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## Self-awareness of Teachers' trainee

Dr. Jalpa Gajjar

Asst. Professor,

Smt. M.N.K. Dalal Education College For Women,

Ahmedabad-380006

E-mail: [jalpakarsh@gmail.com](mailto:jalpakarsh@gmail.com)

### Abstract

The key to success in life is knowing oneself. This ability can be developed. Regardless of whether you're a parent, teacher, or student, self-awareness is an essential ability for everyone. When you are aware of who you are? You then understand what needs to be done. What abilities do you possess, and how may they be developed? Everyone can help promote self-reliance if they each have their own identity. There is no exception in the area of teacher preparation. The current requirement is that students be able to distinguish others and themselves more clearly. Trainees must be able to identify themselves, students, and others in order to understand the Kothari Commission's statement that "India's future is being molded in its classrooms" and to help students on their road to self-development.

For this, an Inter-college online lecture series on 'Self Awareness' was organized by Smt. M.N.K. Dalal Education College for Women for Teachers' trainee, in which more than 150 trainees from various teacher-training institutes of Gujarat state were registered. Present study based on the response of teachers' trainee about self-awareness. In this online lecture series, 120 trainees, who attempted whole series by convenient sampling technique were selected to give their response about self-awareness.

Based on the results of the current study, it can be concluded that while these lecture series can undoubtedly raise trainees' self-awareness, their self-understanding is still not very high. The ability of trainees to discriminate between their religious, social, and cultural selves is declining. Through various programmes, including yoga camps, meditation camps, reflective diary writing, use of standardised tests like self-concept research for specific guidance, various social and religious institution visits, service camps, and social sector tourism as well, they are trained to help them better recognise and develop their own selves. Programs similar to individual studies ought to exist. The results of the current study will be able to show how to improve teacher competence in teacher-training. That feeling serves the study.

**Key words.** Self-awareness, Teachers' trainee

### **Introduction:**

“Knowing yourself is the beginning of all wisdom.” —Aristotle.

The key to success in life is knowing oneself. This ability can be developed. Regardless of whether you're a parent, teacher, or student, self-awareness is an essential ability for everyone. when you are aware of who you are? You then understand what needs to be done. What abilities do you possess, and how may they be developed? Everyone can help promote self-reliance if they each have their own identity. There is no exception in the area of teacher preparation. The current requirement is that students be able to distinguish others and themselves more clearly. Trainees must be able to identify themselves, students, and others in order to understand the Kothari Commission's statement that "India's future is being moulded in its classrooms" and to help students on their road to self-development.

For this, an Inter-college online lecture series on 'Self Awareness' was organized by Smt. M.N.K. Dalal Education College for Women for future teachers, in which more than 150 trainees from various teacher-training institutes of Gujarat state participated. The theory of objective self-awareness has ramifications for three conceptual phenomena: (1) The initial reaction to self-focused attention is self-evaluation, which can be either favourable or unfavourable, depending on the nature of the salient within-self discrepancy; (2) The onset of self-focused attention generates attempts to avoid mirrors and similar stimuli, given that salient discrepancies are negative, and in experimentation, attention can be taken from

the self through passive diversions as well as through motor activities; (3) If there is no escape from self-focusing stimuli, discrepancy reduction will then follow. Self-awareness is a vital skill for everyone, whether you're a student, a parent, or an educator. Self-awareness for teachers is important because it enables the process of reflection and self-evaluation, which should be part of the teacher's role. i.e., teachers should reflect on their teaching – what worked well and what did not work quite so well. Lack self-awareness, may be unable to identify strengths and weaknesses in teaching style, and may not focus specifically on what is needed. In addition, teachers' trainee needs to move from the unhelpful position of self-consciousness to the more helpful position of self-awareness, only then can teachers' trainee provide a more balanced response of their current skills. From my experience as a teacher educator, I found many new teachers, initially, tend to focus on all the negatives of their performance and few of their strengths. In this context present study has been made to know about self-awareness of teachers' trainee.

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

The statement of the problem for present study is: Self-awareness of Teachers' trainee

### **Definitions of the words:**

The key words of present study are as follow:

#### **Self-awareness:**

Self-awareness involves being aware of different aspects of the self-including traits, behaviours, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention. It is also one of the first components of the self-concept to emerge.

While self-awareness is something that is central to who you are, it is not something that you are acutely focused on at every moment of every day. Instead, self-awareness becomes woven into the fabric of who you are and emerges at different points depending on the situation and your personality. In the present study, the response of the teachers' trainee on the questionnaire regarding self-awareness have been considered as Self-awareness.

