

Teaching Aptitude; A Study on College going Students of District Anantnag of Jammu and Kashmir, India

Showkat Iqbal¹, Iqra Hafeez², Bilal Ahmad Bhat³, Suheel Ahmad Bhat⁴, Mohd Arif Hussain Bhat⁵

¹Department of Education, Indira Gandhi National Open University (IGNOU), Delhi, India

²Department of Economics, University of Kashmir, Hazaratbal, Srinagar, Jammu and Kashmir 190006, India

³Department of Education, Govt. Degree College, Doru Shahabad, Jammu and Kashmir 192211, India

⁴Department of Commerce, Govt. Degree College Mattan, Batpora Rd, Akhal, 191202, India

⁵Department of Education, University of Indore, Indore (M.P.), India

Citation: Showkat Iqbal, Iqra Hafeez, Bilal Ahmad Bhat, Suheel Ahmad Bhat, Mohd Arif Hussain Bhat (2024). Teaching Aptitude; A Study on College going Students of District Anantnag of Jammu and Kashmir, India.

Journal of Business, IT, and Social Science. 03 to 09. DOI: <https://doi.org/10.51470/BITS.2024.03.01.03>

Corresponding Author: Showkat Iqbal | E-Mail: (Showkatiqbal23@gmail.com)

Received 19 January 2024 | Revised 18 February 2024 | Accepted 28 March 2024 | Available Online April 24 2024

Copyright: This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

ABSTRACT

The current paper entitled *Teaching Aptitude: A Study on College-going Students of District Anantnag* was a descriptive study and was conducted on 100 college going students belonging to different Colleges of the Anantnag. The main objective of the paper was to Compare the Teaching Aptitude Scores of College-going students of district Anantnag with respect to their Gender, Stream and Residential Background. The students were sampled by using the simple random technique (Lottery Method) whereas, colleges were purposively selected. Data were collected by using a standardized tool developed by Dr. S.C. Gakhar & Dr. Rajnish was used. The data were analyzed by using t-test. The main findings of the study revealed that

- Teaching Aptitude is found more in Male College-going students of district Anantnag as compared to Female College going students of district Anantnag.
- Teaching Aptitude is found more in Science College-going students of district Anantnag as compared to Arts College going students of district Anantnag.
- Teaching Aptitude is found more in Rural College-going students belonging to different colleges of district Anantnag as compared to Urban College going students belonging to different colleges of district Anantnag.

Keywords: Teaching Aptitude, Lottery Method, Residential Background, Descriptive study

INTRODUCTION

Teaching aptitude refers to the inherent and acquired qualities that make a teacher effective in their role. It encompasses a range of skills, including communication, classroom management, subject knowledge, and the ability to adapt to diverse learning environments. Aptitude for teaching is not only essential for delivering content but also for fostering a positive and engaging atmosphere for students. In the modern educational context, teaching aptitude has gained increased importance due to the growing demand for quality education at all levels, from primary schools to higher education institutions. The concept of teaching aptitude has evolved over the years, from the early focus on subject mastery to a more holistic understanding that includes emotional intelligence, pedagogical skills, and student-centered learning. Pioneers like John Dewey emphasized the teacher's role in shaping not only academic but also social and emotional development. More recent studies have built on this foundation, exploring how teaching aptitude contributes to the success of both students and teachers in diverse educational settings. Aptitude for teaching is often a combination of both inherent personal characteristics, such as empathy and patience, and developed skills, including instructional strategies, curriculum planning, and classroom management techniques. In essence, it is the competence and readiness of an individual to educate others successfully.

Teaching aptitude to college-going students is critical, as this phase of education demands more than the simple transfer of knowledge; it involves developing advanced cognitive, analytical, and problem-solving skills in students. College educators, whether professors or lecturers, are tasked with preparing students for their future careers or further academic pursuits, requiring a distinct set of skills and aptitudes.

