



## REJUVENATING TEACHING

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### Abstract

*It is the teacher as a person and as an instructor who determines the quality of a teaching learning process. The quality of the citizens of a nation depends on not exclusively but to a critical measure upon the quality of their education. The quality of their education depends more than any other factor; upon the quality of their teachers. There is a great need of making a correct selection of teachers. The persons with high aptitude for teaching should be spotted out through proper testing and advised to join the teaching profession. Aptitude is the capacity to learn certain skills and abilities which are necessary for success in a particular area of work. In the recent decades, there has been a growing realization of the importance of self-concept as a means of understanding and predicting human behavior with the advent of phenomenal psychology.*

**Keywords:** Effective Teaching, Self Concept, Teaching Aptitude



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Education is a mirror in which the entire developmental process finds its reflection. It determines the level of prosperity, welfare and security of people. The success of educational process depends to a large extent on the aptitude and ability of the teachers, who is the corner stone of the system of education. Everything depends upon the teacher. In influencing the life and character of children and youth, one of the most potent factors is the example set by the teacher. It is true that for right education a variety of subject matter and reflection on methods are not only useful but indispensable. It is quite true that teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitudes, value judgments and adequate personal adjustment of the pupils. The core theme assumes that a teacher's knowledge, intelligence, attitude, personality, traits, aptitude, sex, experience etc. are correlated with the teacher's class room teaching process which in turn, produces changes in student behavior and/or achievement. Teacher effectiveness is not teacher performance as teacher competence, but it refers to the behavior or aptitude of a teacher while teaching a class.

The main actor on the educational stage is teacher. It is the teacher as a person and as an instructor who determines the quality of a teaching learning process. The quality of the citizens of a nation depends on not exclusively but to a critical measure upon the quality of

their education. The quality of their education depends more than any other factor; upon the quality of their teachers. The success of educational process depends to a great extent on the teacher's character and ability. No doubt at present, there is an oversupply of teachers there in India but there is great shortage of adequately, qualified and competent teachers. From the very earliest time, the job of the teachers has been respected but systematic attempts to analyse the nature of his work to identify his qualifications and qualities in relation to his job requirements have been few and far between. The focal importance of the teacher is not new to educational thinking. The identification of qualified and capable teaching personnel, therefore, constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. The schools may have excellent material resources and the whole programme of education is likely to be ineffective and wasteful if the teachers are misfit.

Different educationists have different views with respect to the specific contribution to the teaching performance of teachers. Some believe that good teaching is the result of the teachers training in certain college or university course. Others believe it to be a matter of the teachers 'dynamic personality'. According the 'Dictionary of Education', Teacher effectiveness means, "The ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interest of the student and some given subject ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interest and needs."

There is a great need of making a correct selection of teachers. The persons with high aptitude for teaching should be spotted out through proper testing and advised to join the teaching profession. Aptitude is capacity to learn certain skills and abilities which are necessary for success in a particular area of work. Teaching aptitude is concerned with the long run satisfaction and success of the teacher on the job. Anyone who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and process of education. Teaching aptitude plays a very important role in teacher effectiveness. Therefore it is very necessary to define their traits precisely and measure them adequately, so that suitable environment may be provided in the schools for the professional growth of the teacher and for all round development of personality.

Aptitude is considered to be unique, as usual knowledge and skill in many fields and specific knowledge and skill in one field. High or low aptitude in a given area signifies that

an individual fits into the requirements of one job better than into another and nothing more. The term Aptitude narrowly defined, as the native or inborn capacity of people in tasks requiring intellectual ability and skill. More broadly, it includes the effects of the environmental influences to which they have been subjected. Even in its narrower scientific sense, however, the word aptitude is by no means consistently and clearly used in the literature on tests. In Warran's Dictionary of Psychology (1934), it is defined as a condition or set of characteristics indicative of ability to learn. This implies that an aptitude is not necessarily an entity, but rather a constellation of entities and the set of characteristics which enable one person to learn the same thing. The word aptitude is derived from the word "Aptos" which means 'fitted for'. According to Bingham, (1937), aptitude is a collection or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of responses such as the ability to speak language, to produce music..... This definition indicates distinctly that aptitude is not a unitary trait. In Dictionary of Education by Good (1959), aptitude is defined as "A pronounced innate capacity or ability in a given line of endeavor such as a particular art, school subject or vocation." Thus, in this definition, aptitude refers to an individual's inborn capacities or potentialities which are indicative of some specific abilities. Teaching aptitude may be defined as an innate capacity of an individual indicated by the ability to develop specific skills and to acquire knowledge and information which may enable a person to prepare for or to be more proficient in teaching.

In the recent decades, there has been a growing realization of the importance of self-concept as a means of understanding and predicting human behavior with the advent of phenomenal psychology. Mead in (1934). Set forth an idea of "self". Mead's 'self' is an object of awareness rather than a system of processes. It is socially formed self, it can arise only in social setting, where, there is a social communication. Roger (1947) argues that self has come to be accepted as a basic factor in the formation of personality and in the determination of behavior. He also proposed which is known as Roger's Self Theory. The central points of this theory are:- Man lies essentially in his own personal and subjective world, The self becomes differentiated as part of the actualizing accordance from the environment, through transitions with the environment particularly the social environment, It is the self concept rather than any 'real' self, which is of significance in personality and behavior, It is most significant determinant of response to the environment, The development of self-concept is not just the slow acceleration of experiences, conditionings and imposed

definitions by others. The self concept is a configuration; Smith (1961) thinks that self is a person as perceived, felt and thought of by himself. He feels that self has different dimensions as **The Perceived Self**: - This is an individual's concept of the kind of person he is. It is influenced by his physical self, his physical appearance, dress and dispositions, his values, beliefs and aspirations. **The Real Self**: - Real self means one's nature with all its potentialities. A person is aware of some aspects but unaware of other aspects of his own self. The real, self includes what he is aware of and he is not aware of it is perceived self-plus unconscious self. **The Ideal Self**:- Butler and Haig (1954) define the ideal self as "the organism's conceptual pattern of characteristics and emotional status which an individual consciously holds desirable for himself." The assumption is that he individual is able to order his self-perception along a line of value form "what I Like to be" to "what I would at least like to be." LaBenna and Greene (1969) are of the view that self-concept is person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a direct force in behavior.

All these factors have a deep impact on the teaching, as these factors denote the innate abilities of a teacher and time to time these factors enrich the teacher with new knowledge and innovations. The focus on these factors may lead to the development of a skilled teacher. Self concept takes the teacher towards the path of competition and teaching aptitude towards the new ideas and planning. By sensitizing these factors revival of the teaching and teacher can take a new shape.

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