

## **A Study Of Effectiveness Of Sattvaguna Enrichment Programme For Secondary School Teachers With Respect To Teaching Competency.**

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**ABSTRACT:** Increase in the Sattvaguna and decrease in the TamoGuna is the demand of the noble profession of teaching. Because, the student observes the teachers responses to various situations in life- his patience and perseverance in tough situations, his kindness and compassion, his punctuality, regularity, fairness and justice in his actions. He is eager to know whether his teacher exhibits his commitment to moral values and conviction regarding the need to practice them and then he also would make an effort to imbibe and practice the values in his own life. Hence, the researcher felt the need to do something in this field.

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### **I. INTRODUCTION**

An accomplished scholar Samuel Smiles (2005) defines character as, “One of the greatest motive powers in the world. In its noblest embodiments it exemplifies human nature in its highest forms, for it exhibits man at his best.” In this context, one should not forget that, intellectual culture has no necessary relation to purity or excellence of character. Intellectuality does not help one in developing character which is highly ennobling and spiritual in content. Man-being a social animal, gregarious and quarrelsome in nature-with qualities like Kama (desire), krodha (anger), lobha (greed), mada (arrogance), moha (lust) and matsara (hatred) all the time dominating his thinking, more to satisfy his unending desires at any cost, totally blinded by ignorance – should be enlightened so as to put him on the track of eternal bliss. This entire exercise requires to undertake a series of selected exposures and experiences. These exposures and experiences together comprise of “the SGEP”. The SattvaGuna Enrichment Programme (SGEP) is aimed at the teacher because he is the one and only person having authority and responsibility both and accountability, too, in shaping the personality and building the character of his student. The Kothari Commission Report (1964) rightly remarks – “The future of a country is being shaped in today’s classroom.” Obviously, the role of the teacher who solely controls the “class” assumes immense importance. Hence, the researcher intended to prepare the SGEP for ‘teachers’

#### **Statement of the Problem**

A Study Of Effectiveness Of Sattvaguna Enrichment Programme For Secondary School Teachers With Respect To Teaching Competency.

#### **Definition of the Terms**

##### **SATTVAGUNA**

##### **Conceptual Definition**

It is one of the trigunas or quality born of nature. It binds through identification with joy and wisdom. It is consciousness with balanced potentiality.

Yardi M.R. (1991)

##### **Operational Definition**

SattvaGuna is the factor in personality as measured by Sattva, Raja, Tama Test (2003) developed by JanaPrabodhini, Pune. SattvaGuna is mainly characterized by Satisfaction of mind, Steadiness of mind, Positive attitude, Awareness about Sattvik Diet and Teaching Competence.

## **ENRICHMENT**

**Conceptual Definition :** Improve the quality or value of . Oxford Dictionary Thesaurus & Word Power guide (2006)

**Operational Definition :** Increased score in the tests used to see the effectiveness of programme.

## **PROGRAMME :**

**Conceptual Definition :** A planned series of events or activities with a long term aim. Oxford Dictionary Thesaurus & Word Power guide (2006)

## **SATTVAGUNA ENRICHMENT PROGRAMME (SGEP)**

### **Operational Definition**

Programme for Enrichment of Sattva Guna in Secondary School Teachers. It includes audio and video cassettes, lectures, discussion, workshops and counseling. It was prepared and implemented with the help of experts in the field.

## **SECONDARY SCHOOL TEACHER**

### **Operational Definition**

Teachers teaching in the secondary schools.

## **COMPETENCY**

### **Conceptual Definition -**

Having the necessary skill or knowledge to do something successfully. Oxford Dictionary Thesaurus & word power guide (2006)

### **Operational Definition**

The competency of teacher with respect to teacher classroom behavior in relation to pupil behavior . It is related to planning, presentation, closing, Evaluation and Managerial aspect.

### **Objective of the Study**

To study the effectiveness of SattvaGuna Enrichment Programme for secondary school teachers with respect to Teaching Competency.

### **Hypothesis of the Study**

#### **Research Hypothesis**

The SattvaGuna Enrichment Programme will be effective in developing teaching competency in secondary school teachers.

### **Scope of the Study**

- [1] Results of this study will be applicable to Secondary School
- [2] Teachers in Maharashtra .
- [3] Results of this study will be applicable to Secondary
- [4] School Teachers in India .
- [5] iii) Results of this study will be applicable to Secondary School Teachers in the world.

### **Delimitations of the Study**

- [1] The study was delimited to teachers from High Schools in Sangli city of Maharashtra State.
- [2] ii) Thirty three teachers were included in experimental group and Thirty teachers were included in control group.
- [3] iii) Only one characteristic of SattvaGuna that is teaching competency is considered in this paper.

### **Method in the Present Study – Experimental Method**

#### **Experimental Design Used in the Present Research**

In the present research Pretest-Post test Nonequivalent Groups design of Quasi Experimental Design was used.