Review of Related Literature

Various research studies have been conducted on Teaching Aptitude by various scholars around the globe. Few of them have been quoted below in chronological order;

[1] researched on 'Teaching Aptitude of School Teachers: A Gender-Based Comparison ' study that was carried out for comparison of female teachers' aptitude of teaching with male teachers of three districts Multan, Khanewal and Muzaffar Garh. The key objective of this research study was to analyze the teaching aptitude of female and male school teachers. The present study includes the sample of 350 teachers including 178 female school teachers and 1172 male elementary and secondary school teachers by using simple random sampling technique. A standardized Teaching Aptitude Test is used as a research instrument for the measurement of the aptitudes of male and female teachers. Z- test was applied to compare the aptitude of teaching for female and male school teachers. Data analysis revealed that a significant difference is not found

between the teaching aptitude of female and male school teachers. The study recommends to administer aptitude test at the time of selection of teachers to appoint those teachers for teaching profession who have high level of teaching aptitude.

[2] conducted a study on "Aging, personality, and teaching aptitude in school grade physical education teachers" and the research were to examine the impact of aging on teaching aptitude, explore the association between personality traits and teaching effectiveness, and identify potential interactions between age, personality, and teaching aptitude. Material and Methods Data were collected through standardized measures assessing teaching aptitude, personality traits, and demographic information. An intentional sampling with a survey group size of 283 physical education teachers (28.6% Female) including Trained Graduate Teachers (26.5%) and Post Graduate Teachers (73.5%) respectively. One-way analysis of variance, Pearson correlation coefficient, Hierarchical Regression, and mediation methods were used to analyze the obtained data. Results Teaching aptitude was negatively related to chronological age (male, $r = -.296$, female, $r = -.43$), teaching experience (male, $r = -.343$, Female, $r = -.326$), and neuroticism (male, $r = -.408$, female, $r = -.399$). Extraversion, Openness, Agreeableness, and Conscientiousness were positively related to teaching aptitude. Hierarchical Regression shows that gender has not explained significant variation among teaching aptitude after controlling the effects of personality traits and age (R^2 square changes = .004). However, personality has partial mediating effects on the direct relationship between age and teaching aptitude. Conclusions Teaching aptitude decreases with age in both genders. The decreasing teaching aptitude with age has significant implications on the education system. However, the personality traits of the teachers also changed with age. Teachers gained more neuroticism as aged. It is essential to identify the factors contributing to this phenomenon and develop strategies to mitigate its effects.

[3] conducted a study on "A Comparative Analysis of School Teachers' Teaching Aptitude" and the purpose was comparing the teaching aptitude of elementary school teachers and secondary school teachers in schools of three districts of the Multan division in Punjab province. The sample for the study was comprised of 300 teachers including 171 ESTs and 129 SSTs which were selected by using a simple random sampling technique. For the measurement of the aptitude of teachers of both cadres, [4] was used. For the analysis of data, Mean score and z-test was used. The results revealed that ESTs had greater teaching aptitude than SSTs. However, the difference between the teaching aptitudes of ESTs and SSTs is insignificant. Similarly, male ESTs had a low-level teaching aptitude than male SSTs. The study recommended that teaching aptitude should be measured at the time of induction of teachers.

[5] conducted study on "Teaching Competence among Secondary School Teachers in relation to Teaching Aptitude, Locale and Teaching Experience" and this study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their teaching aptitude, locale and teaching experience. As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour. The present study was conducted on a sample of 700 regular in-service teachers from Government high schools and government senior secondary schools from seven districts of Punjab.

The study used a self-developed standardized Teaching Competence Scale for teachers and teaching aptitude test battery (TATB) by [6] Descriptive and inferential statistics were used to draw inferences on the hypotheses. The findings of the study revealed a significant relationship between teaching competence and teaching aptitude among secondary school teachers and locale has no significant effect on teaching competence but teaching experience has significant effect on teaching competence.

[7] conducted a study on "A Comparative Study of Teaching Aptitude of Teachers Govt-aided and Self-financed colleges in NCR Region of India" and the objective of this article is to compare the teaching aptitude of teachers working in Government aided and self-financed 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.

Rationale of the study

The rationale for conducting a research study on Teaching Aptitude: A Study on College-Going Students of District Anantnag in the Union Territory of Jammu & Kashmir is grounded on various reasons which have been discussed below one by one in detail;

Need for Effective Teachers in Education

1. Teaching aptitude is a fundamental aspect that influences the effectiveness of educators. The ability of future teachers to communicate knowledge, inspire learning, and manage classrooms is closely tied to their innate teaching aptitude, combined with training. Research in this area is crucial as it sheds light on the capabilities and potential of students who may become future educators.

