

AWARENESS ABOUT SPIRITUAL APPROACH TO TEACHING PROFESSION AMONG THE TEACHERS OF ANAND CITY - A CASE STUDY

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ABSTRACT: Value education and spirituality is very effective in education field today. This is not only taught in the colleges but also taught in the family. If you educate a student you educate a whole family. Education is considered as a milestone for human because it enables them to respond to the challenges, to confront their traditional role and change their lives. Teacher behavior is influenced by both situational factors and personal dispositions. In the present study a constructive methodology was adopted to find out the relationships between the teaching behavior patterns and the personality patterns among the teachers of Anand city. The aim of this study is to determine the opinions of the teachers about spirituality importance in study during the process of teaching profession. The research was conducted within the colleges which are running (BCA, BBA, B.Com Courses only) located in Anand City. The selections of 15 institutes are made possible. The source of data is primary and secondary. The primary data are collected through structured questionnaire administered to the respondents in person and through email. Values and Spirituality implementation of them in society setting were discussed in terms of both global and national perspectives as well as the structural and functional aspects were elaborated in this study. Appropriate statistical test to be applied for the objectives.

KEY WORDS: Effective teacher's teaching, teacher behavior pattern, attitude, relationship, work ethics and honesty.

1.0 INTRODUCTION: Spirituality refers to an ultimate or an alleged immaterial reality; an inner path enabling a person to discover the essence of his/her being; or the "deepest values and meanings by which people live." Spiritual practices, including meditation, prayer and contemplation, are intended to develop an individual's inner life; spiritual experience includes that of connectedness with a larger reality, yielding a more comprehensive self; with other individuals or the human community; with nature or the cosmos; or with the divine realm. Spirituality is often experienced as a source of inspiration or orientation in life. It can encompass belief in immaterial realities or experiences of the immanent or transcendent nature of the world. Secular spirituality emphasizes humanistic ideas on qualities such as love, compassion, patience, tolerance, forgiveness, contentment, responsibility, harmony, and a concern for others, aspects of life and human experience which go beyond a purely materialist view of the world, without necessarily accepting belief in a supernatural reality or divine being. Spiritual practices such as mindfulness and meditation can be experienced as beneficial or even necessary for human fulfillment without any supernatural interpretation or explanation. Spirituality in this context may be a matter of nurturing thoughts, emotions, words and actions that are in harmony with a belief that everything in the universe is mutually dependent; Behavior of the teacher in general and in the classrooms in particular has a great bearing in their participation in the teaching-learning processes on development and

shaping of the student behavior. Teacher behavior is the activities as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of students. It also regards teacher behavior as a function of the characteristics of the teacher, the educational environment and the tasks in which the teacher is engaged with. Teachers are made as well as born. Some teachers may possess natural capabilities or aptitudes but the scope of their modifiability through self experience is quite considerable. The teaching behavior may also be acquired through training as well as interactions with the environment and as such it is modifiable. Since the situations are not static, the teaching behavior changes due to the surrounding environment. A teacher or schoolteacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles. Religious and spiritual teachers, such as gurus, mullahs, rabbis, pastors/youth pastors and lamas, may teach religious texts such as the Quran, Torah or Bible. Teaching may be carried out informally, within the family which is called home schooling (see Homeschooling) or the wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status in some societies on a par with physicians, lawyers, engineers, and accountants (Chartered or CPA). A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline. The functions of the teacher's colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into allegations of professional misconduct and taking appropriate disciplinary action and accrediting teacher education programs. In many situations teachers in publicly funded schools must be members in good standing with the college, and private schools may also require their teachers to be college peoples. In other areas these roles may belong to the State Board of Education, the Superintendent of Public Instruction, the State Education Agency or other governmental bodies. In still other areas Teaching Unions may be responsible for some or all of these duties.

2.0 REVIEW OF LITERATURE:

Constructivism as applied to education is a relatively recent phenomenon primarily derived from the work of Swiss developmental psychologist Jean Piaget (1973) and Russian psychologist Lev Vygotsky (1978). However, its underlying principles have had a long history in education influenced by the developmental list notions of 18th century French philosopher Jacques Rousseau, and later, the theories of John Dewey, G. Stanley Hall, and Arnold Gesell (Stone, 1996). Development list teaching practices emerged as a reaction against the harsh educational practices employed in 18th and 19th century Europe and America. Biswas, A.K. (1998), in his study on "Teacher Effectiveness Index" has developed an Index that objectively and meaningfully quantifies a secondary school teacher's effectiveness from the viewpoint of pupils' learning with the assumption that a pupil's annual-learning in a school subject is assessed by his/ her scores on curriculum reference test of the Mastery system. This index may be used to measure and compare teachers' effectiveness

