <i>World Applied Sciences Journal</i> 30 (Innovation Challenges in Multidisciplinary Research & Practice), 191-197	Khan, I., Dongping, H., & Ghauri, T., A., (2014)	All the factors related to attitude, motivation and job commitment positively impacted the performance of employee	Attitude positively impacts job performance and they are positively correlated to each other
6	Journal Article	Teachers' Attitudes and Performance: An Analysis of Effects due to Teaching Experience, <i>International Interdisciplinary Journal of Education</i> , 2(9), 888-893	Harthy, S., S., H., A., Jamaluddin, S., & Abedalaziz, N.A., (2013)	Teachers who are having positive attitude about their profession and job have a direct and significant effect on their professional performance	Attitude impacts Job performance
7	Journal Article	Employee's Job Performance: The Effect of Attitude toward Works, Organizational Commitment, and Job Satisfaction, <i>Jurnal Teknik Industri</i> , 15(1), 13-24	Susanty, A., & Miradipita, R., (2013)	The attitude carried by employee is having a positive impact on performance of employee and hence his performance got improved also motivation plays an important role in improving the performance of employees	Attitude impacts Job performance
8	Journal Article	The effects of teachers' attitudes on students' personality and performance, <i>Procedia - Social and Behavioral Sciences</i> , 30, 738-742	Uluga, M., Ozden, M., S., & Eryilmaz, A. (2011)	The positive attitude of a teacher impacts the students personality positively and in turn the teacher's performance goes teaching and knowledge transfer	Attitude positively impacts job performance and they are positively correlated to each other
9	Journal	How important are job	Harrison	The attitude of employees	Attitude positively

	Article	attitudes? meta-analytic comparisons of integrative behavioral outcomes and time sequences, Academy of Management Journal, 49(2), 305 - 325	, D., A., Newma n, D., A., & Roth, P., L., (2006)	are core related to their behavior at work therefore, employees having positive attitude are supposed to be more engaged in their work exhibiting a high level of work performance	impacts job performance and they are positively correlated to each other
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Table No – 2.2.3- Topic wise Literature Survey

Sl. No	Topic	Type of Literature Surveyed					Total	Relevant to my Topic
		Journal s/ Articles	Thesis	Seminar / Conference Proceedings/ Books	News Paper			
1	Higher education in India: Present status	18	2	5	4	29	8	
2	Paradigm shift in higher education in India	21	1	7	3	32	9	
3	From teaching to learning	15	1	4	3	23	6	
4	Change in Profile of learners and their mindsets	16	1	5	2	24	10	
5	Teaching to facilitation of learning – Role of a teacher	12	1	8	2	23	9	
6	Key Performance Indicator of a Teacher	19	2	8	1	30	10	
7	Competencies needed for being an effective teacher	14	1	9	1	25	6	
8	Correlation between demographic factors like age, qualifications and gender of job performance of a teacher	19	1	10	2	32	7	
9	Concept of attitude	14	1	6	3	24	7	
10	Characteristics/ nature of attitude	16	1	6	2	25	8	
11	Component of Attitude	10	1	6	2	19	8	
12	Theories of attitude formation	17	1	6	2	26	10	
13	Dimensions of attitude of a teacher	12	1	3	2	18	8	
14	Impact of attitude on Job performance	24	1	4	4	33	14	
	Total	227	16	87	33	363	120	

2.3 Research Gaps

On the basis of literature review research gaps have been identified and it was noted that

- Very less work has been conducted to compare the intensity (correlation intensity) of Cognitive, affective and behavioural attitude of a teacher on their respective job performance
- Very less work has been conducted to compare the intensity (correlation intensity) of components of attitude and key performance indicators of a teacher
- In most of the research the impact of attitude on job performance is studied but very few attempts has been carried out to study the impact of attitude of male and