2. With increasing emphasis on improving educational outcomes in India, especially in underserved regions like Jammu & Kashmir, understanding the teaching aptitude of college-going students is vital for creating teacher education programs that can address local educational needs.

Significance of Localized Research in Anantnag

1. The district of Anantnag, situated in the Union Territory of Jammu & Kashmir, presents a unique socio-cultural and educational landscape. The region has faced socio-political challenges that have had a direct impact on its educational system. Exploring the teaching aptitude of college-going students in this context is essential to identify specific needs, strengths, and potential barriers they might face in pursuing teaching as a profession.

2. The study would provide localized insights into the aspirations, abilities, and readiness of students in Anantnag to

take up teaching as a career, contributing to the overall development of the educational infrastructure in the region.

Addressing Educational Disparities

1. Jammu & Kashmir, particularly the rural areas like Anantnag, have faced educational disparities due to various socio-political and economic factors. This study would explore how these factors may affect teaching aptitude among students, helping to identify strategies to improve access to quality education and attract capable individuals into teaching roles.

2. The findings could be used to design intervention programs that help students with high teaching aptitude realize their potential, despite the challenges posed by the region's unique circumstances.

Contribution to Teacher Recruitment and Training Policies

1. Understanding the teaching aptitude of college students in Anantnag can inform the design of targeted teacher recruitment and training programs, ensuring that students with the requisite skills and passion for teaching are nurtured and supported.

2. Policymakers can use the study's findings to devise strategies to attract capable students into teacher education programs, thereby addressing the shortage of qualified teachers, particularly in the rural and conflict-affected areas of Jammu & Kashmir.

a) Educational Development in Conflict-Affected Regions

3. Anantnag, being part of a conflict-affected region, requires educators who not only possess teaching skills but also the emotional resilience and sensitivity to deal with the unique needs of students in such environments. The study can examine the specific attributes of teaching aptitude that may be essential for effective teaching in conflict-affected zones.

4. This research can highlight the importance of psychosocial support and emotional intelligence as key components of teaching aptitude, thus influencing teacher training curricula to better equip future educators.

b) Aligning with National Educational Goals

5. In line with the National Education Policy (NEP) 2020, which emphasizes the need for well-trained, competent, and motivated teachers, this study could help align local teacher education initiatives with national goals. Understanding teaching aptitude is crucial for identifying students who can meet the demands of modern teaching, including the integration of technology, student-centered learning, and innovative teaching methods.

6. The study can contribute to the national discourse on teacher quality, offering insights from a region that has unique educational challenges and opportunities.

c) Empowering Youth through Education

7. In a region like Anantnag, where opportunities for socio-economic development can be limited due to various factors, education plays a pivotal role in empowering the youth. By studying teaching aptitude, this research can contribute to identifying and nurturing potential educators who will, in turn, inspire and educate future generations.

8. Encouraging students with high teaching aptitude to pursue careers in education can create a ripple effect, improving educational outcomes for the region and fostering long-term socio-economic development.

Identifying Gaps in Current Teacher Education

The research can help identify gaps in current teacher education programs and policies in Anantnag. By understanding the specific needs and challenges faced by college students with teaching aptitude, educational institutions and policymakers can develop more effective training programs, ensuring that future teachers are well-prepared to meet the demands of modern education.

Encouraging Gender Parity in Teaching

Given the socio-cultural context of Jammu & Kashmir, it's important to explore whether gender plays a role in the development of teaching aptitude among college-going students. The study could reveal whether there are disparities in aptitude or interest in teaching between male and female students, and suggest ways to encourage greater gender parity in the teaching profession.

Addressing Teacher Shortages and Quality in Remote Areas

Teacher shortages, especially in remote areas like Anantnag, are a common issue. By understanding the teaching aptitude of students in these areas, this study could help address both the quantity and quality of teachers, ensuring that remote and under-served regions receive the same level of educational attention as more urban areas.

Statement of the problem

The problem under study was worded as, "Teaching Aptitude; A Study on College going Students of District Anantnag".

Objectives of the study

The objective of the study was to Compare the Teaching Aptitude Scores of College going students of district Anantnag with respect to Gender, Stream and Residential Background.

