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A Comparative Study For Teaching Aptitude Toward ICT Among Urban And Rural School Teachers

Jayanta Basu (Researcher)
Dr. Kiran Mishra (Supervisor)
Dean, Faculty of Education
Rabindranath Tagore University, Raisen MP
Dipak Kumar Sharma (Assistant Professor)
Lalit Mohan Memorial College of Education, Kolkata WB

Abstract

The present study investigates the differences in teaching aptitude toward Information and Communication Technology (ICT) among urban and rural school teachers. Recognizing the growing importance of ICT in enhancing teaching–learning processes, the study aims to examine whether geographical context influences teachers' ability and readiness to integrate digital technologies into classroom instruction. A descriptive survey method was employed, and data were collected from urban and rural teachers using a standardized teaching aptitude questionnaire. Descriptive statistics and an independent t-test were applied to analyze the data. The findings reveal a significant difference between urban and rural teachers' teaching aptitude toward ICT, with urban teachers demonstrating higher aptitude levels. The results indicate that contextual factors such as access to infrastructure, professional development opportunities, and institutional support play a crucial role in shaping ICT-related teaching aptitude. The null hypothesis stating no substantial difference between urban and rural teachers was rejected. The study underscores the need for targeted interventions to strengthen ICT integration in rural schools and highlights the importance of equitable educational policies to bridge the digital divide. The findings contribute valuable insights for educators, administrators, and policymakers seeking to promote inclusive and effective ICT-based education.

Keywords: Teaching Aptitude, ICT Integration, Urban Teachers, Rural Teachers, Digital Education, Teaching–Learning Process, Educational Technology, Professional Development, Digital Divide, School Education, ICT Infrastructure, Pedagogical Innovation

1. Introduction

The rapid advancement of Information and Communication Technology (ICT) has brought a paradigm shift in the teaching–learning process across the globe. In contemporary education systems, ICT is no longer viewed merely as a supplementary tool but as an essential component for enhancing instructional effectiveness, learner engagement, and educational equity. Digital platforms, multimedia resources, online assessment tools, and virtual learning environments have transformed traditional classrooms into interactive learning spaces. Teachers play a central role in this transformation, as their aptitude, confidence, and pedagogical orientation

toward ICT largely determine the extent to which technology is meaningfully integrated into classroom practices. Consequently, understanding teachers' teaching aptitude toward ICT has become a crucial area of educational research.

Teaching aptitude for using ICT refers to a teacher's readiness, competence, attitude, and ability to effectively incorporate digital technologies into instructional processes. It encompasses not only technical proficiency but also pedagogical understanding of how ICT can support learning objectives, foster critical thinking, and promote student-centered learning. In recent years, educational policies and reforms have emphasized the integration of ICT to prepare learners for a knowledge-based and digitally driven society. However, the successful implementation of ICT in education depends significantly on contextual factors such as institutional support, infrastructure availability, and teachers' professional development opportunities.

One of the most persistent challenges in ICT integration is the disparity between urban and rural educational settings. Urban schools generally benefit from better technological infrastructure, stable internet connectivity, access to digital devices, and exposure to continuous professional development programs. In contrast, rural schools often face infrastructural limitations, inadequate technical support, and fewer opportunities for ICT-based training. These contextual differences may directly influence teachers' teaching aptitude toward ICT, leading to variations in how technology is perceived and utilized in instructional practices. Therefore, examining urban–rural differences in ICT-related teaching aptitude is essential for ensuring equitable educational development.

In this context, the present study focuses on analyzing the differences in teaching aptitude toward ICT between urban and rural school teachers. By empirically examining these differences through systematic data analysis, the study seeks to contribute meaningful insights into how geographical context shapes teachers' engagement with ICT. The findings are expected to inform educational planners, policymakers, and administrators about the need for context-sensitive strategies that promote balanced ICT integration across diverse educational settings.