2.4 Conceptual Model

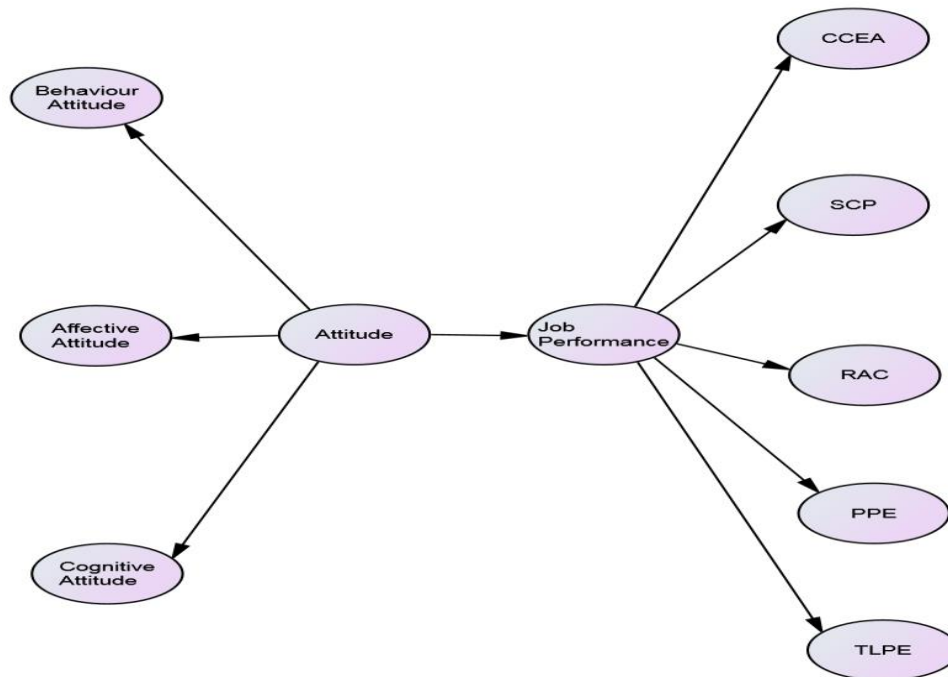


Fig 2.1.3 – Conceptual Model

2.5 Profile of Respondents

Table No - 2.2.4 - Frequency distribution of age of respondents

Gender	Count	Percentage
Less than 30 Years	14	3.5%
31 years to 40 Years	141	35.25%
41 Years to 50 Years	140	35%
51 years and Above	105	26.25
Total	400	100%

Table No -2.2.5 - Frequency distribution of qualifications of respondents

Gender	Count	Percentage
B. Ed./ M.Ed.	105	26.25%
M.Tech/ M.Sc /M.C.A	110	27.5%
UGC-NET	28	7%
Ph.D.	157	39.25%
Total	400	100%

Table No -2.2.6 - Profile of institution and gender details

		GENDER		Total
		Male	Female	
POI	University	16	22	38
	Degree College	79	72	151
	Engineering College	25	19	44
	Management College	65	63	128
	Others	15	24	39
Total		200	200	400

Research Methodology

3.1 Research Design

The research methodology adopted for this research is described in the following subsections: research questions, research objectives, hypotheses, sampling techniques, focus group discussions, pilot study, data collection, and questionnaire for respondents etc. The concept of exploratory and descriptive research design has been used in present study

3.2 Research Questions

Bases on the literature survey in line with the research objectives the study attempts to find adequate and relevant answers to following

- Does the attitude of teachers influence their job performance in higher educational institutions?
- Is demographic attributes like age, gender, educational qualifications affects job performance?
- Is there any difference between attitude and job performance of teachers working in government funded and self-financed higher educational institutions?
- Does the components of attitude is having any relationship with job performance and the key performance areas in terms of which job performance is expressed

3.3 Objectives of the Study

The objectives of the research are as following

- To study the impact of attitude on job performance of teacher in higher educational institutions in NCR
- To analyze the impact of attitude on job performance of teacher in government funded and self-financed higher educational institutions in NCR
- To explore the impact of demographic factors like gender, age, qualifications and experience on job performance and attitude of teachers in higher education institutions in NCR

3.4 Hypotheses

Hypotheses related to Objective No - 1

- H_{1a} - There is significant impact of attitude on job performance of teacher in higher educational institutions.

Hypothesis related to Objective No.-2

- H_{2a} - There is significant difference in impact of attitude on job performance of teachers in government funded and self financed higher education institutions in NCR.

Hypothesis related to Objective No.-3

- H_{3a} – There is a significant difference in job performance perception across gender in higher education institutions in NCR.
- H_{3b} - There is significant difference in job performance perception across age of teachers in higher education institutions in NCR.
- H_{3c} - There is significant difference in job performance perception across qualification of teachers in higher education institutions in NCR.
- H_{3d} - There is significant difference in experience on job performance of teachers in higher education institutions in NCR.
- H_{3e} - There is significant difference in attitude perception across gender of teachers in higher education institutions in NCR.
- H_{3f} - There is significant difference in attitude perception across age of teachers in higher education institutions in NCR.
- H_{3g} - There is significant difference in job performance perception across qualification of teachers in higher education institutions in NCR.
- H_{3h} - There is significant difference in attitude perception across experience of teachers in higher education institutions in NCR.