### Variables in the Present Study

- 1) Independent variable - Sattvaguna Enrichment Programme (SGEP)
- 2) Dependent variable – Test scores on GTC scale

### Sampling in the Present Study

Sampling in the present study was purposive sampling. SGEP was conducted every Sunday and duration was three months. Therefore permission of headmasters was asked. From Sangli city four headmasters allowed to take orientation programme for their teachers. The total number of teachers from these four schools was 102. Orientation programme was conducted for these 102 teachers. They were asked to fill up acceptance form. Thirty three teachers (15 male + 18 female) expressed their willingness to participate in SGEP. Therefore, this was the sample for experimental group. From remaining 69 teachers, the teachers who were ready to appear for the pre and post-tests were selected as a control group. They were 30 (14 male + 16 female) in number. In this way, among 102 teachers, 33 teachers were selected as experimental group and 30 teachers were selected as no treatment group or control group.

### Tool used in the Present Study

#### General Teaching Competency Scale (GTC Scale)

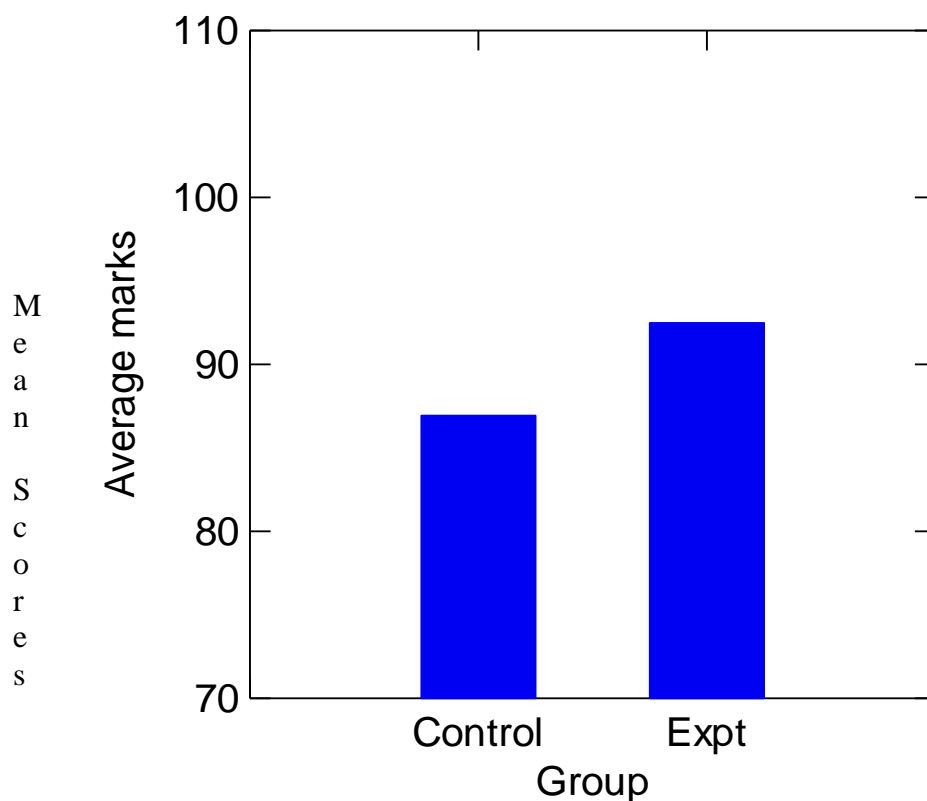
This scale was prepared by Prof.B.K. Passi, Indore and Mrs. M.S, Lalitha, Mysore, It is published by National Psychological corporation, Agra in (1994).

### Analysis in the Present Study

**Table No. 1**  
**Pre-test scores in GTC (General Teaching Competency) Scale**

Sr.No.	Control Group	Expt.Group
1	84	110
2	87	106
3	73	98
4	77	85
5	80	103
6	98	99
7	95	111
8	102	93
9	103	82
10	101	80
11	98	78
12	85	81
13	87	107
14	80	99
15	76	88
16	96	79
17	101	75
18	92	83
19	90	89
20	83	98
21	81	78
22	75	75
23	71	77
24	78	90
25	77	89
26	73	94
27	75	110
28	82	102
29	103	77
30	105	101
31		112
32		98
33		105

Mean Scores	
Control Group	Experimental Group
86.93	92.48



**Graph 1 - Comparison of Mean Pre Test Scores of Control and Experimental Group in General Teaching Competency**

**Observation and Interpretation**

Here from graph it is clear that mean pre-test scores of control group and experimental group are almost same.

**Null Hypothesis**

There is no difference in mean pre-test scores of control and experimental group by using GTC test.

**Table No.2**

**Analysis of the Pre-test scores in GTC (General Teaching competency)**

GTC	N	Mean	Variance	df	t-cal	t-tab	Decision
<b>Control</b>	30	86.93	117.23	61	1.91	2.000 at 5% level	Accept Null Hypothesis
<b>Expt</b>	33	92.48	144.57				

**Observation and Interpretation**

**Observation**

- [1] Total number of participants in Control group & Experimental group are 30 and 33 respectively.
- [2] Mean scores of control and experimental group are 86.93 & 92.48 respectively.
- [3] Degrees of freedom (df) is 61

Calculated value of t is 1.91 and Table value of t is 2.000 at 5% level.

