

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

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ABSTRACT

As per the Mark Van Doren's perspective 'the art of teaching is the art of assisting discovery'. A prospective teacher is always ready to learn more. A teacher's professional growth does not close down when he leaves the training institute. A best teacher is always to be a best learner. The overall performance of any institute depends on its teachers teaching aptitude test. If a teacher has perfect teaching aptitude he/she may feel satisfied from his/her work profile. The present paper is an attempt to compare the teaching aptitude and job satisfaction of teachers from rural and urban areas.

Keywords: *Aptitude, Teachers, Job Satisfaction, Pedagogical, Professional Achievements, Psychology*

"A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". – Rabindranadh Tagore

Every children life will be mould in the class room. Only teacher can plays an important role in the preparation of incoming generation for vocations, home making, civic and social life, leisure - time activities, healthful living, and other related aspects of life and work of mankind. The teacher draws the richest, finest and best in human thinking and feeling and transmit it to the younger generation to assist them in developing an appreciation and love of human thinking and in up building of their character. In order to keep alive and fresh, the teacher should become a learner from time to time; constant outpouring needs constant in-taking. The practice must be re-enforced by theory and the old must be constantly tested by the new.

The teacher is always to be learner. The education of a teacher should not end with his obtaining a degree but the professional growth of a teacher requires that he should continue to learn through the period of his stay in the profession. The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. It also requires two types of quantities personal and professional. If a teacher combines both types of qualities, in content and functional areas,

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A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

he/she can achieve his/her objectives and may be called as a good teacher or an effective teacher in educational delivery process. In any profession, aptitude is considered to be an important characteristic of an individual, which can predict the future success, or failure of an individual in one occupation or areas of occupations.

As a matter of definition we may here reproduce definition of the term aptitude given by freeman (1971). “An aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work”. The aptitude of the teacher about teaching may also affect the job satisfaction and his responsibilities towards academic activities. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. I may find a strange pattern of similarities and dissimilarities, commonalities and difference among individuals with regard to their possession of different types of aptitudes. An aptitude, in a simple way, may be considered a specific ability or specific capacity besides the general intellectual ability, which helps, an individual to acquire a required degree of proficiency or achievement in a particular field. The present research work studies teaching aptitude and job satisfaction of rural and urban teachers and compares the results.

NEED AND IMPORTANCE OF THE STUDY

The basic principle of teaching professionals has high teaching aptitude. A person who has high level teaching aptitude is bound to be a successful teacher further. The teaching professionals should have cooperative nature, interest in the profession, scholarly attitude fair mind and impartiality, moral values and descent behavior optimistic attitude, motivational aspect as well as dynamic personality. In intellectual work like teaching and research, the job satisfaction relies the sine – qua – none and plays an important role in attracting and retaining the right type of persons in the profession. If there is any possible to segregate the factors of dissatisfaction, attempts can be made either to change the dissatisfaction levels or reduce their intensity so as to increase the holding power of the profession. The factors, teaching aptitude and job satisfaction may vary over a geographical boundary and especially in rural and urban areas. Therefore, it is very necessary to study these two factors and compare the results for rural and urban areas.

STATEMENT OF THE PROBLEM AND LIMITATIONS

The problem which has been undertaken for the present study is as under: A Comparative Study of Teaching Aptitude and Job Satisfaction levels of Rural and Urban School Teachers
This proposed study restricted to teachers presently working under state government sector only.
This study has been carried out in the month of January – April 2015.

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

OBJECTIVES

The main objectives of the present comparative study are as follows.

1. To study the rural and urban teachers on various dimensions of teaching aptitude.
2. To analyze rural and urban teachers on their job satisfaction.

HYPOTHESES OF THE STUDY

In order to carry out the proposed study, based on the objectives the investigator developed the following hypothesis.

1. Rural and urban teachers differ significantly on various dimensions of teaching aptitude.
2. Rural and urban teachers differ significantly on job satisfaction.

LITERATURE REVIEW

In the process of carry out the proposed research work the review summarizes and analyses previous researches and shows how the present study is related to this research. The studies under review have been conducted for teaching aptitude as well as job satisfaction to meet the proposed research.

In his study, Praveen Sharma (2011), used Teaching Aptitude test for carry out his work. Singh's Aptitude Test (SAT) and General Teaching Competency (GTC) by Passi and Lalitha, Professional interest inventory prepared by investigator. As per Praveen Sharma, Academic Achievements played a key role in teacher's career. Marks obtained to study Teaching Aptitude, Academic and Professional Achievement and found that there is no significant effect of sex on Teaching Aptitude. Also, they concluded that there is no significant effect of Discipline on Teaching Aptitude. Dr. K. S. Sajan (2010) conducted a study on teaching aptitude of student teachers and their academic achievements at graduate level. He used Teaching aptitude battery (TATB) by Singh and Sharma (1998). Major findings were that a dimension wise teaching aptitude reveals that the highest scoring dimension is the professional information (75.81%) and the least scoring one is the professional interest (50.21%). Also, the female student teachers are found to score significantly high on teaching aptitude compare to their male counter parts. He also concluded that there exists no substantial correlation between marks obtained in graduate level examination and teaching aptitude of student teachers.