Hypothesis of the study

H₀= There is no significant difference in Teaching Aptitude Scores among college going students of district Anantnag based upon their Gender, Stream and Residential Background.

Operational definitions of the terms used

Teaching Aptitude:- Teaching Aptitude in the present study refers to the scores obtained by the sample subjects on Teaching Aptitude Test by Dr. S. C. Gakhar and Dr. Rajnish.

College-going students:- College going students in this study shall refer to the students pursuing UG course in face to face mode in colleges of district Anantnag during the current Academic year (2023-24).

Delimitations of the study

The following were the delimitation(s) of the study;

1. The study was delimited to Govt. Degree Colleges of Anantnag Only.

2. The Study was delimited to 100 students only.

Methodology of the study

Methodology of the study has been explained under different headings as discussed below;

Design of the study

The present research was a survey kind of description study where the researcher attempted to find out Teaching Aptitude among college going students of district Anantnag.

Population of the study

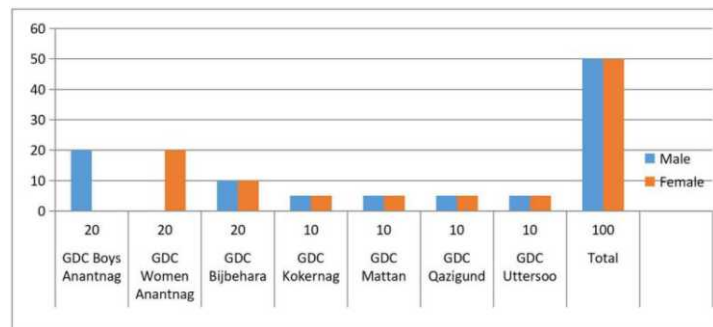
The population of the study constituted all the college going of district Anantnag enrolled during the session 2023-24.

Sample of the study

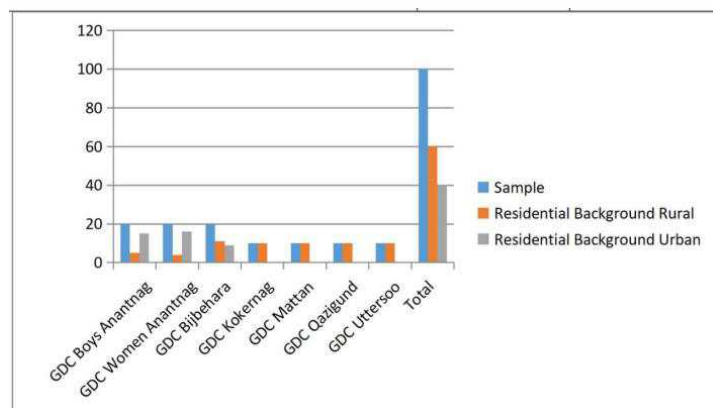
The sample of the study consisted of 100 College going students belonging to Seven colleges of Anantnag which were randomly drawn by using Simple random sampling technique (Lottery Method). This method involved assigning numbers to all the students in the population and randomly drawing numbers to select the sample. The Lottery method was chosen for its ability to provide each student with an equal chance of selection, thereby minimizing selection bias and enhancing the generalizability of the findings. The colleges were selected by using convenience sampling. The brief description of Sample has been shown in the following Tables:

Table 3.1 shows the description of sample gender wise

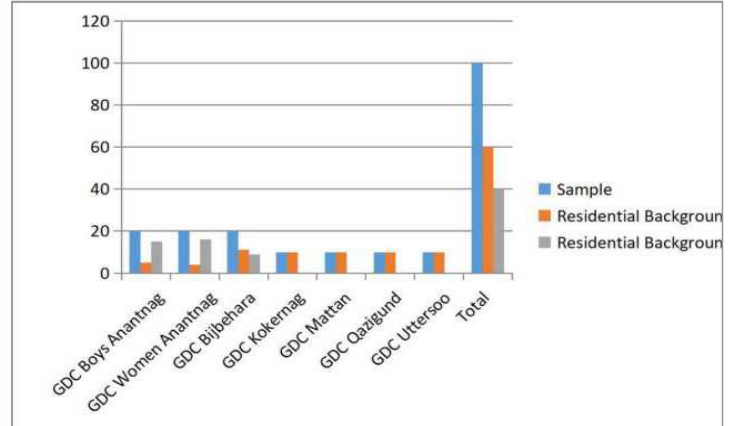
S.No.	Name of the College	Sample	Gender	
			Male	Female
01	GDC Boys Anantnag	20	20	
02	GDC Women Anantnag	20		20
03	GDC Bijbehara	20	10	10
04	GDC Kokernag	10	05	05
05	GDC Mattan	10	05	05
06	GDC Qazigund	10	05	05
07	GDC Uttersoo	10	05	05
Total= 100			Total= 50 Boys	Total= 50 Girls



