A STUDY ON MINDFULNESS OF PROSPECTIVE TEACHERS

ABSTRACT

This study aimed to find out the level of mindfulness among prospective teachers and find out the difference in mindfulness of prospective teachers with respect to gender, subject, and medium of instruction. The investigators constructed and validated a tool for mindfulness and data were collected using a survey method among 300 prospective teachers from 10 Colleges of Education in Tirunelveli district. Percentage analysis and t-test were the statistical measures used for the analysis. The major findings revealed that there is no significant difference between male and female, arts and science subjects, Tamil and English medium prospective teachers in mindfulness and its dimension.

Keywords: *Mindfulness and Prospective Teachers*

Introduction

"Education is an ornament in prosperity and a refuge in adversity."– Aristotle (BC 384 to 322). Education becomes an activity that helps a person becomes socially useful. Further education is a directed activity that leads the student 'from untruth to truth, from darkness to light, and from mortality to immortality' (Taneja, 1990). Teachers are responsible for the quality of education and the teachers are produced in teacher education institutions. Teacher education is a process of exhuming the treasure within every learner. It is the process, which makes the individuals realize the magnitude and potentialities, which, if nurtured and inculcated in the right direction, could make significant contributions to the social construction (Nanda, 2004).

Mindfulness is the connecting link between an individual's mind and the moment in progress. It is the skill of staying conscious of what is happening at present, what an individual is thinking about this very moment, and how he/she is feeling at the moment. The key to mindful living lies in observing the whole thing and attending only to the positivity around it. According to Jon Kabat Zinn (1994), the proponent and one of the renowned personalities in the field of applied mindfulness, defined, "Mindfulness is a process of being involved and accepting the internal and external moment-to-moment experience in a decentred manner".

Significance of the Study

According to Kothari Commission (1964-66), "The destiny of India is being shaped in their classroom". The process of mindfulness as it is relevant to living skilfully; creating an intention to well-being, paying attention to what is in this moment, and approaching what is with an attitude of curiosity and openness. Mindfulness is paying consideration in a particular way with a rationale, in the present moment, and non-judgmentally. For the effective teaching and learning process mindfulness is considered one of the basic requirements. For a better and more effective teaching-learning process mindfulness may be considered one of the unavoidable catalysts. So promoting mindfulness among teachers and students is considered as the need of the hour. By keeping this in mind the investigators intended to do research on mindfulness among the prospective teachers, as they are the future teachers.

RAMYA S
Assistant Professor, APA College of Arts and Science, Vagaikulam, Tirunelveli, Tamil Nadu, India.
Dr. S. SHERLIN
Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India.

Title of the Problem

The present investigation is entitled as "A Study on Mindfulness of Prospective Teachers".

Objectives of the Study

1. To find out the level of mindfulness and its dimensions of prospective teachers.

2. To find out the difference in mindfulness of prospective teachers with respect to gender, subject, and medium of instruction.

Hypotheses

1. There is no significant difference between male and female prospective teachers in their mindfulness.

2. There is no significant difference between arts and science subject prospective teachers in their mindfulness.

3. There is no significant difference between Tamil and English medium prospective teachers in their mindfulness.

Methodology

The present study falls under descriptive research as it involved the collection of data to test the hypotheses using the survey method. To collect the data a tool namely mindfulness was constructed and validated by the investigators with 30 items under five dimensions namely observation, description, awareness of mind and body, non-judgmental, and non-reactivity.

Sample and Sampling Technique

The sample of the present study consisted of 300 prospective teachers from 10 Colleges of Education in Tirunelveli district. The investigators selected the sample using a random sampling technique.

Data Analysis

Percentage analysis and t-test were the statistical measures used for the analysis of collected data and the details are presented as follows;

Table 1
Level of Mindfulness and its Dimensions of prospective teachers

Mindfulness and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Observation	91	30.3	156	52	53	18
Description	40	13.3	184	61.3	76	25
Awareness of mind and body	74	24.7	162	54	64	21
Non-judgmental	56	18.7	201	67	46	14
Non-reactivity	40	13.3	209	69.7	51	17
Mindfulness	76	25.3	196	65.3	28	9.3

The above table revealed that 25.3% of prospective teachers have low, 65.3% of them have moderate and 9.3% of them have high level of mindfulness.

Ho 1: There is no significant difference between male and female prospective teachers in their mindfulness.