Sameena Basu (2007) study of teaching aptitude of rural and urban teacher trainees at elementary level used Aptitude Test Battery (TATB) by Shamin Karim and Ashok Kumar Dixit. It has been found that 26 percent of teacher - trainees is above average in teaching aptitude, 49 percent are average and 25 percent of teacher-trainees are blow average in teaching aptitude. Also, it was emerged that there is a significant difference between rural teacher-trainees and urban teacher-trainees on various dimensions of teaching aptitude. In her study, Dushyant Kaur (2007) concluded that Academic achievement of student teacher at +2 level has high correlation with all the indicators of success in the elementary teacher education course expect with school teacher rating. The study contributed 23% in the predicting success of external examination of Elementary Teacher Education (ETE) course. Teaching aptitude of student teacher has high

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

relationship with all the indicators of success in the ETE course. Lastly, personality traits of students have also high correlation with the entire success indicator in ETE course.

In his study Yu-Chu Yeh (2005) summarized that those with a judicial thinking style benefited most from the computer-simulated trading, those with legislative thinking styles closely followed and those with executive thinking styles lagged far behind. The study shows that the teacher traits addressed here are important to pre-service teachers and professional growth. Gurmit Singh (2011) conducted a study on Job Satisfaction of Teacher Educators in Relation to their Attitude Towards Teaching by using Job Satisfaction Scale (JSS) by Amar Singh and T.R. Sharma revised version and Teacher Attitude Inventory by S.P. Ahluwalia (1998) revised version. Study concluded that there is positive and significant relationship between job satisfaction and attitude towards teaching among teachers. Also, there is positive and significant relationship between job satisfaction and attitude towards teaching among male teachers.

METHODOLOGY

The present investigation is an attempt to study the teaching aptitude and job satisfaction of rural and urban teachers and to compare the two groups on various dimensions of teaching aptitude and job satisfaction.

Selection of Sample

For this study the sample has taken from the consisted of the teachers of the state government higher secondary schools in Nizamabad and Karimnagar districts of Telangana State. Random sampling strategy method has been adopted to draw the sample for the study. The size of sample is 400. From the 400 respondents 200 from the urban and 200 from the rural area has been taken for the study. With these 200 respondents 100 female and 100 male respondents has been chooses for the study each rural and urban areas.

Table 1: Gender wise Classification of Rural and Urban area teachers

Rural Teachers	Urban Teachers	Total
200 (100 Male and 100 Female)	200 (100 Male and 100 Female)	400

Tools Used

For the proposed study the researcher used Teaching Aptitude Test Battery (TATB) that was standardized by Shamim Karim and Ashok Kumar Dixit and job satisfaction scale formulated by Meera Dixit were administered on sample subjects for the purpose of data collection.

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

RESULT AND INTERPRETATION

Objective 1: To study the rural and urban teachers on various dimensions of teaching aptitude

Table 2: Significance of Mean difference between rural and urban teachers on eight areas of teaching aptitude

Sl. No	Areas	Group	Mean	S.D	t-value	Level of Significance
1	Cooperative Nature	Rural	28.03	1.82	3.57	Significant at 0.01 level
		Urban	29.03	1.02		
2	Considerativeness	Rural	28.01	1.06	5.15	Significant at 0.01 level
		Urban	29.04	1.08		
3	Wide Interest and Scholarly Taste	Rural	28.04	1.98	2.93	Significant at 0.01 level
		Urban	29.01	1.41		
4	Fair-mindedness and Impartiality	Rural	27.04	2.34	2.67	Significant at 0.01 level
		Urban	28.03	1.46		
5	Moral Character and Discipline	Rural	28.47	1.76	2.57	Significant at 0.05 level
		Urban	29.19	1.13		
6	Optimistic Attitude	Rural	27.77	1.58	0.81	Insignificant
		Urban	28.04	1.81		
7	Motivational Aspect	Rural	28.72	1.73	1.31	Insignificant
		Urban	29.35	3.16		
8	Dynamic Personality	Rural	28.44	1.97	1.5	Insignificant
		Urban	28.92	1.38		
	Total	Rural	225.99	7.38	2.94	Significant at 0.01 level
		Urban	230.08	6.65		