### **Teachers' Trainee:**

A trainee teacher is someone who's training to become a teacher with support from a teacher training provider i.e., teachers' training institutes (TTE). Trainees are not expected to be competent teachers until towards the end of their training, and they need to experience the agonies and triumphs of learning to teach, preparation and planning, organising work, evaluating and assessing in a supportive and challenging school environment. In the present study, the persons who enrolled themselves as teachers' trainee in different TTE through norms and regulations of Indian Institute of Teachers Education (IITE) have been considered as Teachers' Trainee.

### **Objectives:**

The objectives of the present study are as follows:

- To organise an Inter-college online lecture series on 'Self Awareness' for Teachers' Trainee.
- To know the self-awareness of Teachers' Trainee.

**Rationale of the study:** Self-awareness is the ability to see yourself clearly

and objectively through reflection and introspection. While it may not be possible to attain total objectivity about oneself (that's a debate that has continued to rage throughout the history of philosophy), there are certainly degrees of self-awareness. It exists on a spectrum. Although everyone has a fundamental idea of what self-awareness is, we don't know exactly where it comes from, what its precursors are, or why some of us seem to have more or less than others. This is where the self-awareness theory comes in, offering some potential answers to questions like these. The theory that self-awareness has motivational properties deriving from social feedback is discussed and considered with relation to conformity, attitude-behaviour discrepancies, and communication sets. Duval, S., & Wicklund, R. A. (1972). What of this state of self-focused attention? How does it operate, and what produces it? The Duval and Wicklund (1972) statement of the theory assumed that attention at any given instant is directed either wholly toward the self, or wholly toward external events. Our level of self-awareness interacts with the likelihood of success in realigning ourselves and our standards to determine how we think about the outcome. When we are self-aware and believe there is a high chance of success, we are generally quick to attribute that success or failure to our efforts.

Conversely, when we are self-aware but believe there is a low chance of success, we tend to think that the outcome is more influenced by external factors than our efforts (Silvia & Duval, 2001). Of course, sometimes our success in realignment with our standards is driven in part by external

factors, but we always have a role to play in our successes and failures. Interestingly, we also have some control over our standards, such that we may alter our standards if we find that we don't measure up to them (Dana, Lalwani, & Duval, 1997). This is more likely to happen if we're focused more on the standards than on ourselves; if we fail when we are focused on the standards more than our performance, we are more likely to blame the standards and alter them to fit our performance (Dana et al., 1997).

Theorists operating from within a narrative identity framework have suggested that self-reflective reasoning plays a central role in the development of the self. Psychological scientists have approached the issue of self and identity from a range of different positions. For example, some social and cultural psychologists have investigated self and identity using a social identity theory framework whereas other personality and developmental psychologists have pursued an approach informed by narrative identity

#### **Research Design:**

A self-awareness lecture series was first organised online, covering five different topics: yoga as a tool for integrating the individual and universal selves, the process of self-awareness, self-observation, introspection, and austerity, the concept of the spiritual self and spiritualism, the concept of sthitpragya, and the social self and the agencies that shape the self: family, school, and community. Five experts from the consent field were selected to share the views of specified subjects through online lectures using MS-Teams and Google Meet. Each lecture concludes with a two-way discussion

theory ([Tajfel and Turner, 1986](#); [McAdams, 2001](#); [Pasupathi et al., 2007](#); [Miramontez et al., 2008](#)).

It can make us more proactive, boost our acceptance, and encourage positive self-development (Sutton, 2016). Self-awareness allows us to see things from the perspective of others, practice [self-control](#), work creatively and productively, and experience pride in ourselves and our work as well as general self-esteem (Silvia & O'Brien, 2004). It leads to better decision making (Ridley, Schutz, Glanz, & Weinstein, 1992). It can make us better at our jobs, better communicators in the workplace, and enhance our [self-confidence](#) and job-related wellbeing (Sutton, Williams, & Allinson, 2015).

It's clear from the research on self-awareness that it is an important factor in how we think, feel, act, and react to our thoughts, feelings, and actions. So, present study was conducted to know the self-awareness of teachers' trainee.

on the specified subject. Each expert provided the learners with guidance on the questions that surfaced. The experts guided the learners and supplied appropriate responses. At the end of the series, the trainees were handed a Google form of a questionnaire regarding self-awareness.

#### **Limitations:**

In the present study self-made questionnaire was used to know the self-awareness of teachers' trainee which becomes the limit of the present study.

#### **Sample:**

More than 150 trainees from various teacher-training institutes of Gujarat state were

registered for online lecture series. out of them those 120 trainees who attended all the lectures were selected by convenient sampling technique to collect their responses about self-awareness.

**Tool:**

A self-made questionnaire with 20 questions was used for data collection.

**Data collection:**

At the end of the series, the trainees were handed a Google form of a questionnaire about Self-awareness in which, the trainees had responded their responses gave their answers freely and without hesitation.

