

Teaching Aptitude and Job Satisfaction of Rural and Urban In-service Teachers – A Comparative Study

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Abstract:

A prospective teacher is always prepared to learn more. The professional growth of a teacher does not cease when he leaves the training institute. In fact he begins to learn from different kinds of experiences. Rabindra Nath Tagore has rightly remarked, “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”. Teaching aptitude among teachers affects the overall performance of the institute. Teacher may feel satisfied from his/her job profile, if he/she has right teaching aptitude. Present paper is an attempt to compare the teaching aptitude and job satisfaction of in-service teachers from rural and urban areas.

Keywords: *Aptitude, Job Satisfaction, In-Service Teachers*

I. INTRODUCTION

The teacher plays an important role in the preparation of incoming generation for vocations, home making, civic and social life, leisure – time activities, healthful living, use of the 3R's 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 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, he/she can achieve his/her objectives and may be called as a good teacher or an effective teacher in educational delivery process.

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. 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. We 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. 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. Present paper studies teaching aptitude and job satisfaction of rural and urban In-service teachers and compares the results.

II. NEED AND SIGNIFICANCE

Teaching profession requires people who have the aptitude of teaching because a person possessing high aptitude for teaching is bound to be a successful teacher in future. The persons entering in teaching profession should have co-operative nature, interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality. In creative work like teaching and research, job satisfaction remains the sine – qua – non and plays a very significant role in attracting and retaining the right type of persons in the profession. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. Both 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.

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III. STATEMENT OF THE PROBLEM

The problem for the present study is as under: -

“Teaching aptitude and job satisfaction of rural and urban in-service Teachers - A comparative study”.

IV. OBJECTIVES OF THE STUDY

Following objectives have been formulated for the present investigation:

1. To compare rural and urban in-service teachers on various dimensions of teaching aptitude.
2. To compare rural and urban in-service teachers on their job satisfaction.

V. HYPOTHESES

In order to carry out the present investigation, the investigator developed the following hypothesis.

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

VI. REVIEW OF RELATED LITERATURE

The review summarizes and analyses previous research 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.

Praveen Sharma (2011) used Teaching Aptitude: Singh’s Test (SAT) General Teaching Competency GTC by Passi and Lalitha, Professional interest Inventory prepared by investigator. Academic Achievements : 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) conducted a study of teaching aptitude of rural and urban teacher trainees at elementary level. Author used Aptitude Test Battery (TATB) by Smt. Shamin Karim and Prof. Ashok Kumar Dixit. It has been found that 26 percent of teacher –trainees are 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.

Dushyant Kaur (2007) in her study concluded that Academic achievement of student teacher at +2level has high correlation with all the indicators of success in the elementary teacher education course expect with school teacher rating. It contributed 23% in the predicting success of external examination of ETE course. Teaching aptitude of student teacher has high 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.

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 teacher educators. Also, there is positive and significant relationship between job satisfaction and attitude towards teaching among male teacher educators.

VII. METHODOLOGY AND PROCEDURE

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

VIII. SELECTION OF SAMPLE

The sample picked for the current investigation consisted of the lecturers of government higher secondary schools in Srinagar and Baramulla districts of Kashmir division.. Random sampling strategy was followed to draw the sample for the study.

Rural	Urban	Total
100 (50 Male and 50 Female)	100 (50 Male and 50 Female)	200

IX. TOOLS USED

Teaching Aptitude Test Battery (TATB) constructed by Smt. Shamim Karim and Prof. Ashok Kumar Dixit and job satisfaction scale by Meera Dixit were administered on sample subjects for the purpose of data collection.

X. RESULT AND INTERPRETATION

Objective 1: To compare rural and urban in-service teachers on various dimensions of teaching aptitude.

Following table shows the significance of mean difference between rural (N=100) and urban (N= 100) in-service teachers on eight areas of teaching aptitude.

