

EFFECTS OF SKY PRACTICES TO DEVELOP THE BEHAVIOURAL ATTITUDES OF SCHOOL TEACHERS

S. ARUNA*

*M.Phil Scholar, Bharathiyar University, Coimbatore.

Abstract: The purpose of the study was to find out the effects of SKY practices to develop the behavioural attitudes of the school teachers. It was hypothesized that there would be significant differences on the behavioural attitudes to the effect of SKY practices among the school teachers. For the present study the 20 female teachers from Coimbatore district, Tamil Nadu were selected at random and their age ranged from 22 to 55 years. The subjects of all 20 underwent SKY practices. The data was collected before and after 10 months of SKY practices. The data was analyzed by applying dependent mean, standard deviation and t - test. The level of significance was set at <0.05. It was analyzed using general health questionnaire. The SKY practices had positive impact on the mental health in the teachers. The experimental subjects showed better improvement on behavioural attitudes in the teachers.

Keywords: teachers, behavioural, attitudes, sky

Introduction

“Education is the key to success in life and Teachers make a lasting impact in the lives of their students”

- Solomon Ortiz.

SKY goal is to attain the world peace. If we want to reach real world peace in this world, we should start educating by heart rather than mind. So the teachers are the real builders of this world. Academic Excellence can at best be only an interim goal and the ultimate goal has to be the Human Excellence which integrates the body, mind and soul of the student as well as teacher. It helps them to expand and transcend all limitations and see them in everything in them. Knowledge today is considered to be the power that goes to decide the destiny of the times. So education assumes enormous significance. While education has to change with the times, the role of teachers to help manage change in times becomes crucial.

A teacher has to be a visionary who could foresee the future and groom the students accordingly to position themselves in the ever-changing scenario. These days, many people can be a teacher, but the question is, if many people can be a good teacher. Clearly, to be a good teacher is more complicated and difficult than many people think. To be a good teacher does not only involve having a deep content knowledge, but also organizational, management and communication skills, being able to organize instructions, and providing relevant assessment and fair evaluations. In addition, a good teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. Also, it implies to be caring and understandable, and above all, to enhance learning. Therefore, this paper presents some of the main effects of SKY to develop the good behavioral attitude from good teacher to great teacher focusing on the professional and personal challenges.

OBJECTIVES

- To determine the attitude of the students that affects the behavioural attitude of the teacher.
- To identify the problems of the teaching profession.
- To identify the personal behavioral attitude challenges in a teacher.
- To identify the social behavioral attitude challenges in a teacher.
- To apply SKY yoga practices to the sample teacher respondent.
- To draw findings and suitable suggestions relating to the study.

METHODOLOGY

Samples:

For the present study the 20 female Primary school teachers from KV CBSE School, Coimbatore district, Tamil Nadu were selected at random and their age ranged from 22 to 55 years with the minimum work experiences of 5 years and collected the data by using the experimental method, only from their respondents.

Analysis:

- ❖ The current study has been followed by Quasi - experimental research.
- ❖ The data has collected with the help of a questionnaire.
- ❖ The questionnaire uses Likert – Scale response with five alternatives.
- ❖ The categories are “Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree”. The samples were asked to choose the response that best applied to them.
- ❖ The questionnaire has evaluated by
 - Percentage analysis with bar chart
 - ‘t’ - test.

Intervention

All the subjects participated in SKY practices for 10 months.

TABLE NO - 1

TRAINING SCHEDULE FOR YOGIC PRACTICES		
S.No	ACTIVITIES	DURATION
1.	Prayer	7 min
2.	Exercises	50 min
3.	Kayakalpa	3 min
4.	Meditation (3 Types)	20 min
5.	Introspection	40 min
	TOTAL	120 min

RESULTS AND DISCUSSION

TABLE NO – 2

SHOWS THE PECENTAGE OF BEHAVIROL ATTITUDE CHALLENGES OF THE RESPONDENTS AT POST SKY PRACTICES

S.NO	Behavioral Challenges	No. of Respondents		Post Percentage of Respondents		TOTAL
		YES	NO	YES	NO	
1	Sleep	18	2	90	10	100
2	stress	20	0	100	0	100
3	Self Confidences	19	1	95	5	100
4	Emotional Maturity	19	1	95	5	100

The above table shows that the SKY practices relieved 18 (90%) of the respondents from sleeping problem, 20(100%) of the respondents from Stress problem, 19(95%) of the respondents from Self Confidence problem, 19 (95%) relieved Emotional Maturity Problem at their behavioral challenges. The maximum of our respondents relieved from behavioral problems. The minimum numbers of our respondents are not known about SKY practices control from behavioral problem. The diagrammatic representation as follows,

