



Investigation of Teaching Talent of Urban and Rural School Teachers

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ABSTRACT

The effectiveness of the teaching profession is largely dependent on their natural teaching talent. Keeping in view this utmost importance of teachers' talents for teaching the study was carried out with the purpose of investigating the teaching talent of school teachers teaching in urban and rural schools of district Multan. By using simple random sampling technique, total 304 teachers including 161 urban and 143 rural teachers were considered as sample of the study. To measure teachers' natural talent for teaching, a standardized Teaching Aptitude Test was thought appropriate to be used to collect data. Teachers in urban and rural schools were compared for their teaching talent by using Z-test. Data examination showed that there is significant difference between the teaching aptitude of urban and rural school teachers. The study recommends to recruit teachers on the basis of measuring their teaching talents through any standardized aptitude test and further practical test in form of demonstration.



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INTRODUCTION

Teacher is the main pillar of educational system. An attempt has made to determine the difference between teaching aptitude and responsibility in his job. According to Nara & Kumar (2023), teaching may be defined as that all the activities which are designed and performed to create change in student's behavior. Profession of those who provide teaching particularly in an elementary and secondary school or in a university level is called teaching profession (Kant &

Shukla, 2021). Concept of teaching is extremely straightforward: Communicate knowledge or ability, teaching is an activity and predicted behavior to persuade teach (Kuhn, 2010).

To teach is to impart knowledge to students. In a school or other formal education setting, a teacher's primary duty is to impart knowledge to the students. This primary duty is frequently formal and ongoing. Poor teachers tell; excellent teachers instruct; outstanding teachers inspire their students; brilliant teachers display; excellent teachers only instruct; poor teachers merely describe (Hammond, 2006). So, teacher's main responsibility to create positive change in behavior and learning that is beneficial for society and a sign for prosperous of the society. The effectiveness of the teaching profession is largely dependent on their natural teaching talent (Ghatvisave & Siddharth, 2012). Keeping in view this utmost importance of teachers' talents for teaching the study was carried out with the purpose of investigating the teaching talent of school teachers teaching in urban and rural schools of district Multan.

A teacher's enthusiasm, commitment, and attitude toward the teaching profession are just as important as their qualifications and experience when it comes to the teaching profession. Teachers need to acquire two types of knowledge: pedagogical knowledge and content knowledge. He should also acquire two different kinds of quantities—personal and occupational—in addition to these two categories of knowledge (Vijaya Kumari & Naik, 2016). A teacher can be considered the best if they are able to connect both types of features in both subject and functional areas and achieve their goals. Therefore, having strong teaching abilities and aptitude is essential for a teacher to become a model teacher. Specificity, unitary composition, facilitation and constancy attributes are the traits of aptitude (Eduncle, 2022).

Aptitude is seen as a crucial personal characteristic. Aptitude reveals important aspects of a person's personality. It can also forecast an individual's success or failure in a particular profession or subset of occupations. Aptitude can be defined as a person's clear interest in a certain skill or trade (Warren, 2010). To put it briefly, aptitude may be defined as a certain set of abilities and skills that allow a person to reach a certain level of knowledge in a given field. According to Katz (2009), aptitude is a natural capacity and skill for learning that differs from person to person. According to Ramsay (2008), aptitude helps people identify their interests and makes decisions for them.

Mangal (2006) defines aptitude as a particular talent or distinct competency that is distinct from general intellectual capacity and helps an individual achieve the required level of proficiency in a particular subject. As a result, aptitude is the capacity to evaluate or increase one's competence in a situation given the right instruction or experience.

According to research by Freeman (1965), aptitude is a collection of characteristics that show a person's capacity to learn new skills, become a musician, or do mechanical tasks with instruction. Additionally, he has made clear that aptitude is not the same as competence or talent. Consequently, aptitude can be defined as a combination of a person's abilities and skills that enable him to excel in his line of work.