S.No.	Areas	Group	Mean	S.D	t-value	Level of Significance
01.	Co-operative Nature	Rural	28.03	1.82	3.57	Significant at 0.01 level
		Urban	29.03	1.02		
02.	Considerativeness	Rural	28.01	1.06	5.15	Significant at 0.01 level
		Urban	29.04	1.08		
03.	Wide interest and Scholarly taste	Rural	28.04	1.98	2.93	Significant at 0.01 level
		Urban	29.01	1.41		
04.	Fair-mindedness and impartiality	Rural	27.04	2.32	2.67	Significant at 0.01 level
		Urban	28.03	1.46		
05.	Moral Character and discipline	Rural	28.47	1.76	2.57	Significant at 0.05 level
		Urban	29.19	1.13		
06.	Optimistic attitude	Rural	27.77	1.58	0.81	Insignificant
		Urban	28.04	1.81		
07.	Motivational Aspect	Rural	28.72	1.73	1.31	Insignificant
		Urban	29.35	3.16		
08.	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 1.0 gives details about means, S.D's and t-value of rural and urban In-service teachers on eight areas of teaching aptitude namely co-operative nature, considerativeness, wide interest and scholarly taste, fair mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality and on total score of Teaching Aptitude Test Battery (TATB). A quick look at the table reveals that on five out of eight areas of teaching aptitude and on the total score of TATB, the two groups differ significantly.

The result of the test of significance shown in row 1st of the Table 1.0 makes it clear that the rural and urban In-service teachers differ significantly on co-operative nature (t-value 3.57 $P > 0.01$), considerativeness (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 Teaching Aptitude Test battery. The difference between the rural and urban In-service teachers are 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 Teaching Aptitude Test Battery, the difference between the rural and urban In-service teachers has been found to be significant (t-value 2.94 $P > 0.01$). Thus from the conformation of the results revealed from table 1.0, The hypothesis which reads as, "Rural and urban In-service teachers differ significantly on various dimension of teaching aptitude" stands accepted.

Objective 2: To compare rural and urban in-service teachers on their job satisfaction.

Table 2.0: Showing mean comparison of rural (N=100) and urban (N=100) in-service teachers on various dimensions of job satisfaction scale.

S.No.	Areas	Group	Mean	S.D	t-value	Level of Significance
01.	Intrinsic Aspect of Job	Rural	26.32	3.01	0.42	Insignificant
		Urban	26.04	3.67		
02.	Salary, promotional avenues and service conditions	Rural	26.07	3.76	1.36	Insignificant
		Urban	25.02	4.06		
03.	Physical facilities	Rural	32.21	3.36	3.02	Significant at 0.01 level
		Urban	35.33	4.02		
04.	Institutional plans and policies	Rural	20.97	2.89	1.31	Insignificant
		Urban	21.81	3.67		
05.	Satisfaction with authorities	Rural	22.28	3.23	1.91	Insignificant
		Urban	23.41	2.75		
06.	Satisfaction with social status and family welfare	Rural	21.21	2.63	1.07	Insignificant
		Urban	20.61	3.05		
07.	Rapport with students	Rural	22.07	3.82	2.54	Significant at 0.05 level
		Urban	23.88	3.34		
08.	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 2.0, gives details about means, S.D's and 't' values of Rural and Urban In-service teachers on various dimensions of job satisfaction scale and on total score of job satisfaction scale by Meera Dixit.

The result of the test of significance shown in row 1st and 2nd of the Table 2.0 makes it clear that the rural In-service teachers and urban In-service 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 2.0 clearly indicates that rural in-service teachers and urban in-service 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 perusal 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 of relationship with co-workers (t-value 0.04). The last row of Table 2.0, in which comparison of the rural in-service teachers and urban in-service teachers on job satisfaction scale is given, indicates that the difference between the two groups are insignificant (t-value 0.43). Thus the hypothesis which reads as under, "rural and urban in-service teachers differ significantly on job satisfaction" stands rejected.

XI. CONCLUSION

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

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