CHART NO - 2
SHOWS THE PECENTAGE OF BEHAVIROL ATTITUDE CHALLENGES OF THE RESPONDENTS
AT POST SKY PRACTICES

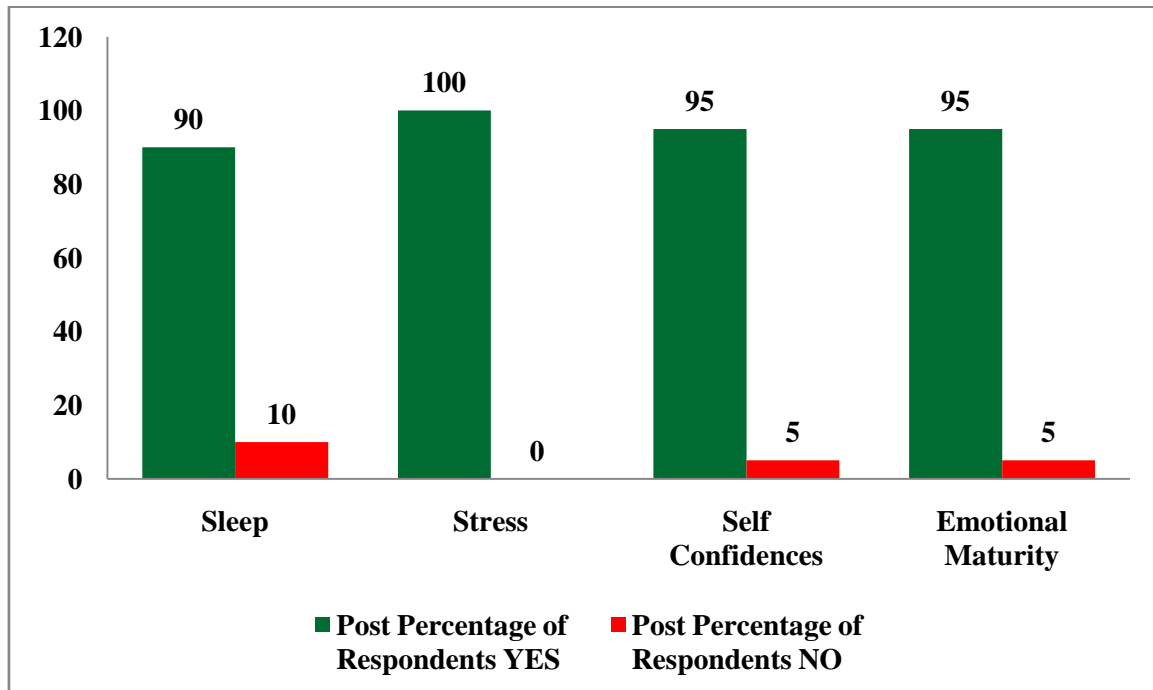


TABLE NO - 3
Mean, Standard Deviation and calculated, ‘t’ value of pre test scores and post test scores

TEST	N	BEHAVIORAL ATTITUDE CHALLENGES	MEAN	STANDARD DEVIATION	‘t’ VALUE
PRE TEST 22 yrs – 55 yrs	20	67	16.75	0.95	0.009
POST TEST 22 yrs – 55 yrs	20	76	19	0.81	