S.No.	Name of the College	Sample	Stream	
			Science	Arts
01	GDC Boys Anantnag	20	10	10
02	GDC Women Anantnag	20	06	14
03	GDC Bijbehara	20	05	15
04	GDC Kokernag	10	05	05
05	GDC Mattan	10	00	10
06	GDC Qazigund	10	00	10
07	GDC Uttersoo	10	05	05
Total= 100			Total= 31	Total= 69



S.No.	Name of the College	Sample	Residential Background	
			Rural	Urban
01	GDC Boys Anantnag	20	05	15
02	GDC Women Anantnag	20	04	16
03	GDC Bijbehara	20	11	09
04	GDC Kokernag	10	10	00
05	GDC Mattan	10	10	00
06	GDC Qazigund	10	10	00
07	GDC Uttersoo	10	10	00
Total= 100			Total= 60	Total= 40



Tools for the present study

For data collection Teaching Aptitude Test developed by Dr. S.C. Gakhar & Dr. Rajnish was used.

Procedure of data collection

The required data for the present study were collected by the researcher personally from the selected degree colleges of Anantnag. After taking permission from the principals of the selected degree colleges, the data was collected by using Teaching Aptitude Test developed by Dr. S.C. Gakhar & Dr. Rajnish. The researcher collected the data during the Months of August and September 2024 on different days. During collection of the data researcher met with teachers of the respective classes and introduced himself to the teachers and told the teachers about the purpose of study. Then researcher went to the class rooms and introduced himself to the students and told the students about the purpose of the study and thereafter distributed the tool to the students. Researcher explained basic information regarding the tool to the students and were promised that the collected information will be kept confidential and will be used for research purpose only.

DATA ANALYSIS

The data collected were analyzed by using percentage and t-test.

DATA INTERPRETATION & FINDINGS OF THE STUDY

The first part of the objective was To Compare the Teaching Aptitude of College going students of district Anantnag with respect to Gender". The data related to the objective was collected and analysed by using t-test. But before applying t-test, the investigator checked the assumptions of t-test which are normality and Homogeneity as has been discussed below;

Assumption of Normality

H₀= the distribution of Teaching Aptitude Scores of Male and Female College going students of district Anantnag do not deviate significantly from normality.

Table 1 shows the results of tests of Normality Gender Wise Tests of Normality

Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teaching Aptitude Male	.121	50	.066	.954	50	.048
Female	.119	50	.076	.927	50	.004

a. Lilliefors Significance Correction

From above table it is clear that Kolmogorov-Smirnov Statistics for Teaching Aptitude of Male college going students belonging to different colleges of Anantnag is 0.121 with df 50, whose significance value is 0.066 which is greater than 0.05, thus the value is not significant at 0.05 level of significance. In view of this the null hypothesis that the “distribution of Teaching Aptitude Scores of Male College going students of district Anantnag do not deviate significantly from normality” is accepted.

Similarly, the Kolmogorov-Smirnov Statistics for Teaching Aptitude of Female college going students belonging to different colleges of Anantnag is 0.119 with df 50, whose significance value is 0.076 which is greater than 0.05, thus the value is not significant at 0.05 level of significance. Given this, the null hypothesis that the “distribution of Teaching Aptitude Scores of Female College going students of district Anantnag do not deviate significantly from normality” is accepted. Hence the Assumption of Normality gets fulfilled.