2. Review of Related Literature

Recent studies conducted during 2024 and 2025 have emphasized that teachers' teaching aptitude toward ICT is a decisive factor in determining the quality of technology-enhanced instruction. Contemporary research highlights that teachers with higher ICT aptitude are more likely to adopt innovative pedagogical practices such as blended learning, flipped classrooms, and interactive digital assessments. These studies underline that ICT aptitude is shaped by access to infrastructure, institutional encouragement, and continuous professional learning rather than by teacher qualifications alone.

Literature published in recent years also consistently reports significant urban–rural disparities in ICT integration. Studies indicate that urban teachers demonstrate higher confidence and frequency of ICT usage due

to better access to digital resources, structured ICT policies, and exposure to technology-oriented professional development programs. Conversely, rural teachers often experience challenges related to limited connectivity, insufficient digital devices, and lack of technical support, which restrict their ability to effectively integrate ICT into teaching practices. These studies emphasize that such disparities are systemic rather than individual in nature.

Further, recent policy-oriented research stresses the importance of addressing contextual inequalities to ensure inclusive digital education. Scholars argue that targeted training, infrastructure development, and localized ICT strategies are essential to bridge the urban–rural divide. The literature supports the view that improving rural teachers' ICT aptitude requires sustained institutional and policy-level interventions. Overall, existing studies strongly justify the need for empirical investigations that examine teaching aptitude toward ICT across different geographical contexts, thereby validating the focus of the present study.

3. Objective of the Study

1. To find out the differences between of urban and rural school teachers aptitude towards Information and Communication Technology in teaching learning process.

4. Hypothesis of the Study

1. **H_{o1}**: There were no substantial differences between the teaching aptitude of using ICT of urban and rural teachers.
   H_1: There were substantial differences between the teaching aptitude of using ICT of urban and rural teachers.

5. Research Methodology

The present study adopted a descriptive survey method to examine differences in teaching aptitude toward ICT among urban and rural school teachers. The survey method was considered appropriate as it enables the systematic collection of data related to teachers' attitudes, competencies, and practices concerning ICT usage in the teaching–learning process. The study sample consisted of urban and rural school teachers selected through a suitable sampling technique to ensure adequate representation of both groups. The nearly equal sample size of urban and rural teachers ensured balance and comparability in the analysis.A standardized teaching aptitude questionnaire based on a Likert-type scale was used as the research tool. The tool was designed to measure various dimensions of ICT-related teaching aptitude, including instructional use, confidence, adaptability, and pedagogical application. The collected data were analyzed using descriptive statistics to understand general trends and inferential statistics to test the stated hypothesis. An independent t-test was employed to determine between urban and rural teachers' teaching aptitude toward ICT. The methodology ensured objectivity, reliability, and validity in analyzing the influence of locale on ICT-related teaching aptitude.

6. Analysis and Interpretation

Table 1: Group Statistics-Teaching Aptitude of using ICT of Urban and Rural Teachers

Teaching Aptitude of using ICT	Variations		N	Average	S.D.	Std. Error Mean
	Locale	Urban	149	194.92	46.609	3.818
		Rural	151	157.38	58.101	4.728