irrespective of pupils, subjects, classes and schools. Real-life data have been used to determine the index of teacher effectiveness. Donald M. Medly (1982) disclosed that the teacher professional competency as 'those of knowledge, abilities and beliefs a teacher possesses and bring to – the teaching situation. Teacher Professional Competency differs from Teacher Performance and Teacher in that it is a stable characteristic of the teacher that does not change appreciably when the teacher moves from the one situation to another. Biddle (1964) advocates that 'disagreement and ambiguity with respect to the description of teacher professional competency are to be expected and cannot entirely be avoided because effective teaching is undoubtedly a relative matter. The term has been used by some investigators to refer to training process properties of teacher behavior exhibited by teachers and effects produced by teacher. The same variables have been termed by other investigators as criteria of competency ability to teacher and a host of their terms – 'teacher success', teacher professional competency; 'teacher efficiency', 'teacher performance', 'teacher effectiveness' etc., are used synonymously by investigators. Ryan (1960) states 'what constitutes work ethics teaching? What are the distinguishing characteristics of concept teachers? Are provocative and recurring questions? Unfortunately no universal acceptable definite answers can be given to those complex queries.... Embarrassing as it may be for professional educators to recognize, relatively little progress has been made. Biddle and Ellena (1964) accepted that nobody know what a work ethic teacher was. They said 'probably no aspect of education has been discussed with greater frequency with as much deep concern or by more educators and citizens, than has that of teacher professional competency.....how to define it, how to identify it, how to measure it, and how to detect and remove obstacles to its achievement.... Findings about the professional competency of teachers are inconclusive and piecemeal and little is presently known for certain about teacher work ethics. Kaul (1974) developed a test of behavior for children of 14 – 16 years age group. Ramachandra Chari (1975) developed a test to identify creative children at the school leaving age. Sharma (1971) used the factorial design to study the effect of intelligence selected interests and the socio-culture variables on creativity. His findings revealed that for both rural and urban boys creative thinking showed progressive trends with intelligence. Goyal (1974) focused his study on the personality correlates of creativity in secondary school teachers under training. Findings suggest that highly creative persons do not enter teachers training colleges and highly flexible teacher trainees appear to be more guilt prone and less imaginative.

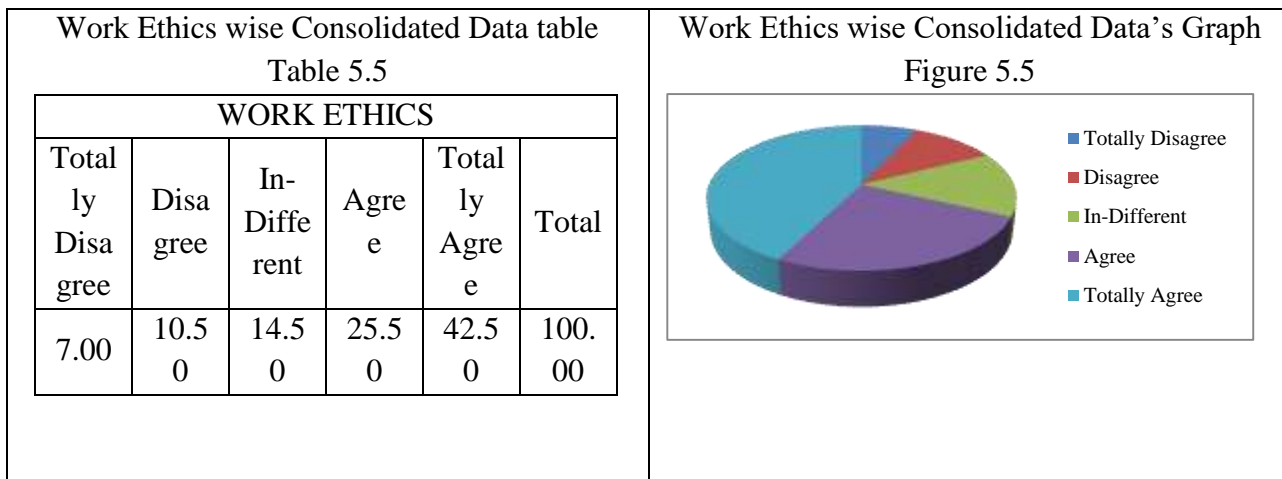
3.0 OBJECTIVES OF THE STUDY:

1. Developing research projects linked to training and oriented to the professional growth of teachers and to the improvement of teaching.
2. Defining the skills profile and the professional profile of teachers.
3. To study the teacher effectiveness and occupational stress in relation to emotional intelligence of teachers.
4. To know the teacher's attitude, behavior and honesty for profession of Education and Institute.
5. To know the teacher's relationship, work ethics for profession of Education and Institutes.
- 6.