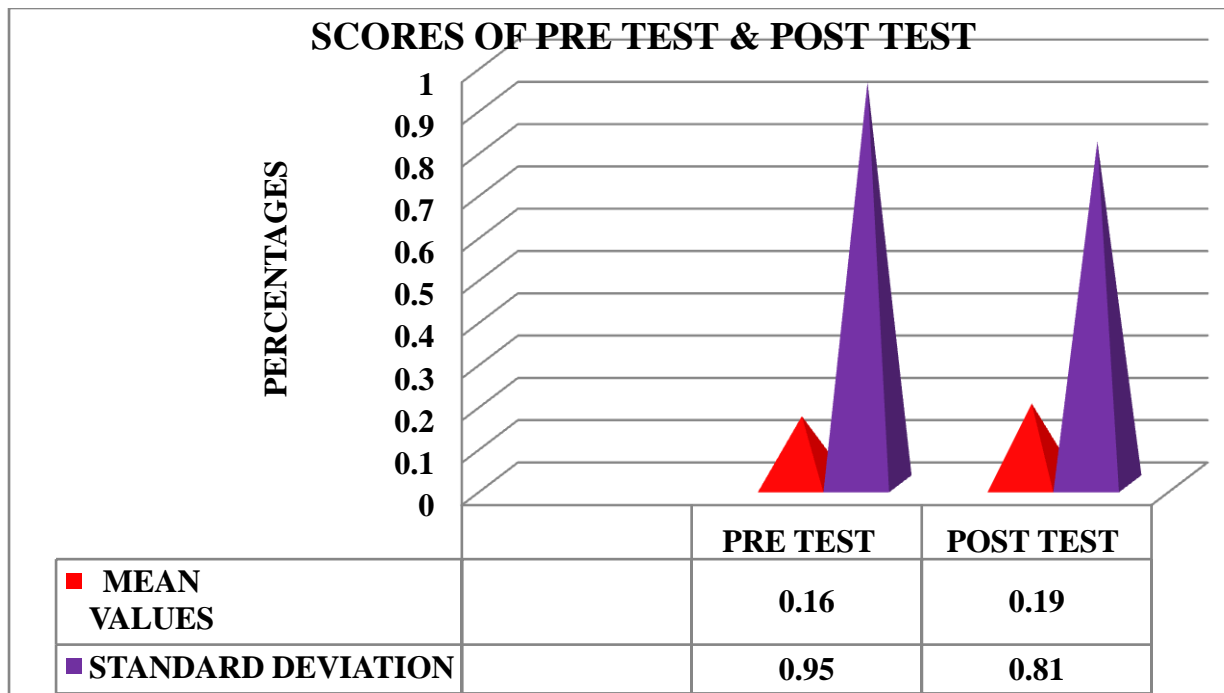
Significant at 0.5 % level

From the table it is observed that the mean attitude score of post test and pre test scores among the school teachers behavioral attitude challenges 67 and 76 respectively. Whereas the standard deviation score are 0.95 for pre test and 0.81 for post test, the calculated, “t” value is 0.009 and it is significant at 5 % level. Therefore the formulated hypothesis “there is significant difference between pre test and post test.

Hypothesis

The table value must be lesser than ‘t’ test value, Hence the Hypothesis accepted from this it is concluded that both pre test and post test have similar level of variants towards on impact of using SKY practices.

CHART NO – 3



FINDINGS AND CONCLUSION

The result of the study proved that due to ten months of SKY Practices there was significant improvement in behavioral attitudes of the school teachers.

To conclude, to be a good teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective and good teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be good teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education.

Moreover, the effective great teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. The SKY will help the teachers to reach their sky level goals easily.

To finalize, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are great teachers. So the SKY helps to develop the behavioral attitudes to become a great teacher.

REFERENCES

- [1]. Vethathiri Maharishi (2008) Vethathirian Principles of Truth, Erode, Vethathiri Publications.
- [2]. Vethathiri Maharishi (2009). Yoga for Morden Age, Erode, Vethathiri Publications.
- [3]. Jorm AF, Christensen H, Griffiths KM, Rodgers B. Effectiveness of complementary and self-help treatments for depression. Med J Aust. 2002;176(Suppl):S84–96. [PubMed]
- [4]. Sharma R, Gupta N, Bijlani RL. Effect of yoga based lifestyle intervention on subjective well-being. Indian J Physiol Pharmacol. 2008;52:123–31. [PubMed]
- [5]. Goldberg DP, Hillier VF. A scaled version of the General Health Questionnaire. Psychol Med. 1979;9:139–45. [PubMed]
- [6]. Dhirendra B. New Delhi: Central Research Institute for Yoga; 1968. Yoga for life and living.

- [7]. Nagendra HR, Nagarathna R. Bangalore, India: Swami Vivekananda Yoga Publications; 2007. New perspectives in stress management.
- [8]. McCaffrey R, Ruknui P, Hatthakit U, Kasetsoomboon P. The effects of yoga on hypertensive persons in Thailand. *Holist Nurs Pract.* 2005;19:173–80. [[PubMed](#)]
- [9]. Subramanya P, Telles S. A review of the scientific studies on cyclic meditation. *Int J Yoga.* 2009;2:46–8. [[PMC free article](#)] [[PubMed](#)]
- [10]. Singh D. New Delhi, India: Sage Publications; 2003. Emotional intelligence at work: A professional Guide.
- [11]. Vethathiri Maharishi (1997). *Simplified Physical Exercise*, Erode, Vethathiri Publications.
- [12]. Vethathiri Maharishi (2000). *Kundalini Yoga*, Erode, Vethathiri Publications.