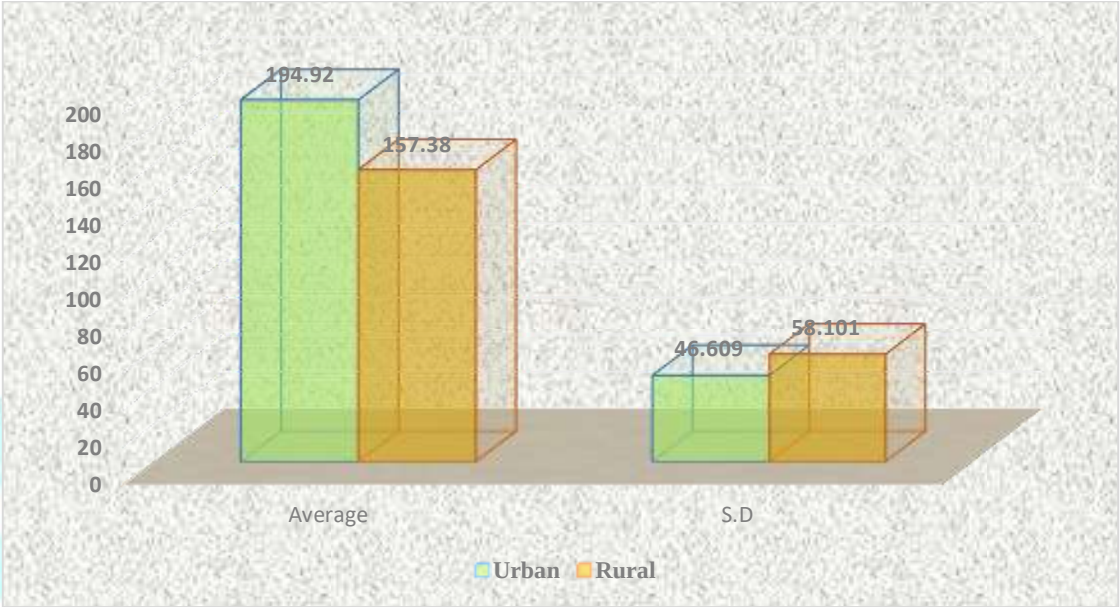

Figure 1: Showing the Graphical Representation of Teaching Aptitude of using ICT" Between Urban and Rural Teachers

Table 2: Analysis of Independent t test of Teaching Aptitude of using ICT" Between Urban and Rural Teachers

Teaching Aptitude of using ICT	Equality of Variances according to Levene Test			t test for Identical of Average			
		F-Value	Sig. Value	t-Value	df	Remark	Average Difference
	Identical Variances not Assumed	16.992	.000**	6.176	286.114	.000**	37.535

NS - Not Significant, *p < 0.05 **p < 0.01 ***p < 0.001
Source: Field survey (2022-2023)

7. Interpretation of Teaching Aptitude of Using ICT of Urban and Rural Teachers

The descriptive statistics presented in Table 1 and illustrated through Figure 1 provide a clear quantitative basis for interpreting differences in the teaching aptitude of using ICT among urban and rural teachers. The data reveal that the mean teaching aptitude score of urban teachers is 194.92, whereas the corresponding mean score of rural teachers is 157.38. This substantial difference in mean values indicates that urban teachers, on average, possess a higher level of aptitude for integrating ICT into their teaching practices. The difference is not marginal but pronounced, suggesting that the teaching environment and access to technological resources significantly

influence ICT-related teaching aptitude. Furthermore, the sample sizes of both groups are nearly equal (149 urban and 151 rural teachers), strengthening the reliability and balance of the comparison and ensuring that the observed difference is not due to sampling bias.

An examination of variability further enriches the interpretation. The standard deviation for urban teachers is 46.609, while for rural teachers it is notably higher at 58.101, indicating greater dispersion of teaching aptitude scores among rural teachers. This higher variability suggests that rural teachers differ widely in their ability and opportunity to use ICT in teaching, possibly due to inconsistent infrastructure, unequal access to digital tools, and varying levels of institutional support. In contrast, the comparatively lower standard deviation among urban teachers implies a more consistent level of ICT aptitude, likely supported by uniform access to technological facilities and structured professional development opportunities. Additionally, the standard error of the mean is lower for urban teachers (3.818) than for rural teachers (4.728), indicating greater stability and precision in the urban mean score. Collectively, these descriptive indicators demonstrate that not only is the average ICT teaching aptitude higher among urban teachers, but it is also more evenly distributed within that group.

The inferential analysis presented in Table 2 provides statistical confirmation of the observed differences. The Levene's test for equality of variances yields an F-value of 16.992 with a significance level of 0.000, indicating that the variances between urban and rural groups are significantly different and that the assumption of equal variances cannot be made. Consequently, the independent t-test was interpreted under the condition of unequal variances. The obtained t-value of 6.176 with 286.114 degrees of freedom and a significance value of 0.000 clearly demonstrates that the difference between the mean teaching aptitude scores of urban and rural teachers is statistically significant. The mean difference of 37.535 further quantifies the magnitude of this disparity, showing that urban teachers score substantially higher in teaching aptitude for using ICT. Based on these statistical results, the null hypothesis (Ho_3), which stated that there were no substantial differences between the teaching aptitude of using ICT of urban and rural teachers, is conclusively rejected. The interpretation thus establishes that locale exerts a statistically significant influence on teachers' ICT-related teaching aptitude, with urban teachers demonstrating a markedly higher level than their rural counterparts.