4.0 METHODOLOGY: The research was conducted within the colleges which are running (BCA, BBA, B.Com Courses only) located in Anand City. The selections of 15 institutes are made possible. The source of data is primary and secondary. The primary data are collected through structured questionnaire administered to the respondents in person and through email. Values and Spirituality implementation of them in society setting were discussed in terms of both global and national perspectives as well as the structural and functional aspects were elaborated in this study. Weighted Arithmetic mean applied on the collected data.

5.0 ANALYSIS:

<p>Attitudinal Consolidated Data table Table 5.1</p> <table border="1"> <thead> <tr> <th colspan="6">ATTITUDE</th> </tr> <tr> <th>Totally Disagree</th> <th>Disagree</th> <th>In-Different</th> <th>Agree</th> <th>Totally Agree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9.14</td> <td>8.57</td> <td>16.00</td> <td>26.86</td> <td>39.43</td> <td>100.00</td> </tr> </tbody> </table>						ATTITUDE						Totally Disagree	Disagree	In-Different	Agree	Totally Agree	Total	9.14	8.57	16.00	26.86	39.43	100.00	<p>Attitudinal Consolidated Data's Graph Figure 5.1</p>					
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Weighted Average Score Group wise Data; Table 5.6

WEIGHTED AVERAGE OF THE SCORE				
ATTITUDE	BEHAVIOR	HONESTY	RELATIONSHIP	WORK ETHICS
27.89	27.89	32.67	33.28	28.60

Weighted Average Score's Graph Group wise; Figure 5.6

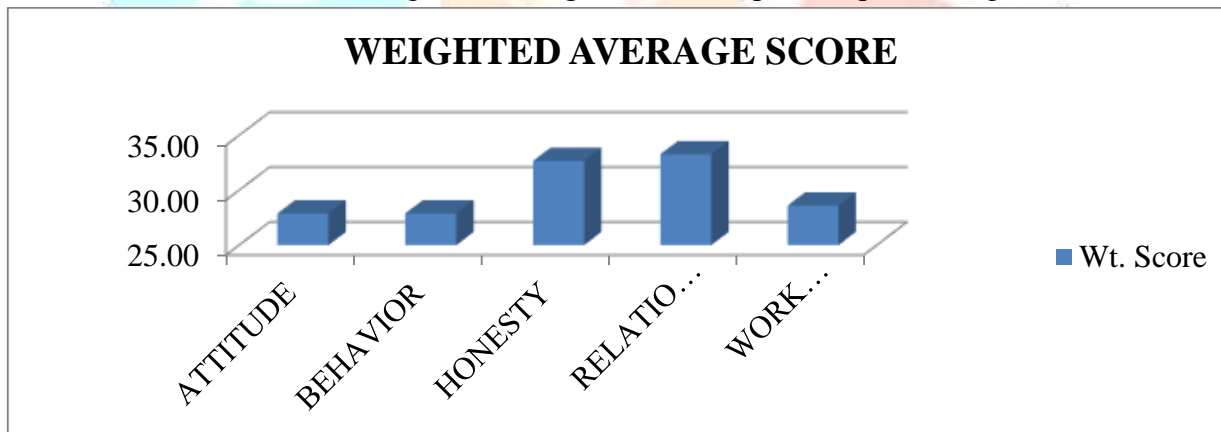
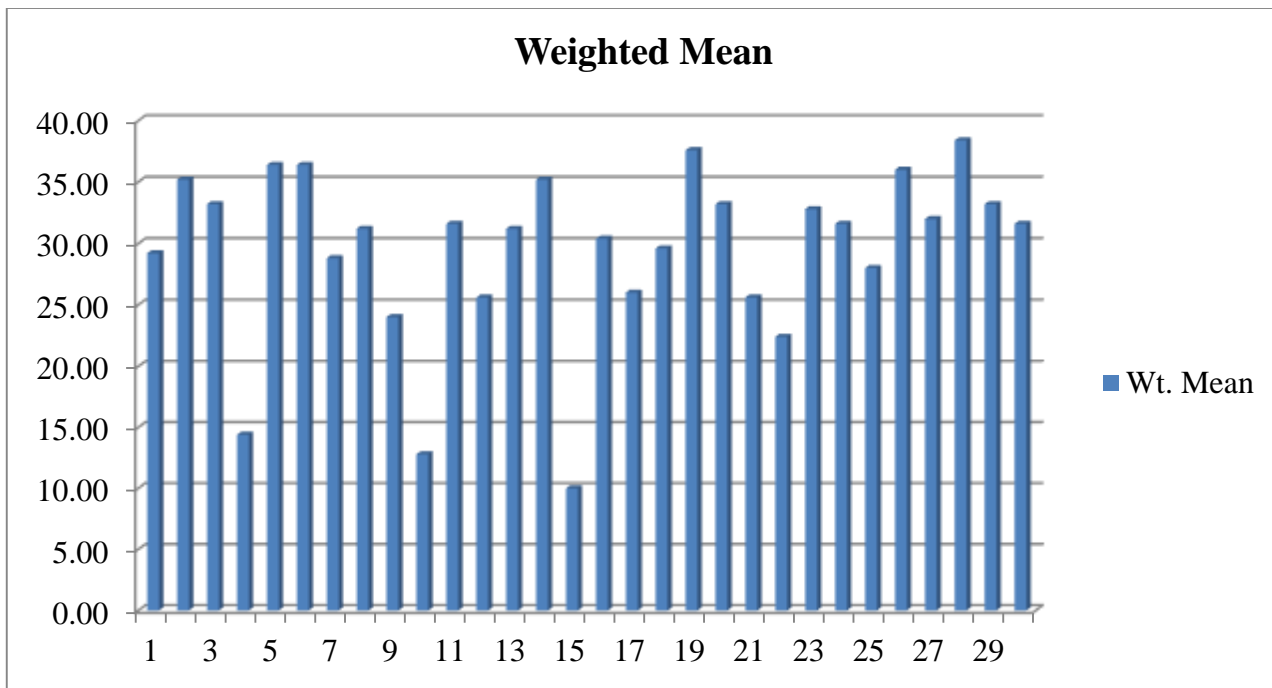