[2] Calculated value of t is less than table value at 5% level.

### **Interpretation**

There is no significant difference in the means of pre test scores of control & experimental group in GTC Scale.

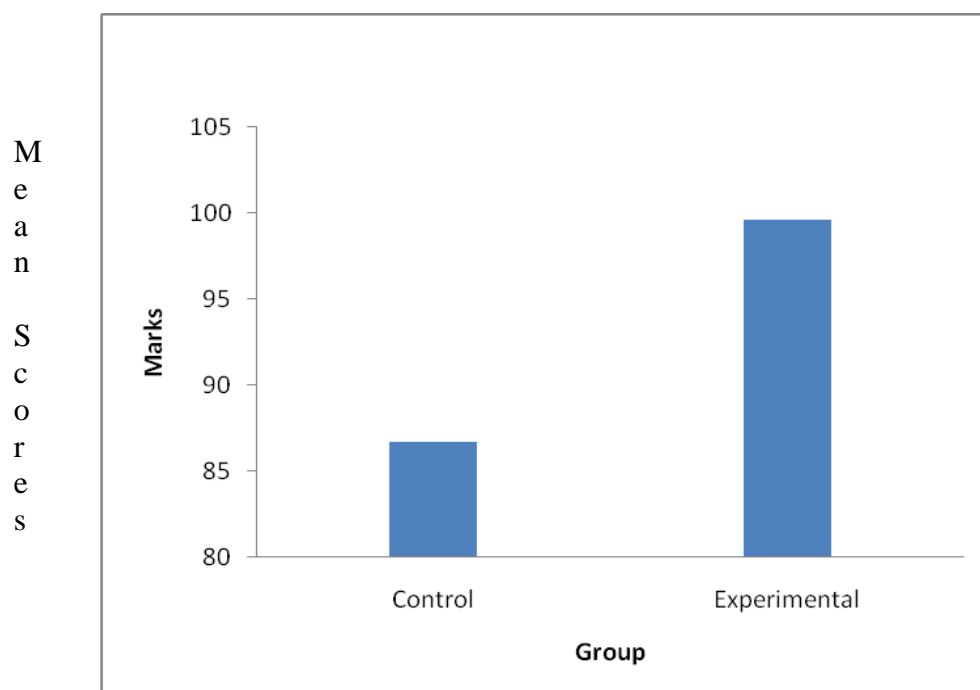
## **II. RESULT**

Null hypothesis is accepted.

**Table No.3**  
**Post-Test Scores in GTC(General Teaching Competency) Scale**

Sr.No.	Control Group	Expt.Group
1	84	112
2	87	107
3	73	100
4	77	92
5	80	103
6	97	110
7	95	112
8	101	95
9	103	98
10	101	89
11	97	90
12	85	92
13	87	107
14	80	100
15	76	89
16	96	84
17	100	88
18	92	98
19	90	102
20	83	104
21	81	91
22	75	88
23	71	89
24	77	102
25	77	99
26	74	109
27	75	111
28	81	105
29	102	91
30	104	103
31		112
32		109
33		107

Mean Scores	
Control Group	Experimental Group
<b>86.7</b>	99.63



**Graph 2 - Comparison of Mean Post-Test of Control Group and Experimental Scores in General Teaching Competency Scale**

**Observation and Interpretation**

Here from graph it is clear that mean post-test scores of control group and experimental group are not same.

**Research Hypothesis**

SGEP will be effective for enhancing the teaching competence among the participant teachers.

**Null Hypothesis**

There is no difference in mean Post-test scores of control and experimental group in GTC scale.

**Table No.4  
Analysis of the Post test Scores in GTC Scale**

GTC	N	Mean	Variance	df	t-cal	t-tab	Decision
<b>Control</b>	30	86.7	111.59	61	5.35	2.390 at 1% level	Reject Null Hypothesis
<b>Expt</b>	33	99.63	73.61				

**Observation and Interpretation**

**Observation**

- a. Total number of participants in Control group and Experimental group are 30 & 33 respectively.
- b. Mean scores of control & experimental group are 86.7 and 99.63 respectively.
- c. Degrees of freedom (df) is 61
- [2] iv) Calculated value of t is 5.35 and Table value of t is 2.390 at 1% level.
- [3] v) Calculated value of t is greater than table value at 1% level.

**Interpretation**

Mean score of the experimental group in GTC Scale is significantly higher than the mean score of control group.

**Result :** Null hypothesis is rejected and research hypothesis is accepted.

**Finding**

SGEP is effective for enhancing the teaching competency among the Secondary School Teachers.

**III. CONCLUSION**

Compare to other profession, a teacher has to be more satisfied, positive, steady and having effecting teaching competency. SGEP can contribute towards all these qualities. SGEP can become a part of orientation programmes, co-ordination meetings, extension center programmes, DIET programmes etc. This can be included in the philosophy and psychology papers which are part of the pre service teacher education curriculum. A booster dose of SGEP given to teachers from time to time may lead to betterment of the educational atmosphere in country as a whole.

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