

The Image Of The Egyptian Teacher

In Cinema and tv drama and its Educational Implications

Abstract

There is no doubt that the visual mass media is becoming increasingly important to viewers since It is considered the main source of information. Besides, it attracts the viewers' attention and makes them react to what they watch.

Fore most among them is TV which Is capable of capturing the viewers' attention, regardless of their educational level, gendre or social status. That is because TV has a degree of credibility, objectivity in presenting and discussing the viewers life problems and freedom of forming opinions and attitudes.

Most important, TV drama is of a special importance to viewers as it effectively depicts society and its main issues, properly reflects individuals interests and help forming mental images about other people and socities when the direct or the first hand experience Is absent. Thus, the rates of watching and consequently of being affected by TV drama are getting higher.

Moreover, because the role of the Egyptian teacher is so Important, drama has began handling his character and his problems since 1947 with the production of the first Egyptian movie until our very moment. However, the fcaatures of his character have positively and negatively and effectively influenced the viewers' attitudes towards the teacher. Besides, what increased the possibility of this influence are: the viewers' past experience, their belief in the credibility of the shown content, their familiarity with this content and finally their readiness to believe In it. Therefore, it Is highly important that we should study the Image of the Egyptian teacher in TV and cinema drama, and decide the extent to which this image corresponds to reality and finally determine its effects on teachers and on spectators as well.

Thus, this study aimed at surveying the Image of the Egyptian teacher and its educational implication. Besides, it also aimed at analysing the content of the teacher drama presorted on channel 1 & 2 during April - September 2002.

To achieve the study aims, we have conducted two questionnaires to a random sample of teachers and spectators alike. This sample consisted of 300 Items distributed equally among five study areas the coastal cities situated in the governorates of (Alex. Cairo, Giza, Fayoum) .

The aim of that survey was to know their opinion about the Image of teacher in drama and also to test the credibility of the findings. Further more, we have designed units & category-based tables suitable for the study topic to analyses the content.

Additionally, through the use of the sample survey, the interational relation, the descriptive analysis, the quatitaive and quantitative statistics such as (the correlation co officient, continguncy co officient, Q square Anova, Dankam), the findings of this study were Taught and pnesented in a frame of three research axes :

The teachers study, the viewers study, a comparison between the opinions of both the viewers and the teachers, and finally the content analysis of a sample of teacher drama. We shall review those findings as follows:

Firstly: The findings of the teachers and spectators study:

In addition, religious programmes, serials, Arabic movies, Social, mellow and historical drama are considered the favorite programmes.

It Is note worthy to indicate that the middle age instructors, diunder 20 – years experience, like best the Tv dramatized teacher's

character among other characters handled by drama. This shows how greatly this image can affect them.

Furthermore, the findings have indicated that teachers and viewers are greatly affected by the best movies that truly handled teachers (eg

[The Coast of love] Shate El Gharam, Akher El-Regal El-Mohtrameen [The last Respectable Man] and Ghazal El- Banat (the other hand teachers are badly and negatively affected by the worst movies that handled teachers (eg. Madrasset El Moshaghmben) (Dangerous minds), El Beda wa El Hagar (the egg & the stone). While serials such as: Dameer Abla Hikmat (Mrs Hikmat's conscious), Toyour El Shamas (the singing birds) and Ragol fee Zaman El Awlama (Aman in the age of globalization) greatly affected teachers.

Apparently, instructors think that TV serials have presented teacher as a person whose main concern is to give private tuition and who looks funny beside being always in a mess. They also view that the dramatized image of the teacher presented in social drama does not correspond much to reality, or corresponds to it to a very small degree. While in comedy, the image of the teacher is completely unrealistic. But, it is relatively related to reality in minor things like appearance, the furniture, room number and play grounds.

Moreover, the findings have indicated that there is a correlation and contingency relation between the image of the teacher in the social or comic drama regarding certain aspects, for example, the teacher's family, his personal traits and the school environment while there is no contingency regarding other aspects such as the teacher's appearance.

Besides, the findings have indicated that there is no significant difference among teachers and viewers also regarding the effect of the gender, qualification, district on the drama handling the

problems of the TV teacher. That is because teachers relate those problems to students, families and superiors.

Additionally, teacher's and viewers think that the language of the dramatized teacher and the solutions proposed to solve his problems are Some what related to reality and based thoroughly on the overall studied factors.

As for teacher's altitude towards the dramatized image of teacher, more than half of the whole representative sample have stated that they are not proud of being teachers and are ashamed of the drama uncovering the identity of their career due to the image of teacher presented on TV. Mean while, the rest of the sample think that teaching profession does not help Increase their ability to give more and more or to exert much effort. Thus, It is important that the image of the teacher In drama should change so as the teacher can have a better conception of himself and of his profession.