Table 2 shows the significance of mean difference between rural (N=200) and urban (N= 200) teachers on eight areas of teaching aptitude. The above table explains the details about Means, Standard Deviations (S.D's) and t-value of rural and urban teachers on eight areas of teaching aptitude namely co-operative nature, considerateness, wide interest and scholarly taste, fair mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality which has been taken into consideration for the research work on total score of Teaching Aptitude Test Battery (TATB). A rapid look in the table 2 reveals that on five out of eight areas of teaching aptitude and on the total score of TATB, the two groups differ considerably. The result of the test of significance shown in row 1st of the Table 2 makes it clear that the rural and urban teachers differ significantly on cooperative nature (t-value 3.57 $P > 0.01$), considerateness (t-value 5.15 $P > 0.01$), Wide interest and scholarly taste (t-value 2.93, $P > 0.01$), fair mindedness and impartiality (t-value 2.67, $P > 0.01$), moral character and discipline aspect (t-value 2.57 $P > 0.01$) of TATB. The variation between the rural and urban teachers is however, insignificant in case of optimistic attitude (t-value 0.81), motivational aspect (t-value 1.31) and dynamic personality (t-value 1.5). On the total score of the TATB, the difference between the rural and urban teachers has been found to be significant (t-value 2.94 $P > 0.01$). Thus from the conformation of the results revealed from table 2, The hypothesis which

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

reads as, “Rural and urban teachers differ significantly on various dimension of teaching aptitude” stands has been accepted.

Objective 2: To analyze rural and urban teachers on their job satisfaction

Table 3: Mean comparison of rural and urban teachers on various dimensions of job satisfaction scale

Sl. No	Areas	Group	Mean	S.D	t-value	Level of Significance
1	Intrinsic Aspect of Job	Rural	26.32	3.01	0.42	Insignificant
		Urban	26.04	3.67		
2	Salary, Promotional Avenues and Service Conditions	Rural	26.07	3.76	1.36	Insignificant
		Urban	25.02	4.06		
3	Physical facilities	Rural	32.21	3.36	3.02	Significant at 0.01 level
		Urban	35.33	4.02		
4	Institutional Plans and Policies	Rural	20.97	2.89	1.31	Insignificant
		Urban	21.81	3.67		
5	Satisfaction with authorities	Rural	22.28	3.23	1.91	Insignificant
		Urban	23.41	2.75		
6	Satisfaction with Social Status and family welfare	Rural	21.21	2.63	1.07	Insignificant
		Urban	20.61	3.05		
7	Rapport with students	Rural	22.07	3.82	2.54	Significant at 0.05 level
		Urban	23.88	3.34		
8	Relationship with co-workers	Rural	19.97	2.61	0.04	Insignificant
		Urban	19.95	2.12		
	Total	Rural	191.01	10.35	0.43	Insignificant
		Urban	192.05	13.83		

Table 3 showing mean comparison of rural (N=200) and urban (N=200) teachers on various dimensions of job satisfaction scale. The table clearly explains the details about Means, Standard Deviations (S.D's) and 't' values of Rural and Urban teachers on various dimensions of job satisfaction scale and on total score of job satisfaction scale by Meera Dixit. The result of the proposed test of significance levels of the teachers has been given in two rows. Row 1st and 2nd of the Table 3 makes it clear that the rural teachers and urban teachers do not differ significantly on intrinsic aspect of job (t-value 0.42) and salary, promotional avenues and service conductions (t-value 1.36). Row 3rd of the Table 3 clearly indicates that the rural teachers and the urban teachers differ significantly on physical facilities (t-value 3.02, $P > 0.01$). The differences between the two groups are, however, insignificant in case of institutional plans and policies (t-value 1.31), satisfaction with authorities (t-value 1.91) and satisfaction with social status and family welfare (t-value 1.07). The examination of the same table, row 7th reveals that the two groups when compared on rapport with student (t-value 2.54 $P > 0.05$) are found to have significant difference. The differences between the two groups are, however, insignificant in case

A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

of relationship with co-workers (t-value 0.04). The last row of Table 3, in which comparison of the rural teachers and urban teachers on job satisfaction scale is given, indicates that the difference between the two groups is insignificant (t-value 0.43). Thus the hypothesis which reads as under, “rural and urban teachers differ significantly on job satisfaction” stands rejected.

CONCLUSION

On the basis of analysis and interpretation of results carried out by the researcher, it is interesting to note that rural and urban teachers are significantly different from each other so for their teaching aptitude is concerned. Further it has been found that comparatively rural teachers urban teachers are more co-operative, more considerative and have more wide interest and scholarly taste. In addition to that the urban teachers have also been found to be more fair minded and impartial and also possess high moral character and discipline as comparatively rural teachers. However the urban and rural teachers have been found to be similar in their optimistic attitude, motivational aspect and dynamic personality. Thus, it can be concluded that in the teaching aptitude point of view the rural-urban setting is a strong source of variation in teaching aptitude of teachers. These results of the present research work are in conformity with the results of the studies conducted by Sameena Basu’s (2007) research work.

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A Comparative Study of Teaching Aptitude and Job Satisfaction Levels of Rural and Urban School Teachers

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