Next, the assumption of homogeneity of variance was taken up. The result of Levene's test of Homogeneity is given below in table;

Table 2 shows the results of Tests of Homogeneity

Teaching Aptitude		Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)
		F	Sig.			
	Equal variances assumed	1.035	.312	3.314	98	.001
	Equal variances not assumed			3.314	96.668	.001

From table it is clear that, $F=1.035$, its significant value is 0.312, which is greater than LOS 0.05. Hence, the value is significant at LOS 0.05. Thus, the Null Hypothesis that “There is no significant difference in the variance of scores of Teaching Aptitude of Male and Female College-going students of District Anantnag” is Accepted. Hence the assumption of Homogeneity of variance holds good.

Further from the above table it is clear that t-value is 3.314 with $df=98$, whose two tailed significance value is 0.001 which is less than 0.01 level of significance. Hence the value is significant at 0.01 level of significance. In view of this the null hypothesis that “there is no significant difference in Teaching Aptitude Scores of Male and Female College going Students belonging to different colleges of Anantnag” is rejected which means that Teaching Aptitude is not Independent of gender. Therefore, it can be concluded that the Teaching Aptitude Scores of Male and Female College going Students belonging to different colleges of district Anantnag differ significantly. Also, from the Table below it is observed that mean of Teaching Aptitude of Female College going students belonging to different colleges of district Anantnag is 16.4600 which is significantly less than the mean of Teaching Aptitude of Male College going students belonging to different colleges of district Anantnag which is 20.9200. Therefore, it can be concluded that Teaching Aptitude is found more in Male College going students of district Anantnag as compared to Female College going students of district Anantnag.

Table 3 shows the results for Group Statistics Gender wise

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teaching aptitude	Male	50	20.9200	6.32081	.89390
	Female	50	16.4600	7.11196	1.00578

Studies in-line with the findings

The study conducted by [3] also found in their studies that teaching aptitude is more in Male as compared to Females.

Antagonistic studies

The study conducted by [4] found in their studies that teaching aptitude is more in Female as compared to Males.

The Second part of the objective was To Compare the Teaching Aptitude of College-going students of district Anantnag with respect to Stream”. The data related to the objective was collected and analyzed by using t-test. But before applying t-test, the investigator checked the assumptions of t-test which are normality and Homogeneity as has been discussed below;

Assumption of Normality

H_0 = the distribution of Teaching Aptitude Scores of Science and Arts College going students of district Anantnag do not deviate significantly from normality.

Table 4 Shows the results for tests of Normality Stream Wise

	Stream	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Teaching aptitude	Science	.155	31	.054	.926	3169	.034
	Arts	.106	69	.053	.948		.006

From above table it is clear that Kolmogorov-Smirnov Statistics for Teaching Aptitude of Science college going students belonging to different colleges of Anantnag is 0.155 with df 31, whose significance value is 0.054 which is greater than 0.05, thus the value is not significant at 0.05 level of significance. In view of this the null hypothesis that the “distribution of Teaching Aptitude Scores of Science College-going students of district Anantnag do not deviate significantly from normality” is accepted. Similarly, the Kolmogorov-Smirnov Statistics for Teaching Aptitude of Arts college going students belonging to different colleges of Anantnag is 0.106 with df 69, whose significance value is 0.053 which is greater than 0.05, thus the value is not significant at 0.05 level of significance. In view of this the null hypothesis that the “distribution of Teaching Aptitude Scores of Arts College-going students of district Anantnag do not deviate significantly from normality” is accepted. Hence the Assumption of Normality gets fulfilled. Next, the assumption of homogeneity of variance was taken up. The result of Levene's test of Homogeneity is given below in table:

Table 5 Shows the results of Test of Homogeneity

Teaching Aptitude		Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)
		F	Sig.			
	Equal variances assumed	2.708	0.312	2.502	98	.014
	Equal variances not assumed			2.507	70.026	.009

From table it is clear that, $F=2.708$, its significant value is 0.312, which is greater than LOS 0.05. Hence, the value is significant at LOS 0.05. Thus, the Null Hypothesis that “There is no significant difference in the variance of scores of Teaching Aptitude of Science and Arts College-going students of District Anantnag” is Accepted. Hence the assumption of Homogeneity of variance holds good.

