



## ROLE OF TEACHER IN INCULCATION OF SELF AWARENESS

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### Introduction

Once you see a child's self-image begin to improve, you will see significant gains in achievement areas, but even more importantly, you will see a child who is beginning to enjoy life more.

Wayne Dyer

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. This is the shifting period from childhood to adulthood, marked with physical and mental changes. These changes are commented by their family members, relatives, peers, and teachers who in turn shape their thinking about their own self

either positively or negatively. The child's attitude towards self plays an important role in the child's life especially during the critical adolescent years. Knowledge of such type of studies will help us to increase our understanding about the problems of adolescents in particular.

The paper aims to find out the positive or negative attitude adolescent develops will affect their future life and teachers role in inculcating self-awareness as one of the life skill essential for further development of the adolescent.

The term 'Life Skills' refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential.

There is no definitive list of life skills; certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc.

Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice.

### **What are Life Skills?**

Life Skills are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life - (WHO).

### **Core Life Skills**

**Social Skills:** 1. Self Awareness 2. Effective Communication 3. Interpersonal Relationship  
4. Empathy

**Thinking Skills:** 5. Creative Thinking 6. Critical Thinking 7. Decision Making 8. Problem Solving

**Emotional Skills:** 9. Coping with Stress 10. Coping with Emotions.

This paper highlights on one of the life skills on Social skill that is Self Awareness with respect to the beginning of the adulthood that is in adolescent stage of life.

Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

Attitude towards self is the most dominating one especially during adolescence, as pupils become more conscious about themselves, their appearance and are sensitive towards reaction of

others towards them. The good and appreciating reactions from others help to shape their concept of self, which in turn results in positive self-image or vice versa. In this connection William James states: “The self was simply an object, like any other. In this sense the self is whatever the individual feels belongs to the self, including the material self and the social self. James’s material self is referred to the individual’s possessions, including the body. James’s social self was concerned with the views of the others as was felt by the individual. There was also an affective component associated with the self, the positive or negative views the individual holds about himself”.

### **Why Develop Self Awareness?**

As you develop self awareness you are able to make changes in the thoughts and interpretations you make in your mind. Changing the interpretations in your mind allows you to change your emotions. Self awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success.

Self awareness is the first step in creating what you want and mastering your. Where you focus your attention, your emotions, reactions, personality and behavior determine where you go in life. Having self awareness allows you to see where your thoughts and emotions are taking you. It also allows you to see the controls of your emotions, behavior, and personality so you can make changes you want. Until you are aware in the moment of the controls to your thoughts, emotions, words, and behavior, you will have difficulty making changes in the direction of your life. The better a child understands himself, the better he can be able to accept or change who he is. Being in the dark about oneself means that he will continue to get caught up in his own internal struggles and allow outside forces to mould and shape him.

Here the role of a teacher comes in. Controlling impulses in the earlier years can make the child more attentive in the class and improve in his academic performance. If we, as teacher-trainers can groom the teachers in strategies to handle childhood tantrums, class-bullies, Traumas, aggression ,jealousy, pride and guilt and other common emotional outbursts, maybe we are heading towards developing more emotionally intelligent youth, better equipped mentally to handle their own emotions and understand the emotions of others while interacting with their peer group. Teachers have a central role in cultivating character by inculcating self-discipline and empathy, which in turn enables true commitment to civic and moral values. In doing so, it is

not enough to lecture children about values. They need to practice them, which happens as children build the essential emotional and social skills. We can rightly conclude that Emotional literacy goes hand in hand with education for character, for moral development and for a good citizenship. At this juncture the teacher can guide and counsel the child to understand himself and create self awareness about himself so that the child can create and master his own life.

### **Imbibing Values through Curricular Activities**

The task of the teacher is to contribute towards this process of fostering genuine values. Teachers often face the temptation to limit themselves to imparting information rather than preparing their pupils for life. The pressures of academic requirements often stifle the efforts of well meaning educators who struggle hard to fire their students with enthusiasm for higher ideals. Hence teachers in this challenging process of transmitting values are most warmly welcomed. Every subject can be means of building good character and values. Some examples are given below:

- a. **Language:** In language through conversation and discussion the teacher educator can enable students to embody higher and noble ideas.
- b. **Social Sciences:** Through social science in general we can develop values like secularism, socialism, hard work and democracy etc.
- c. **Geography:** Through geography we can develop values of conservation, preservation, adventure etc.
- d. **Economics:** Through economics a teacher can lay emphasis on the value of thrift and saving, which lead to the prosperity of a person.
- e. **Civics:** Through civics we can develop values of cooperation, sense of mutual welfare, obedience of law, concern for environment etc.
- f. **Science:** Everything in nature has a lesson to teach. For example, we can say while blowing up a balloon, if person blows too much air into it, it will burst. Similarly if we are too greedy and acquire more material wealth sooner or later, we will have problems.
- g. **Mathematics:** In mathematics there is a wide scope of imparting values of self awareness like neatness, accuracy, proper planning etc. Thus we can say that education and values on self awareness go hand in hand and values are inherent in every module of learning; even co-curricular activities can serve as a sound base for the inculcation of self-awareness among

students. The child is essentially a behaving organism, and that the teacher's ultimate concern is to cultivate not wealth of muscles; nor fullness of knowledge; nor refinement of feeling but strength and purity of character. Children should develop a healthy and strong body. He should develop the ability to think logically, to plan wisely, to distinguish right from wrong, good from evil, beauty from ugliness, truth from falsehood and godliness from ungodliness.

The role of a teacher in the guidance and counseling process aims to help student to grow in self-**knowledge and self-esteem by assisting him/her to:**

Understand personal emotions, abilities, interests and special aptitudes

Acquire information about education and career opportunities within a changing society

Make and carry out appropriate life choices and plans and achieve satisfactory adjustments in life. Preparing students to understand university life through orientation programs Building the students' personalities and help them to understand themselves in light of their strengths, preparedness, and to identify their needs and problems.

Supporting the students with low academic achievements through identifying the causes of their problems, assisting them to resolve them. Using the preventive guidance and counseling services to identify potential student problem areas and work to prevent them from occurring.

To assist the students in developing greater self-awareness, independence, and self direction in specific areas; such as interpersonal relationships, self-esteem, growth and well-being.

Developing the management skills in specific areas such as; exam anxiety, anger, stress using individual or group psychological counseling

Helping to solve their psychological problems using individual or group psychological counseling.

#### **Summarization of role of a teacher in inculcation of self-awareness**

Understand your sensitivity line

Clarify personal learning style

Apply your personal learning style

Discover your orientation toward change

Identify your interpersonal style, enthusiasm, commitment and motivation can be encouraged in learners. If they are self-aware and have confidence in themselves.

Identify his/her own qualities and strengths particularly in the workplace.

Identify areas where he/she would like to change  
Have drawn up a plan to begin to make these changes  
Be aware of differences between his/her self perception and how he/she is seen by others  
Identify his/her own qualities and strengths  
Identify areas where he/she would like to improve  
Be aware of his/her own verbal and nonverbal responses to difficult work situations  
Have considered possible alternative way of responding  
Be aware of the characteristics of good communication in the workplace.  
Identify areas for their self development.

### **Conclusion**

Self awareness is necessary for all round development and is very essential in the adolescent stage and the teacher plays a very important role in imbibing the self awareness in this stage for building up a strong and thoughtful youth.

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