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**Teaching Aptitude of High School Social Science Teachers in Relation
To Gender and Educational Level: A Study**

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1.Introduction

Education plays a pivotal role in the growth and development of any nation. It is the teachers who play a significant role in imparting knowledge to the children are the strength of the nation. The destiny of our future generation is in the hands of teachers because they shape the children and mould their behaviour. To discharge their duties effectively they should have aptitude towards teaching. Only then, they will perform their job effectively. The secondary school Social Science teachers are the key persons in preparing the prospective artists, administrators, social workers etc. In their class rooms. Their teaching aptitude makes them do well in the class rooms. Teaching is a profession- indeed a noble one, conceptually and ideally. And it is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. It also refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand. It refers to part of a person's mental equipment which gives him special fitness for any kind of endeavour. Again, according to Warren's Dictionary, "Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to speak a language". The teaching aptitude helps the teachers in teaching effectively with great vigour and glamour. Teachers' aptitude is not something a teacher acquires at one moment in his professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one's own teaching.

2.Literature Riview

There were many studies undertaken on teaching aptitude of Social Science teachers. Few of them are mentioned below.

Geeta, H. (2006) found that the prospective teachers of both groups (male & female) have high aptitude for teaching than the other three aptitudes; guidance, management and research. Male prospective Social Science teachers were better in guidance and management aptitude while female prospective Social Science teachers have high aptitude for teaching and research.

Babu and Rao (2007) A study on teaching aptitude of primary school Social Science teachers. Main findings of this study were

- (1) The primary school Social Science teachers are holding high teaching aptitude and they are considered as most efficient teachers

- (2) The men and women teachers working in the primary schools are holding high teaching aptitude and there is no significant difference in the level of teaching aptitude possessed by them.

Mical.P.S (2008) Made a comparative study of teaching aptitude of pre-service and in-service Social Science teachers. The major findings were

- (1) No significant difference has been found in the mean achievement scores of the pre-service teachers with respect to their streams of study, teaching experience, gender and marital status.
- (2) The mean achievement score of the in-service teachers on teaching aptitude had been found significantly higher than that of the pre-service teachers.

Ranganathan (2014) studied the self-esteem and teaching aptitude of DTED students. The major objectives were

- (1) To explore the relationship between self-esteem and teaching aptitude of DTED students. The study reveals that the results were done with an independent sample test. It was shown that there was a significant positive relationship between high self-esteem and teaching aptitude and there was no significant difference between gender and level of self – esteem and teaching aptitude among the students.

3.Justification of The Study

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The modern teaching-learning process emphasizes guides and promotes learner development. It is said that a large number of Social Science teachers of the present day have no interest in their profession and they continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meager that many of the talented persons do not think of becoming Social Science teachers but seek positions elsewhere. Lack of recognition of the Social Science teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, a lawyer, or an administrative officer in the society. Especially, as far as the secondary school Social Science teachers are concerned, their position is being downgraded to the bottom level day by day, though Social Science teachers are said to lay the foundations of any society or civilization. The significance of the role the Social Science teacher is to play is hardly recognized, though it has become a fashion to observe the teacher's day. The Social Science teachers today suffer from neglect, indifference and insecurity. The society or the nation always expects a lot from a Social Science teacher who has so little power and alarmingly meagre facilities. Teaching in the modern era is a challenging profession that requires good subject knowledge, good questioning skills, an emphasis upon Introduction instruction, clear objectives, good time management, effective planning, good classroom organization, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. Aptitude is considered to be an important characteristic in order to fulfil above responsibility, because aptitude can predict the future success or failure of an individual in one occupation or areas of occupation. Teaching Aptitude is necessary for the teachers to do their holy job a successful one without having considerable amount of teaching aptitude any teacher cannot perform his/ her duty properly.

Hence, this study is undertaken to study the level of teaching aptitude of secondary school. Teaching Aptitude of Social Science teachers is affected by a number of variables such as gender,

educational level etc. In this study an attempt has been made by the investigator to examine the teaching aptitude of high school Social Science teachers in relation to the above mentioned variables in Kalaburgi district of Karnataka.

4.Objectives Of The Study

- (1) To examine the level of teaching aptitude of the high school Social Science teachers.
- (2) To study the difference of teaching aptitude of the high school Social Science teachers in respect to gender.
- (3) To study the difference of teaching aptitude of the high school teachers in respect to educational level.

