

Effectiveness of Sensitivity Development Programme among B.Ed. Trainees

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Abstract: *The research study aimed to evaluate the effectiveness of Sensitivity Development Programme among B.Ed. Trainees. The study focused on evaluating effectiveness to various fields like sensitivity towards teachers, students, profession, society and school environment. A single group pre-test post test design was used for the study. The trainees of B. Ed. were selected using convenient sampling technique. The researcher constructed Sensitivity Measurement Situational test and Sensitivity Development Programme for the study as research tools for the study. The programme includes various activities for developing sensitivity among the students. The major sections of the package were Lecture-cum-discussion, Field based activities and Celebrations. The t-test was used to find the level of sensitivity of the trainees. The results revealed that the programme was effective in developing student-teachers' sensitivity towards teachers and students. The paper talks about the sensitivity of the trainees towards their teachers and their students. Moreover the activities of the programme were found interesting, relevant and effective to sensitize future teachers. The paper talks about the findings and conclusion for the teacher education institutions and trainees to develop sensitivity towards teachers and students.*

Key words: *Effectiveness, Sensitivity, Fields of Sensitivity, Achievement.*

1. INTRODUCTION:

Teacher is the backbone of the society therefore society expect all the high ideals and values from the teachers. Further, the quality of education is also largely determined by the effectiveness of the practicing teachers, the teachers decide the fate of the pupils and progress of the nations. They can make the education enjoyable, fun and success or a matter of frustration and failure. Now-a- days the teacher's role is changing as he has an important role to play in the society. He has to serve the community besides helping his students learn the prescribed subjects and handling the sophisticated educational technologies. Hence, selection and training of teachers are the important aspects of teacher education.

The National Curriculum Framework (NCF2005) places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. The importance of competent teachers in the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learners' achievement is determined primarily by teacher competence, sensitivity and teacher motivation. The length of academic preparation, the level and the quality of the subject matter knowledge, the repertoire of pedagogical skills, the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to the contemporary issues and problems as also to learners and the level of motivation. Teacher quality is a function of several factors: teachers' status, remuneration, condition of work and their academic and professional education.

The **National Knowledge Commission** has observed that teachers are the single most important part of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers.

The concept of "Sensitivity" is *indispensable* when working with children. An infant / toddler recognize that Sensitivity is a vital ingredient that must be thoroughly interwoven into every interaction with learners. Doing so does not always come easily, but when this concept is felt deeply within one's being, the task becomes easier. To make better tomorrow in education it is an urgent need to make trainees practice values and professional ethics. Here, **Kulandaivel, K. & Rao T.R.S. (1968)**, studied on qualities of a good teacher and a good student. He found that in a class a good teacher as viewed by the students, teaches well, inspires good qualities in students and re teaches the lesson when not understood. In dealing with the students he treats them equally without any caste prejudice. A good student, as visualized by the group , reads well, secures good marks, behaves properly, acts according to the wishes of the teachers, respects the teachers, tries to keep up the prestige of the school, chooses other good students as friends, acts in a way that other benefit by his education.

2. RATIONALE OF THE STUDY :

Since, teaching profession is considered as the noblest profession and requires certain degree of selflessness, The best teachers are sensitive to the needs of a child, as they know that one cruel remark can have a profound effect

on a child. A positive remark, a callous one, a vindictive one - all have an impact on a child. We come across the news on insensitiveness in everyday newspaper. The issues like relationship between teacher and students, attitude and commitment of teachers-students, methods and approaches of teaching, co curricular activities, evaluation-feedback and teachers-students behavior are the major issues which need to be reviewed and investigated for the quality education. The only field of society which can be considered responsible for the same is Education.

The researcher gets motivated to carry out research in this area through reviewing articles, research studies and issues in the news papers. As teachers are considered role models and pillars of the society there should not have any dark patch in his personality. We observe the problems about teacher's behavior like getting angry, anxious, and frustrated and sometimes they punish and scold learners and behave insensitively with learners which create a big gap between teacher -students relationship and affects teaching-learning process too.

Ramakrishna (2009) found that a person's working pattern as well as his living style i.e. appearance, writing, acting and working determines whether s/he is a professional or an amateur. The only successful people in any field, including living itself, are those who have a professional view point and are professionals. One such challenge for the teachers is the relationship with the learners. How do they behave with the students?

A teacher has to perform many duties and face challenges in teaching profession. The relationship with the students plays a vital role in making learners sensitive at the profession. **Mohanna, K.** studied on 'The student-centered sensitive teacher'. He said that students need support and expert facilitation in learning. Further, Student-centered teacher chooses to help learners acquire new knowledge, skills and attitudes whilst at the same time developing metacognitive skills.