3.5 Population and Sampling Technique

In National Capital Territory of Delhi (NCT, Delhi), 5 Central Universities, 6 State Universities and 9 Deemed Universities are recognized by UGC. As per the AISHE Report (2015 – 2016), in NCT, Delhi the total number of registered colleges are 191 and the total no of teachers enrolled is 20,082

Table No - 3.2.1 – Sampling Technique

Sl. No.	Selection of Units	Sampling Scheme
1	Field of Study	Convenience
2	Selection of Districts/ Zones	Simple Random
3	Selection of Higher Education Institutions	Simple Random
4	Selection of Departments	Convenience
5	Selection of Respondents	Convenience

3.6 Sampling Size Determination

The formula for determining the sample size is mentioned below (Kothari, 2014)

$$n = z^2 \cdot p \cdot q \cdot N / e^2 (N-1) + z^2 \cdot p \cdot q$$

Where,

- n = sample size
- N = Population Size
- z = Standard Variate at given confidence level. The value of z for confidence level of 95% is 1.96
- e = Precision or acceptable error. The value of ‘e’ is taken as .05 for this study.
- p = Sample proportion and q = 1- p

As per the AISHE Report (2015 – 2016), in NCT, the total no of teachers enrolled is 20,082. Hence at 95% confidence level, the sample size calculated works out to be 377, however the questionnaire was distributed to 475 respondents and the total no of complete filled questionnaire received was 400.

3.7 Response Details

Table-3.2.2-Response details

Total Population	Total Questionnaires Distributed	Non-Response	Received filled in Questionnaire	Incomplete Responses	Responses considered for Analysis	Percentage
20,082	475	57	418	17	400	84.2%

3.8 Data Collection

Both primary and secondary sources have been used to collect the data pertaining to the stated work.

- **Primary data** – Primary data has been gathered through self-administered questionnaire personal observations and personal interviews.
- **Secondary data** – Secondary data was collected through various published sources. Some of the important sources are AISHE reports, Reports published by Ministry of HRD, articles, online sources, books, journals, periodicals and reports

3.9 Questionnaire

The questionnaire is having two parts part – A and part – B , Part – A of the questionnaire intended to measure the “ Attitude”, Part – B of the questionnaire was intended to measure “Job Performance” of teachers

Questionnaire (Attitude)

Table-3.2.3-Statements for measuring attitude

Sl. No.	Parameter	Total No of statements
1	Teaching profession	7
2	Class room Teaching	7
3	Student cantered practices	7
4	Educational Process	7
5	Students	5
6	Teachers	6

Questionnaire (Job Performance)

Table-3.2.4 – Statements for measuring job performance

Sl No	Parameters	Total No of Variables
1	Teaching, Learning Process and Evaluation)	8
2	Co- Curricular, Extension and Professional Development	7
3	Research and Academic Contributions	3
4	Student`s Performance and Student Centered Practices	8
5	Punctuality and professional ethics	3

3.10 Pilot Study

A pilot study is a preliminary study conducted or carried out on a small scale in order to calculate and record the different feasibility aspects of the study undertaken. In present study too, a pilot

study was done involving 40 respondents (10% of the sample size). After pilot study the questionnaire was fine-tuned and primary data was collected.

3.11 Focused Group Discussion

To explain the finding and to develop a deep insight and understanding focused group interview was also conducted. The details of the composition of focused group are mentioned below

Strength of focused group - 9 members

Composition of the focused group

- 2 were (senior administrator)
- 1 (retired administrators)
- 2 Principals (1 from self-financed and another from Government Institution)
- 2 Retired teachers (one from government aided and another from self-financed higher educational institute)
- 2 Faculty members (one from government aided and another from self-financed higher educational institute).

Data Analysis and Interpretation

4.1 Introduction

After the task of data collection was over, the data was recorded, coded and analyzed using proper statistical tool to arrive at a conclusion. The test of Consistency and Reliability of the Questionnaire using Cronbach's alpha for Attitude and Job performance, the value of alpha was also calculated for sub constructs of attitude and job performance. To reduce the no. of variables (Attitude and Job Performance) describing the most of the variance of the original variables Factor analysis was applied but before proceeding to factor analysis KMO and Bartlett's test of sphericity was applied to test proportion of variance among variables and to judge whether the data could be used for factor analysis or not. To find out the impact of independent variable (Attitude) on dependent variable (Job Performance) structure equation modeling was used. The composition of the data was studied using cross tabulation and frequency distribution using SPSS (Ver.21). In addition to the central frequency distribution calculations additional tools like t- test, ANOVA, correlations, regression were carried out using SPSS (Ver.21). AMOS (Ver.22)

was also used for SEM. The construct and discriminant validity of the SEM was also determined using calculations in Excel and through Gaskins's validity tool.