To improve that image in cinema & TV drama, teachers and viewers suggested that the dramatized teacher should be presented as moral, good looking, psyohologically balanced, loyal in doing his home work, not to mention being a paragon of virtue. Besides, he should not be presented as a person whose main concon is to give private tuition, but as one who is respectable and a leader. In a word, drama should take into Its consideration the element of credibility and authenticity when presenting such an image.

Secondary: The findings of comparing the opinions of the teachers and those of the viewers.

Regarding the image of the teacher in the social drama and its credibility, the findings, have showed a significant difference between the credibility, the findings, have showed a significant difference between the viewers of the teachers and those of the viewers while teachers think that the dramatized image of teacher presented in social drama does not correspond to reality In some

aspects such as the teacher's general appearance, his general behaviour and school. Environment, the viewers think that this image is very related to reality except in some negative aspects that can not be measured according to some fixed criteria like; for Example, the teacher's clothes, his house, his wife's and children's appearance, and his social relations.

As for the image of the teacher in comedy, the findings indicated no significant difference between the opinions of the teachers and those of the viewers. They think that this Image does not to a great extent correspond to reality in some aspects like the teacher's appearance, his family, his general traits, his superiors and students and school environment, Besides, it may or may not correspond to reality In some negative aspects such as the teacher's social nelations and school's play grounds.

Concerning the teacher's language and problems that are presented on TV drama and cinema, the findings have showed a great similarity between teacher's views and those of the viewers since both sides relate these problems to superiors, students and family respectively. In a word, the solutions of these problems and teacher's language correspond relatively to reality.

Generally, teachers and audiences alike agreed upon the fact that the dramatized image of the teacher that is presented in drama. Corresponds to some extent to reality. Hence, there is no significant difference between the views of the both sides.

Thirdly: The findings of content analysis.

The content analysis' findings refer to the following conclusions:

The teacher – directed movies are rare during the analytical study period in comparison to the ones shown on channel 1 and 2. the former narges about 7 movies while the latter reaches approximately 343 movies.

The sources of the artistic genres which handled teacher, concentrate in the category of the written scenario that handles real issues.

Teacher drama has discussed subjects (eg. Social, political, professional and current events) while It did not handle historical subjects, national issues or auto biographies because they are not suitable for the subjects that handle teacher's problems.

The events of the study sample movies took place in rural societies, rural – urban societies or in a ecological environments while those of the serials took place in urban societies.

Cinema movies discussed teacher's problems in melodramatic form rating approx (28%, 50%) and In black comedy rating approx. (42%, 50%) for movie and serial respectively, not to mention tragedy and farce alike rating about (14%, 14%) for movie and serial respectively.

Regarding the period in which the events of the artistic genres (eg. Movies, serials), they took place in approximate months as this period suit the nature of teacher's job. Thus the Egyptian teacher's character is best embodied during that period.

As for teacher's language, the dramatized teacher is presented in movies and serials as speaking the Egyptian slang more than classical or standard Arabic and colloquial dialects but he is never presented as speaking the national slang, local Bedouin or coastal dialects although they are considered levels of languages spoken by teacher in real life.

Regarding teacher's problems that are presented in the artistic genres, professional, economic and family problems each rate respectively (50%. 40%), (35%, 20%) for movie and serial as well.

Clearly, when the ways of handling teacher's problems have concentrated in the mixed discussion category, the problems, were not solved, but when they have concentrated in the detailed discussion category, the problems were a little bit solved.

Concerning the values that accompany teacher's character In cinema and TV drama, the content analysis's findings showed wingh per cent of passive values rating (112-198) for movie and serial respectively.

However, those values were not properly, equally, comprehensively and objectively distributed among the artistic typin. On the other hand, the repeated appearance in certain of the negative values not to mention their concentration works help, rooting the negative image of TV and cinema teacher.

Conclusion:

It is abundantly clear that there is an Increase in the viewing rate of TV programmes especially those of the Egyptian teacher drama, on the part of the teachers and audiences. Also, and the latter are greatly affected by that Image either positive or negative.

TV., cinema, drama present an unbalanced image of the Egyptian teacher as relating him to some positive or negative traits.

Because the presented TV teacher's Image has a deep effect on teachers and their job satisfaction, the professionnel issues of the teacher should be reinforced and related to reality. Thus, the image shall draw people's respect to and appreciation of teacher and encouрге individuals to select teaching as a career.