5.Hypotheses Of The Study

- H1: There exists no significant difference in the mean scores of teaching aptitude of the high school male and female Social Science teachers.
- H2: There exists no significant difference in the mean scores of teaching aptitude of the high school Graduate and post graduate Social Science teachers.

6.Plan And Procedure

Selection of Research Method

The present study was designed to study the teaching aptitude of high school Social Science teachers. On view of the approach followed, the present investigation falls in the domain of descriptive survey. It is descriptive because it aims to describe the nature and present status of the phenomenon. It was done through survey method because it involved survey or visits to various institutions for the collection of data with the objective of analyzing, comparing and interpreting the existing status.

Population And Sample

The population of this study consists of all the selected high school Social Science teachers of Kalaburgi District, Karnataka. The sample of the present study was selected from twelve (12) high schools of Kalaburgi district by applying stratified random sampling technique. From these schools, 120 Social Science teachers (per school 10 teachers) have been selected as sample on the basis of equal allocation i.e., 60 Social Science teachers Male and 60 Social Science teachers Female.

Statistical Analysis

The data were mainly analyzed in terms of Mean and t-test.

7.Analysis And Interpretation

Table 1:
Significance of difference in the Mean Scores of Teaching Aptitude of the school male and female Social Science High School Teachers

Gender	N	Mean	S.D.	t-value	Remarks
Male Social Science Teachers	60	228.18	11.37	1.29	NS
Female Social Science Teachers	60	225.88	13.27		

It is evident from the table that Mean and Standard Deviation of male Social Science teachers in teaching aptitude are 228.18 and 11.37 respectively. Similarly the same for female Social Science teachers are 225.88 and 13.27 respectively. The obtained t-value 1.29 is less than the table value 1.96 at 0.05 level of significance. It indicates no significant difference in the mean scores of teaching aptitude of the male and female Social Science teachers of high School. Here, null hypothesis is accepted.

Table 2:
Significance of difference in the Mean Scores of Teaching Aptitude of the Graduate and Post Graduate High School Social Science Teachers

Gender	N	Mean	S.D.	t-value	Remarks
Graduate Social Science Teachers	68	227.22	12.35	0.25	NS
Post Graduate Social Science Teachers	52	226.75	12.50		

It is evident from the table that Mean and Standard Deviation of graduate Social Science teachers in teaching aptitude are 227.22 and 12.35 respectively. Similarly the same for post graduate teachers are 226.75 and 12.50 respectively. The obtained t value 0.25 is less than the table value 1.96 at 0.05 level of significance. It indicates no significant difference in the mean scores of teaching aptitude of the graduate and post graduate Social Science teachers of high school. Here, null hypothesis is accepted.

8. Findings Of The Study

- (1) There exists no significant difference in the mean scores of teaching aptitude of the male and female Social Science teachers of high school. Male Social Science teachers' teaching aptitude is higher than female Social Science teachers.
- (2) There exists no significant difference in the mean scores of teaching aptitude of the graduate and post graduate Social Science teachers of high school. Graduate Social Science teachers, teaching aptitude is higher than post graduate Social Science teachers.

9. Suggestion

On the basis of the findings of the study, relevant literature studied and observations made by the researcher during the study, a few recommendations are offered which may help in developing teaching aptitude of high school Social Science teachers.

1. Finding showed that majority of sample had average level of teaching aptitude. Hence necessary steps should be taken at the time of selection of the Social Science teachers. Only those candidates should be selected who adopt this profession as their best choice taking it as a challenge and not as a last resort after losing in other fields of life.
2. Educational administrators are to adopt a selection criterion for the high Social Science teachers by giving weight age to the Test of Teaching Aptitude.

10. Conclusion

The present investigation aimed to study teaching aptitude of high school Social Science teachers working in high schools. At the outset, the effect of gender and educational qualification was examined on the teaching aptitude of the high school Social Science teachers. Except optimistic attitude, teaching aptitude of high school Social Science teachers in all categories is very high. Gender and educational qualification were reported to have no significant main effects on the

teaching aptitude of Social Science teachers. This study will help to open the door to a new and different venue for the study of teaching aptitude as only a small number of researches has been conducted in this topic in educational settings of Karnataka.

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