4.2 Path Model

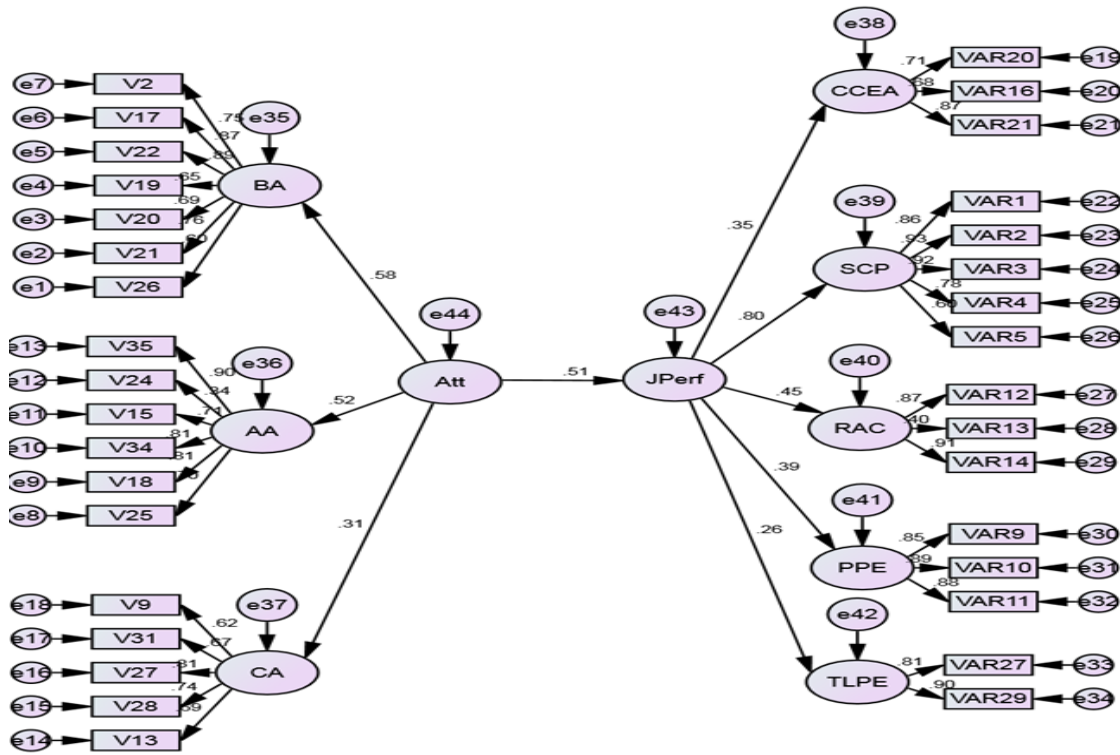


Fig No 4.1.1 – Path Model

Table No – 4.2.1- Model Fit Indices (CFA of Job Performance)

Fit Measure	Good Fit	Excellent Fit	Goodness fit	Remarks
			Indices (Measurement Model)	
χ^2/df (CMIN/df)	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$	2.942	Excellent Fit
RMSEA	$0 \leq RMSEA \leq 0.05$	$0.05 < RMSEA \leq 0.08$	0.070	Excellent Fit
P Value for Test of Close Fit (RMSEA < 0.05)	$0.10 < p \leq 1.00$ (RMSEA < 0.05)	$0.05 \leq p \leq 0.10$ (RMSEA < 0.05)	0.074	Excellent Fit
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI < 0.95$	0.821	Good Fit
CFI	$0.97 \leq CFI \leq 1.00$	$0.90 \leq CFI < 0.95$	0.874	Good Fit
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI < 0.95$	0.801	Good Fit

