



Teaching Self-Concept of Urban and Rural Successful Teachers

Dr.S.G. Sharma

Research Guide (Education)
RTM, Nagpur University Nagpur
Uni.Nagpur

K.M. Pardhi

Research Scholar
Dep. Of Education, RTM, Nagpur

ABSTRACT

Teaching Self-Concept is the totality of teachers' beliefs, preferences, opinions and attitude organized in a systematic manner towards their personal experience. Thus teaching self-concept is a crucial quality of teachers influencing their teaching learning process. So it is evident to study about TSC of teacher. Present research paper is an persistent endeavour to compare the TSC of urban and rural secondary school successful teachers.

Teaching Self-Concept is teacher's belief about himself / herself including the teachers attributes and who and what the teacher is.

Teaching Self-Concept is now an important term for both social psychology and humanism. Social psychology is about understanding individual behavior in a social context.

Baron, Byrne and Suls (1989) define social psychology as the scientific field that seeks to understand the nature and causes of individual behaviour in social situation.

It therefore looks at human behaviour as influenced by other people and the social context in which this occurs. Social Psychology therefore deals with the factors that lead to behave in a given way in the presence of others, and look at the condition under which certain behaviour/ actions and feelings occur. Social psychology is to do with the way these feelings, thoughts, beliefs, intentions and goals are constructed and how such psychological factors in turn influence the interactions with others.

School is a miniature society where students from various religion, caste, creeds and socio-economic status-families come to study. Here teacher imparts knowledge, lit the lamps of various developments. Hence Human Society is optimistic with respect to schools and colleges. These are the crucial places where useful personalities are developed for self, society and nation.

Teaching Self-Concept can be strictly defined as the totality of teachers' beliefs, preferences, opinions and attitudes organized in a systematic manner towards their personal existence. Simply put; it is how teachers think of themselves and how they should think, behave and act out various their life roles. The Teaching-Self is perhaps the most complex unit to study. Each teacher has different personality traits, ability and preferences that sometimes can not be understood what is really going on inside of us. While teachers may not be able to exactly explain why they think this

way or why do they behave in that manner the teaching self-concept theory is a good foundational knowledge on the importance of teachers' perceptions towards their personal existence.

A Teaching Self-Concept is an understanding the teacher himself having of himself that is based on his personal experiences, body image, the thoughts he has about himself and how he tends to label himself in different situations.

A Teaching-Self-Concept can also be defined as an all encompassing awareness the teacher had of himself in the past, the awareness he has of himself at a future time. Teachers' teaching-self-concept is built upon perception. Teaching-Self-Concept is the construct that negotiates these two selves; in other words connotes first the identification of the ideal teaching self as separate from others and second it encompasses all the behaviour vetted in the actual teaching self that the teacher have engage into reach the ideal teaching self. Thus it is often asserted that the teaching self-concept is the sole perspective from which one teacher can understand individual's behaviour because it includes all the dimensions of teaching self including how he looks (Self image) and what the teacher knows (Self-Knowledge) and the ways in which these exists for others. (fulfilling the ego)

Teachers' own opinion regarding his worth as a person influences much of his thinking and his classroom behaviour. Regardless of how inaccurate or distorted the individual's self evaluation may be he perceives and reacts to others in terms of how he perceives and evaluated himself. The teaching self-concept of an individual therefore, determines his personal relationship with his colleagues and students. It is believed that a teachers total behaviour how he speaks and moves in the class room, the words he uses to say about, the contents of his subjects is fully determined by his own teaching self-concept.

The researchers have reported that the teacher's self-concept plays an important role in teaching effectiveness such as Milly (1960) reported that more effective teacher trainees on the whole have a higher as more effective teaching self-concept in all areas and also in the total self-concept. Vock (1970) also positive rather than negative view of self. Hatfield (1961) compared and teaching self-concept of the student -teachers with Superior Class teaching and the self-concept of student-teacher with inferior class-teaching. He found that the Self-Concept of the student-teachers with superior class teaching was significantly higher than the self-concept of the student-teachers having inferior class-teaching. AThomus and Firestone (1973) studied the relationship between self-concept of teachers and their teaching effectiveness. They found non-significant relationship between teachers' self-concept and teaching effectiveness

From the studies reported above it is noticed that teaching self-concept is an important variable related to teaching effectiveness, classroom interactions and teacher behaviour. Since teachers with equal qualifications and approved by education officers are working in Urban high schools and rural high schools. So, it is a spotlight to find out the difference of Teaching-Self-Concept of Urban and Rural Secondary Successful School teachers along with the difference on their quality of

teaching Self-Concept. Here it is evident to make the concept of Successful Teacher very clear.