Table 5.7 Weighted Mean Responses in Percentage Wise.

Percentage Response							
Sr. No	Totally Disagree	Disagree	In-Different	Agree	Totally Agree	Total in %	Wt. Mean
1	4	4	24	32	36	100	29.20
2	0	4	4	28	64	100	35.20
3	0	4	20	16	60	100	33.20
4	36	16	24	16	8	100	14.40
5	0	0	8	20	72	100	36.40
6	0	0	4	28	68	100	36.40
7	0	12	16	44	28	100	28.80
8	4	4	24	12	56	100	31.20

9	16	8	20	32	24	100	24.00
10	40	24	12	16	8	100	12.80
11	0	8	20	20	52	100	31.60
12	12	8	32	8	40	100	25.60
13	0	16	12	16	56	100	31.20
14	0	4	8	20	68	100	35.20
15	44	28	16	8	4	100	10.00
16	4	4	12	44	36	100	30.40
17	0	12	32	40	16	100	26.00
18	4	8	12	40	36	100	29.60
19	0	0	4	16	80	100	37.60
20	0	4	20	16	60	100	33.20
21	4	8	36	32	20	100	25.60
22	4	32	12	40	12	100	22.40
23	0	4	12	36	48	100	32.80
24	0	8	12	36	44	100	31.60
25	4	4	36	20	36	100	28.00
26	0	0	8	24	68	100	36.00
27	0	0	16	48	36	100	32.00
28	0	0	0	16	84	100	38.40
29	4	4	0	40	52	100	33.20
30	4	8	8	28	52	100	31.60

Figure 5.7 Weighted Mean Responses in Percentage Wise



6.0 FINDINGS AND CONCLUSION:

Here the research work is based on teacher's awareness about spirituality and their values like honesty, behavior, work ethics, attitude and relationship with other members. From it we can say that the Anand City Colleges which are running (BCA, BBA and B.Com Courses) Teachers are very good with work ethics but little bit poor in other values like self satisfaction, thinking, communication skill, dispute, creativity work and accuracy of work so they need to improve in mentioned values. Due to this less awareness about that points they are suffering with little bit problems.

So based on that research work my suggestion is that the people who are working in that institute they needs to improve their other values regarding spirituality and if they do it very fast then they will reach topper position in this competition market.

1. They need to improve their self satisfaction.
2. They need to improve their thinking.
3. They need to improve their communication skill between each other.
4. They need to improve their accuracy related to work.
5. They need to improve their dispute between faculty members.
6. They need to improve in their speech too.

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