Interpretation - The result of path model - Impact of attitude on job performance was good. **Greenspoon & Saklofske (1977)** indicates the conventional criteria of 0.80 as good fit. **Ishiyaku, B., Kasim, R., & Harir, A., I., (2017)** have also highlighted the value of Index category and level of acceptance equivalent to 0.80 and the literature was also supported by the work of **Forza & Filippini (1998)**, It is evident from the above table that (χ^2/df or CMIN/df = 2.942, GFI = 0.801, CFI = 0.874, NFI = 0.821 and RMSEA = 0.070), the above figure assures

Findings

5.1 Findings of the Research

Some of the important findings of the research are as following

- There is a significant impact of attitude on job performance.
- As compared to the relationship between cognitive, affective and behavioural attitude to overall attitude the correlation between behavioural component and overall attitude is more intense
- As compared to all sub constructs of Job Performance, the impact of student centered practice on job performance is more intense and the impact of Teaching, Learning Process and Evaluation is least
- There is no significant difference in impact of attitude on job performance of teachers in government funded and self-financed higher education institutions in NCR
- There is no significant difference of impact of gender on job Performance
- There is a significant correlation between age, qualifications and experience on job performance and attitude of teachers in higher education institutions in NCR.

5.2 Conclusions

- A good and knowledgeable teacher having poor attitude cannot deliver and fulfill his task proficiently.
- The poor quality of teachers and taught is not only hindering the progress of country and society but also preventing the system from harnessing the benefits.
- Demographic factors like age, qualification and experience have a positive impact on job performance as they improves the managerial skills and ability and help teachers in adjusting to profession.

- There is a significant impact of attitude on job performance, therefore attitude and job performance should be managed properly for accessibility, quality and growth of higher education system and structure in India
- Micromanagement of teaching and learning will help in attracting, developing and retaining well qualified resource person/ teachers leading to qualitative and balanced growth of higher education.

The current study highlights the impact of attitude of job performance of teachers working in higher educational institutions, however findings of this study can be applied to primary, secondary education too, after taking into account the differences in the work environment and the profile of the learners.

5.3 Implications

- **Institutional Level Implications** - The inputs from research will present an opportunity to reframe methodologies at institutional level to strengthen and develop the teaching and learning environment through engineering and management of attitude. Findings of the present work will help administration of institutions to get valuable inputs for preparing a psychological warfare to nurture and develop positive attitude of a teacher.
- **Managerial Implications** -The inputs from research will add more dimensions to key performance indicators of a teacher. It will also add to the performance evaluation dimensions of a teacher. Hence, management could carry out the task of performance evaluation more accurately.
- **Policy Level Implications-** The present research work will provide a base to apex agencies like UGC and AICTE as well as the Government to understand that how the components of attitude correlates with overall attitude and how indicators of job performance correlates with overall job performance. It will help the policy makers to draft more suitable scale/parameters for recruitment, evaluation and development of teachers at higher education level.
- **Implications for Teachers** - The knowledge derived from present research work may also help the teacher to find out innovative ways to improve productivity and performance. It may also help the teacher to adapt and develop a positive way to eliminate psychological pressure and stress. It will also help teachers to improve their job performance through

effective planning of lectures and matching their respective frequencies to that of the need and expectations of students.

5.4 Limitations of Research

Some of the important limitations of the research are mentioned below

- The study does not cover a descriptive study of factors responsible for shaping attitude of a teacher.
- This study is a self-assessment study; Attitude and Job performance are measured on self-assessment basis and hence the chances of biasness cannot be ruled out.
- The study doesn't covers the learners impact and competency of a teacher in shaping attitude.
- The study doesn't cover the inter-comparison of Impact of attitude on job performance after an interval of time.
- The study doesn't cover impact of attitude on job performance of a teacher with change in streams/course taught and environment.
- The impact of environment on inter-relationship between attitude and job performance not covered in the study.
- The study was confined to only to Delhi NCT not to other tier-2, tier -3 cities, hence the results may vary.

5.5 Scope of Further Research

Some of the related fields in which future research could be conducted are mentioned below

- What factors shapes attitude of a teacher and their individual impact on Job performance
- How the external environment impacts the inter-relationship between attitude and job performance.
- How learner impacts attitude of a teacher in higher educational institutions.
- How competency of a teacher facilitates his/ her attitude towards teaching.
- How variables like employee empowerment, organizational structure, work environment, virtual learning, technology, pedagogy etc. influence attitude and how it impacts job performance
- How the relationship between attitude and job performance changes over a period of time

- How the impact of attitude on Job performance changes with change in streams/ courses and pedagogy in higher education institutions
- Longitudinal studies of impact of organizational interventions on changes in attitudes and their result on job performance

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