The problems like dishonesty, selfishness, cruelty, immorality, biasness, prejudice, are frequently observed among teachers and students' behavior which suggest the need of practicing social moral and cultural values. Though schools and colleges are organizing many activities to make people environ-concerned but it is rarely observed in to practice. Teachers and students need to inculcate values of cleanliness, tidiness, and learn to preserve the environment. The teacher's duty does not end with classroom teaching. He is a shadow of the society.

3. OBJECTIVES OF THE STUDY:

- To study the effect of Sensitivity Development Programme on trainees' sensitivity towards their teachers
- To study the effect of Sensitivity Development Programme on trainees' sensitivity towards their students

4. HYPOTHESIS OF THE STUDY:

- There will be no significant difference between the mean achievement score of pre-test and post-test of trainees' sensitivity towards teachers.
- There will be no significant difference between the mean achievement score of pre-test and post-test of trainees' sensitivity towards students.

5. RESEARCH METHODOLOGY:

A single group pre-test post-test design was selected for the study.

Population and Sample of the study

The population for the study comprised the student-teachers of B. Ed. Colleges of Gujarat State. Convenient sampling technique was used to select a sample of the study. The Waymade College of Education affiliated to Sardar Patel University was taken as a sample of the study. The sample of the present study consisted of 81 student-teachers of the B. Ed. Programme from the college during the academic year 2011-2012. The following table explains the numbers of male and female student-teachers of the sample.

Tool of the Study

A Sensitivity Measurement Situational Test (SMST) was constructed to evaluate the sensitivity of the trainees. A Sensitivity Development Programme was constructed to give intervention programme.

The Experiment

The researcher implemented Sensitivity Development programme for 5 to 6 months therefore the researcher decided to implement this programme on the trainees of the Waymade College of Education as a convenient sample. The researcher talked to the principal and the coordinator of the B. Ed. Programme in detailed about the planning and procedure of the SDP and scheduled the activities and tasks in the annual calendar.

The researcher gave pre-test to the student-teachers of B. Ed. Programme (Academic Year-2011-2012) in the 2nd week of August. The activities of the Sensitivity Development Programme were being implemented between August and March. To know the significance of activities of SDP the same post-test was given in the 3rd week of March.

Statistical Techniques used for Data Analysis

The data was analyzed quantitatively and qualitatively by using t- test, content analysis technique and percentage analysis.

Hypotheses Testing and its Interpretation

Hypothesis-01 There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers' sensitivity towards teachers.

Table 1 Student-teachers' Sensitivity towards Teachers in Pre-test and Post-test

	Mean	N	SD	SEM	df	t
Pre-test	32.54	81	3.461	.385	80	6.906
Post-test	35.95	81	2.979	.331	80	

*Significant at 0.01 level

The computed t-value i.e.6.906 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis on sensitivity towards teachers is rejected. It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers' sensitivity towards teachers. Further, the sensitivity development programme was effective in developing trainees sensitivity towards their teachers.

Hypothesis-02 There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers' sensitivity towards students.

Table 2 Student-teachers' Sensitivity towards Students in Pre-test and Post-test

	Mean	N	SD	SEM	df	t
Pre-test	30.62	81	3.587	.399	80	4.787
Post-test	33.06	81	3.392	.377	80	

*Significant at 0.01 level

The computed t-value i.e.4.787 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis on sensitivity towards students is rejected. It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers' sensitivity towards students. Further, the sensitivity development programme was effective in developing trainees sensitivity towards their students.

6. FINDINGS OF THE STUDY:

- The sensitivity development programme was effective in developing trainees sensitivity towards their teachers.
- The sensitivity development programme was effective in developing trainees sensitivity towards their students.
- It was also found that the intervention of such kind of programme creates positive effect in the mind of trainees.

7. CONCLUSION:

It can be concluded through the study that the more intervention programme of this type the better improvement in the student's sensitivity. The institutes should frequently remind the students for value education and need of life skills. The curriculum itself should carry various sets of volumes, subjects on developing values and ethics.

The trainees enjoyed the implementation of such programme and showed desires to undergo for such programmes in future as well. In short, it was observed at the end of the year trainees enhanced the soft skills and certain values which suit to the teaching profession. In a nutshell, the effective application of any activity for the learners creates obvious impact in behavior. The sensitive teacher is not difficult to find but difficult to prepare.

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