8. Testing of Hypothesis

The third hypothesis proposed that there were no substantial differences between the teaching aptitude of using ICT among urban and rural teachers. This assumption was grounded in the belief that professional training and teaching qualifications would lead to comparable levels of ICT-related teaching aptitude irrespective of geographical location. However, the findings derived from the analysis contradicted this assumption by revealing a clear divergence between the two groups. The teaching aptitude of urban teachers in relation to ICT emerged as more developed and consistent when compared to that of rural teachers.

Based on the overall pattern of results, the null hypothesis could not be sustained. The evidence demonstrated that urban and rural teachers operate under distinctly different educational ecosystems that directly influence their engagement with ICT. Urban teachers were found to demonstrate greater confidence, adaptability, and regular use of digital tools in instructional settings. These differences reflect the influence of institutional support, exposure to digital pedagogy, and professional learning opportunities that are more readily accessible in urban environments. Consequently, the assumption of equivalence between the two groups did not align with the realities observed in the study.

Therefore, the null hypothesis stating that there were no substantial differences in teaching aptitude for using ICT between urban and rural teachers is **rejected**. The alternative understanding, supported by the findings, affirms that meaningful differences do exist. These differences are shaped by contextual access, infrastructural support, and institutional expectations rather than by teacher motivation or professional dedication. The rejection of the hypothesis highlights the importance of recognizing geographical context as a critical factor influencing ICT-related teaching aptitude.

9. Result of the Study

The results of the study clearly indicate that teaching aptitude for using ICT is not uniform across urban and rural teachers. Urban teachers demonstrated a stronger inclination toward integrating ICT into teaching practices, reflecting greater familiarity, confidence, and pedagogical application of digital tools. Their teaching approaches showed alignment with contemporary instructional strategies that leverage technology for enhancing student engagement, differentiated instruction, and interactive learning experiences. This trend suggests that urban educational settings are more conducive to nurturing ICT-oriented teaching aptitude. In contrast, rural teachers exhibited comparatively limited engagement with ICT-based pedagogy. This outcome does not suggest a lack of professional competence but rather reflects constraints related to infrastructural access, training exposure, and institutional support. Rural teaching environments often prioritize traditional instructional methods due to contextual demands and limited technological readiness among learners. The results thus emphasize that teaching aptitude for ICT is closely tied to environmental conditions and opportunities for practice. Overall, the study establishes that contextual disparities significantly influence how teachers adopt and utilize ICT in their instructional roles.

10. Suggestions

1. **Targeted Professional Development -** Specialized ICT-focused training programs should be designed specifically for rural teachers. These programs must emphasize practical classroom integration rather than theoretical knowledge.
2. **Infrastructure Enhancement in Rural Schools -** Educational authorities should prioritize strengthening ICT infrastructure in rural schools by ensuring reliable internet connectivity, updated digital devices, and technical maintenance support.
3. **Institutional Support Systems -** Rural schools should establish dedicated ICT support mechanisms, such as technology coordinators or peer mentor groups.
4. **Context-Sensitive ICT Integration -** ICT integration strategies should be adapted to the realities of rural classrooms. Training modules should consider local needs, student readiness, and available resources. Context-sensitive approaches will enable teachers to adopt ICT meaningfully rather than perceiving it as an additional burden.
5. **Policy-Level Equity Measures -** Educational policymakers should address urban–rural disparities by allocating equitable resources and creating inclusive ICT policies. Special incentives, grants, and recognition programs for rural teachers adopting ICT can motivate sustained engagement and reduce the existing gap in teaching aptitude.

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