One of the most crucial aspects of the teaching profession is teaching ability, especially for them to successfully do their sacred duty. Any teacher cannot carry out their responsibilities effectively if they lack a significant degree of teaching aptitude, which highlights the critical significance that teaching aptitude plays in the teaching profession (Salkind & Rasmussen,

2008). A teacher's personality is a consistent and long-lasting amalgam of their diverse physical and mental traits. Teaching aptitude is very necessary in teaching field, teaching as an art (Eysenk, et al. 2011).

Objectives of the Research Study

The following are the primary goals of the current investigation:

1. To research the teachers' aptitude of teaching for urban areas.
2. To describe the teachers' aptitude of teaching for rural areas.
3. To compare the teachers' aptitude of teaching for urban and rural areas.

Hypothesis

In the light of the objectives of the study, null hypothesis is articulated given below:

H0: There is no significance difference between in teaching aptitude of teachers from urban and rural areas.

H1: There is significance difference between in teaching aptitude of teachers from urban and rural areas.

METHODOLOGY OF THE STUDY

The methods and strategies used by the researchers to gather data for their studies are referred to as methodology. It provides insights into the research. The study's goal was to analyze the parents' financial decisions about their daughters' education. To counter research objectives, several research designs were used. Some of them, like the survey and multimethod designs, might have been effective in providing answers to the study questions. The nature of this study was descriptive and quantitative.

It was managed to conduct the test on 400 teachers. But with full efforts, it was conducted on 304 teachers. Three hundred and four elementary and secondary school teachers made up the study's sample; of them, 161 were from urban areas and 143 were male rural. Two groups were chosen at random from the population using a basic random sampling method. The Teaching Aptitude Test, created by Dahiya and Singh in 2004, is a research tool used to examine the teaching aptitude of elementary and secondary school instructors (Raza, Deebea, & Faqir, 2022; Dahiya, & Singh, 2004). The teaching aptitude of male and female elementary and secondary school teachers were compared using means, standard deviations, and the Z-test.

RESULTS

The present study is about measurement of teaching aptitude of teachers from urban and rural areas through test. The marks obtained by teachers in the test are based for data analysis. On the basis of the score in the test, the aptitude of the male and female teachers were compared.

Table 1. *Mean and Standard Deviation in Teaching Aptitude Test*

Locality	Gender	N	Mean	Std. Deviation
Urban	Male	78	26.87	4.989
	Female	81	25.58	6.053
Rural	Male	69	24.32	5.235
	Female	72	25.51	5.884

The above table indicates that the average of school teachers from urban areas of male and female teachers are 26.87 & 25.58 and rural areas of male and female teachers are 24.32 & 25.51 respectively. Similarly standard deviations of school teachers from urban areas of male and female teachers are 4.989 & 6.053 and rural areas of male and female teachers are 5.235 & 5.884 respectively.

Table 2. *Aptitude for teaching school teachers from urban and rural areas*

	Locality	N	Mean	Std. Deviation	Z- Cal	DF	Significance Value
Teaching aptitude	Urban	159	26.19	5.958	0.450	298	0.057
	Rural	141	24.92	5.542			

Table 2 discloses that the average of school teachers from urban and rural areas are 26.19 and 26.92 respectively. Similarly standard deviations of school teachers from urban and rural areas are 5.958 and 5.542 respectively and calculation value for z-test between both values is 0.450. Its mean calculated value is greater than significance value.

CONCLUSION

The average test score of school teachers from urban and rural areas are 26.19 and 26.92 respectively. Similarly standard deviations of school teachers from urban and rural areas are 5.958 and 5.542 respectively and calculation value for z-test between both values is 0.450 while significance value is 0.057. The study concludes that school teachers from urban areas having greater teaching aptitude than school teachers from rural areas. The value of significance of this

research is 0.530 which indicate that there is significance difference between teaching aptitude of school teachers from urban and rural areas. So the first (H₀) hypothesis is rejected.

RECOMMENDATIONS

The recommendations of the study are:

1. Authorities should recruit the teachers having high aptitude of teaching.
2. Trainings should be conducted to polish the teaching aptitude of teachers.
3. Future researchers should conduct comparative study of teaching aptitudes with larger sample and area.

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