Further from the above table it is clear that t-value is 2.502 with $df=98$, whose two tailed significance value is 0.014 which is greater than 0.01 level of significance. Hence the value is significant at 0.01 level of significance. In view of this the null hypothesis that “there is no significant difference in Teaching Aptitude Scores of Science and Arts College-going Students belonging to different colleges of Anantnag” is rejected which means that Teaching Aptitude is not Independent of Stream. Therefore, it can be concluded that Teaching Aptitude Scores of Science and Arts College-going Students belonging to different

colleges of district Anantnag differ significantly. Also, from the Table below it is observed that mean of Teaching Aptitude of Arts College-going students belonging to different colleges of district Anantnag is 17.5362 which is significantly less than the mean of Teaching Aptitude of Science College-going students belonging to different colleges of district Anantnag which is 21.2581. Therefore, it can be concluded that Teaching Aptitude is found more in Science College-going students of district Anantnag as compared to Arts College going students of district Anantnag.

Table 6 Shows the Group Statistics Stream Wise

Stream	N	Mean	Std. Deviation	Std. ErrorMean
Teaching Science	31	21.2581	5.92716	1.06455
apptitude Arts	69	17.5362	7.25903	.87388

Studies in-line with the findings

The study conducted by [4-5] also found in their studies that teaching aptitude is more in Science going students as compared to Arts going students

Antagonistic studies

The study conducted by [4-6] found in their studies that teaching aptitude is more in Arts going students as compared to Science going students

The third part of the objective was To Compare the Teaching Aptitude of College going students of district Anantnag with respect to Residential Background". The data related to the objective was collected and analysed by using t-test. But before applying t-test, the investigator checked the assumptions of t-test which are normality and Homogeneity as has been discussed below;

Assumption of Normality

H₀= the distribution of Teaching Aptitude Scores of Rural and Urban College going students of district Anantnag do not deviate significantly from normality.

Table 7 Shows the results of Tests of Normality

Residential Background	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teaching Rural Aptitude	.122	60	.027	.943	60	.008
Urban	.142	40	.040	.930	40	.017

From above table it is clear that Kolmogorov-Smirnov Statistics for Teaching Aptitude of Rural College going students belonging to different colleges of Anantnag is 0.122 with df 60, whose significance value is 0.027 which is less than 0.05, thus the value is significant at 0.05 level of significance. In view of this the null hypothesis that the "distribution of Teaching Aptitude Scores of Arts College-going students of district Anantnag do not deviate significantly from normality" is rejected. Similarly, the Kolmogorov-Smirnov Statistics for Teaching Aptitude of Urban college going students belonging to different colleges of Anantnag is 0.142 with df 40, whose significance value is 0.040 which is less than 0.05, thus the value is significant at 0.05 level of significance. In view of this the null hypothesis that the "distribution of Teaching Aptitude Scores of Urban College-going students of district Anantnag do not deviate significantly from normality" is rejected. Hence the Assumption of Normality doesn't hold good. From above table and discussion, it is quite clear that the assumption of Normality does not hold good. Thus, instead of using T-test, the investigator used a non-parametric test known as Mann Whitney Test.

Objective

To compare the mean ranks of Teaching Aptitude scores of Rural and Urban college going students belonging to different colleges of district Anantnag. H₀= There is no significant difference in the mean ranks of Teaching Aptitude scores of Rural and Urban college going students belonging to different colleges of district Anantnag.

Table 8 Shows Mann Whitney Test Statistics based on Locale

	Teaching aptitude
Mann-Whitney U	651.000
Wilcoxon W	1471.000
Z	-3.868
Asymp. Sig. (2-tailed)	.000

From the above table it is clear that Mann-Whitney "U" value for Teaching Aptitude is 651.000 whose two tailed significance value is 0.000 which is less than 0.01 level From the above table it is clear that Mann-Whitney "U" value for Teaching Aptitude is 651.000 whose two tailed significance value is 0.000 which is less than 0.01 level of significance. Hence the value is significant at 0.01 level. In view of this the null hypothesis that "there is no significant difference in the mean ranks of Teaching Aptitude scores of Rural and Urban college going students belonging to different colleges of district Anantnag" is rejected.