The present research-paper writer is a Ph. D. (Education) Scholar of R.T.M. Nagpur University, Nagpur and in his registered topic of Ph.D.(Education) research he wants to find out the teaching self-concept of Successful teachers along with other crucial three variables. So first he collected the data of Successful teachers from Urban and Rural Secondary Schools, using standard test of successful-teachers. In the huge sample of secondary school teachers he found out and separated successful teacher who retained following some characteristics such as-Knows the subject matter well, Lively presentation, Humorous, Interested in teaching, has pleasant voice, Neat in dress, Friendly personality, and Good control on the class.

Objectives of the study

For this pilot study and research paper he framed following objective :-

- i) To find out the successful teachers of Urban and Rural Secondary School.
- ii) To know the Teaching-Self-Concept of Urban and Rural Successful teachers.
- iii) To work-out the difference of Teaching Self-Concept (TSC) between Urban and Rural successful secondary school teachers.
- vi) To investigate the difference of Teaching-Self-Concept (TSC) between Urban and Rural male successful secondary school teachers.
- v) To identify the difference of Teaching-Self-Concept (TSC) between Urban and Rural female successful secondary school teachers.

Hypothesis

Null hypothesis is considered.

- i) There is no significant difference of TSC in Urban and Rural Secondary School successful teachers (ST)
- ii) There is no significant difference of TSC in Urban and Rural male Secondary School successful teachers.
- iii) There is no significant difference of TSC Urban and Rural female Secondary School successful teachers.

Sample

- i) Selective Sample method is used in this research.
- ii) 100 Urban ST and 100 Rural ST have been considered.
- iii) 50 Urban male 50 Urban female ST have been selected
- iv) 50 rural male and 50 rural female ST have been grouped.

Tool

- i) Standard Test of Successful Teachers developed by Dr. Ashok Sharma with reliability 0.85 and validity 0.78.
- ii) Standard Test of Teaching Self-Concept prepared by Dr. Mathew George with reliability 0.76 and validity 0.72.

Procedure of Data Collection

Successful Teacher Test was given to all teachers of Secondary School considered in the sample randomly situated in Urban and rural secondary high school of Gondia district. After collecting the tests duly responded it was scored as per proposed procedure and successful teachers were obtained. Thereafter TSC Test was given to these ST. Responded TSC tests were also scored as per procedure and thus data was collected for further analysis.

| Sr. No. | Data Analysis | Successful Teachers | | TSC Mean & SD Urban | | TSC Mean & SD Rural | | CR |
|---------|---|---------------------|---------|---------------------|----------|---------------------|----------|---------|
| | | Urban N | Rural N | M | σ | M | σ | |
| 1. | TSC Difference between Urban and Rural ST. | 100 | 100 | 670.93 | 36.74 | 279.7 | 72.27 | 52.51** |
| 2. | TSC Difference between Urban male and Rural male ST. | 50 | 50 | 315.5 | 46.10 | 272.80 | 74.84 | 3.24** |
| 3. | TSC Difference between Urban Female and Rural Female ST | 50 | 50 | 311.75 | 48.37 | 250.42 | 71.78 | 5.47** |

** Significant on 0.01 level

Data analysis of the collected data is shown in the above table 1. Here at Sr. No. 1 difference of TSC between Urban and Rural ST with N-100 is computed it is found to be (R=52.51** which is most significant at 0.01 level resulting TSC of Urban Secondary School Successful Teacher is more better than Rural Secondary Successful Teacher.

At Sr. No.2 Teaching Self-Concept Difference between Urban male Successful Teacher and Rural Male Successful Teacher is shown where value of CR is 3.24** which is again significant at 0.01 level indicating that Urban Male Successful Teachers are having high leveled TSC than Rural Male ST.

At Sr. No.3 TSC Difference between Urban Female ST and Rural Female ST is found out which CR=5.47 significant at 0.01 level. It reveals that Urban Female ST retain high level of TSC than rural female ST.

Conclusion

Thus it is concluded that Urban ST including also male and female have better level of Teaching concept than rural successful teachers including and separate male female.

It is evident that as the TSC is better certainly their teaching attitude and teaching quality, teaching interest will be better that affects the students and growth of the institutions.

Refernce

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