**Analysis:**

Collected data was analyzed by simple descriptive statistical method, i.e: percentage. Analyzed data are as follows:

|    |  | Yes % | No % |
|----|--|-------|------|
| 1  | Self-development is possible only through Ashtanga Yoga.                               | 75.9  | 24.1 |
| 2  | Ashtanga yoga depletes the Polluting elements that defiles the self.                   | 70.9  | 29.1 |
| 3  | Only the physical organs of a person can be developed through yoga.                    | 32.8  | 67.2 |
| 4  | Gyan Yoga is part of the process of intellectual development.                          | 100   |      |
| 5  | Yoga is the restraint of the pure instincts of the mind.                               | 72.7  | 27.3 |
| 6  | The state of samadhi is the final stage of self-development.                           | 81.8  | 18.2 |
| 7  | In the context of self-development, Yama means the eleven Mahavrats of Pujya Gandhiji. | 83.6  | 16.4 |
| 8  | Meditation leads to self-realization.  | 96.4  | 3.6  |
| 9  | The principles is the first step of self-development.                                  | 56.4  | 43.6 |
| 10 | Conceptions plays an important role in character building.                             | 87.3  | 12.7 |
| 11 | Self-development is possible only through introspection.                               | 93.1  | 6.9  |
| 12 | Success in life requires self-examination.   | 100   |      |
| 13 | To be religious is to move towards spirituality.                                       | 72.4  | 27.6 |
| 14 | Religion and spirituality have not related to each other.                              | 46.6  | 53.4 |



|    |  |      |      |
|----|--|------|------|
| 15 | The experience of inner peace means the development of social selves.    | 65.5 | 34.5 |
| 16 | Decisions made with pure intellect are necessary for self-development.   | 100  |      |
| 17 | Self-development is possible only through sattvic diet.                  | 77.6 | 22.4 |
| 18 | Cultivating self-awareness means getting rid of ego.                     | 100  |      |
| 19 | Self-awareness means self-development.                                   | 89.7 | 10.3 |
| 20 | Being sensitive to someone in need is the development of spiritual self. | 81   | 19   |

75.9 % Teachers' trainee thought that Self-development is possible only through Ashtanga Yoga. But there is other way also for development of self without Ashtanga Yoga. 72.7% teachers' trainee thought that Yoga is the restraint of the pure instincts of the mind but yoga helps to restraint impure instincts of the mind. 72.4% teachers' trainee thought that to be religious is to move towards spirituality but there is a difference between spirituality and religious. 65.5% trainees thought the experience of inner peace means the development of social selves but social self refers to how we perceive ourselves in relation to others. It involves relationship building, empathizing, and communicating. While 100% teachers' trainee means decisions made with pure intellect are necessary for self-development.

#### **Findings:**

From the above discussion, it is very clear that most of the trainees are not aware of self-development ways other than Ashtanga Yoga. They were very less knowledge about pure and impure instincts of the mind and very less understanding about the concept of social self while most of the trainees is aware about Polluting elements that defiles the self, Gyan yoga, stages of Ashtanga yoga,

meditation, self-realization, introspection, self-examination, pure intellect, sattvic diet, ego and spiritual self. This awareness that has come is due to an Inter-college online lecture series on 'Self Awareness'. These benefits are reason enough to work on improving self-awareness, but this series is by no means exhaustive. Self-awareness has the potential to enhance virtually every experience you have, as it's a tool and a practice that can be used anywhere, anytime, to ground yourself in the moment, realistically evaluate yourself and the situation, and help you make good choices.

#### **Conclusion:**

Based on the results of the current study, it can be concluded that while these lecture series can undoubtedly raise trainees' self-awareness, their self-understanding is still not very high. The ability of trainees to discriminate between their social and spiritual selves is declining. Through various programmes, including yoga camps, meditation camps, reflective diary writing, the use of standardised tests like the self-concept inventory for specific guidance, various social and religious institution visits, service camps, and social sector tourism as

well, they are trained to help them recognise and develop themselves more fully. Programs similar to individual studies ought to exist. The results of the current study will be able to show how to improve teacher competence in teacher-training. That feeling serves the study.

### **E Resources**

- <http://thebusinessleadership.academy/wp-content/uploads/2019/08/What-Self-Awareness-Really-Is-and-How-to-Cultivate-It.pdf>
- <https://www.sciencedirect.com/science/article/abs/pii/S1053810003000813>
- <https://www.jstor.org/stable/4321508>
- <https://www.emerald.com/insight/content/doi/10.1108/02683940310484008/full/html?journalCode=jmp>
- <https://www.sciencedirect.com/science/article/abs/pii/S0959438803000436>
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