Therefore, the Teaching Aptitude Scores of Rural and Urban College-going students belonging to different colleges of Anantnag differ significantly. Also, from the Table below, it is observed that mean rank of Teaching Aptitude of Urban College-going students of district Anantnag is 36.78 which is significantly less than the mean rank of Teaching Aptitude of Rural College-going students of district Anantnag which is 59.65. Therefore, it can be concluded that Teaching Aptitude is found more in Rural College going students belonging to different colleges of district Anantnag as compared to Urban College-going students belonging to different colleges of district Anantnag.

Table 9 Shows Ranks with respect to locale and Teaching Aptitude

	Residential background	N	Mean Rank	Sum of Ranks
Teaching aptitude	Rural	60	59.65	3579.00
	Urban	40	36.78	1471.00
	Total	100		

Studies in-line with the findings

The study conducted by Swarup Adhikary and Lalit Lalitav Mohakud (2020) & Kusum Lata (2017) also found in their studies that teaching aptitude is more in Rural College-going students as compared to Urban College-going students

Antagonistic studies

The study conducted by Vimal Vidusty (2021) and Dinesh Kumar and Tanu Gupta (2013) found in their studies that teaching aptitude is more in Urban College-going students as compared to Arts College-going students.

Conclusions/ findings of the study

1. That mean of Teaching Aptitude of Female College going students belonging to different colleges of district Anantnag was found to be 16.4600 which is significantly less than the mean of Teaching Aptitude of Male College going students belonging to different colleges of district Anantnag which is 20.9200. Therefore, it can be concluded that Teaching Aptitude is found more in Male College going students of district Anantnag as compared to Female College going students of district Anantnag.

2. That mean of Teaching Aptitude of Arts College going students belonging to different colleges of district Anantnag was found to be 17.5362 which is significantly less than the mean of Teaching Aptitude of Science College going students belonging to different colleges of district Anantnag which was found to be 21.2581. Therefore, it can be concluded that Teaching Aptitude is found more in Science College going students of district Anantnag as compared to Arts College going students of district Anantnag.

3. That mean rank of Teaching Aptitude of Urban College going students of district Anantnag was found to be 36.78 which is significantly less than the mean rank of Teaching Aptitude of Rural College going students of district Anantnag which was found to be 59.65. Therefore, it can be concluded that Teaching Aptitude is found more in Rural College going students belonging to different colleges of district Anantnag as compared to Urban College going students belonging to different colleges of district Anantnag.

REFERENCES

1. Bijender, Kuldeep Nara & Satish Malik (December, 2022). The Relationship between Teaching Aptitude, Self-Efficacy, and Personality Traits: A Comprehensive Analysis Among Physical Educators. International Journal of Early Childhood Special Education, 14(2):10199-10203 [10.48047/intjecse/v14i2.1139](https://doi.org/10.48047/intjecse/v14i2.1139)
2. Dr. Romena Ali. (2024). Teaching Aptitude of School Teachers: A Gender-Based Comparison. Zakariya Journal of Education, Humanities & Social Sciences, 1(1), 31-35. <https://doi.org/10.59075/zjehss.v1i1.446>.
3. Kuldeep Nara & Parveen Kumar, (August, 2023) Aging, personality, and teaching aptitude in school grade physical education teachers. Pedagogy of Physical Culture and Sports, 27(4):297-304 <https://doi.org/10.15561/26649837.2023.0405>
4. Lawrence Ademiluyi, Omolara Oluwatoyin Olusanya, (June, 2022). Influence of Micro- Teaching On the Teaching Aptitude of Business Education Students in Colleges of Education in South West Nigeria. International Journal of Education, Learning and Development. Vol.10, No.6, pp.31-39, 2022 [10.37745/ijeld.2013/vol10n6pp3140](https://doi.org/10.37745/ijeld.2013/vol10n6pp3140)
5. Muhammad Aqeel Raza, Farah Deebea & Robina Faqir, (November, 2022), A Comparative Analysis of School Teachers' Teaching Aptitude. [Global Educational Studies Review](https://doi.org/10.31703/gesr2022(VII-III).05). 7(3):45-52 [https://doi.org/10.31703/gesr2022\(VII-III\).05](https://doi.org/10.31703/gesr2022(VII-III).05)
6. Mathanesh Thangarajan (May, 2018). A Study Of The Relationship Between Teacher Attitude And Teaching Aptitude Of Prospective Secondary School Teachers.