Table 2
't' test analysis showing the significant difference between male and female prospective teachers in their mindfulness and its dimensions

Mindfulness and its dimensions	Gender	N	Mean	S.D.	Calculated t-value	Remarks
Observation	Male	115	25.55	2.2	1.97	NS
	Female	185	25.07	2.51		
Description	Male	115	19.2	2.47	0.91	NS
	Female	185	18.94	2.44		
Awareness of mind and body	Male	115	22.57	2.97	0.69	NS
	Female	185	22.32	3.04		
Non-judgmental	Male	115	22.13	2.4	1.41	NS
	Female	185	22.51	2.17		
Non-reactivity	Male	115	22.56	2.14	0.36	NS
	Female	185	22.64	1.95		
Mindfulness	Male	115	112	7.17	0.61	NS
	Female	185	111.5	7.31		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female prospective teachers in their mindfulness and its dimensions, observation, description, awareness of mind and body, non-judgement, and non-reactivity as the calculated 't' value is lesser than the table value.

Ho2: There is no significant difference between arts and science subject prospective teachers in their mindfulness.

Table 3

't' test analysis showing the significant difference between arts and science subject prospective teachers in their mindfulness and its dimensions

Mindfulness and its dimensions	Subject	N	Mean	S.D.	Calcu lated t-value	Re marks
Observation	Arts	166	25.4	2.37	1.16	NS
	Science	134	25.07	2.44		
Description	Arts	166	19.2	2.4	1.28	NS
	Science	134	18.84	2.5		
Awareness of mind and body	Arts	166	22.61	3.05	1.25	NS
	Science	134	22.17	2.96		
Non-judgmental	Arts	166	22.39	2.3	0.18	NS
	Science	134	22.34	2.23		
Non-reactivity	Arts	166	22.66	1.99	0.44	NS
	Science	134	22.55	2.07		
Mindfulness	Arts	166	112.3	6.99	1.52	NS
	Science	134	111	7.51		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between arts and science subject prospective teachers in their mindfulness and its dimensions, observation, description, awareness of mind and body, non-judgment, and non-reactivity as the calculated 't' value is lesser than the table value.

Ho 3: There is no significant difference between Tamil and English medium prospective teachers in their mindfulness.

Table 4

t-test analysis shows the significant difference between Tamil and English medium prospective teachers in their mindfulness and its dimensions

Mindfulness and its dimensions	Medium	N	Mean	S.D.	Calcula ted t value	Re marks
Observation	Tamil	74	25.58	2.3	1.35	NS
	English	226	25.15	2.43		
Description	Tamil	74	19.11	2.4	0.29	NS
	English	226	19.01	2.47		
Awareness of mind and body	Tamil	74	22.68	3.1	0.86	NS
	English	226	22.33	2.99		
Non-judgmental	Tamil	74	22.01	2.65	1.53	NS
	English	226	22.48	2.12		
Non-reactivity	Tamil	74	22.35	1.99	1.27	NS
	English	226	22.69	2.03		
Mindfulness	Tamil	74	111.7	7.3	0.07	NS
	English	226	111.7	7.25		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Tamil and English medium prospective teachers in their mindfulness and its dimensions, observation, description, awareness of mind and body, non-judgment, and non-reactivity as the calculated 't' value is lesser than the table value.

Findings and Discussion

Percentage analyses revealed that the majority of the prospective teachers i.e., 65.3% fall under the moderate level in their mindfulness and its dimension. This result indicated that prospective teachers must enhance their mindfulness, which will definitely reflect in their learning process and so the institutions may organize some constructive activities for the enhancement of mindfulness among the prospective teachers. Also, the curricular and co-curricular activities for teacher education need revision in order to nurture and develop mindfulness.

The t-test analyses showed that there is no significant difference between male and female, arts and science subjects, Tamil and English medium prospective teachers in their mindfulness and its dimension. These results may

certainly proclaim that gender, subject of study, and medium of instruction will not be an obstacle to the possession of mindfulness. As a technique mindfulness may be possessed by all irrespective of their gender, social status, area or subject of study, medium of study, level of study, or any other traits; but proper concentration, awareness, and interest matter for mindfulness.

Conclusion

Mindfulness is a technique that one can learn to be fully present and engaged at the moment without judging anything. It can help the individual to manage thoughts, feelings, and mental health. It may be considered the prime factor for self-reliant learning. Even though it's a very old concept, still it is not implemented or practiced, or trained in the system of education. So it's better to start the initiation from teacher education institutions as prospective teachers are the would-be teachers, so that the changes may radiate from the teacher to the classroom and to the school and to the society and to the state and to the nation in the near future. So, it is recommended to have a revision of both the curricular and co-curricular aspects of the teacher education program in relation to the promotion of mindfulness.

References

1. *Nanda, S.K., Khan, N & Nanda, V., (2004). Approach to Educational Psychology. Jalandhar: ModerPublishers. Taneja, (1990). Educational Thought and Practice, (14th Reprint, 2006), New Delhi: Sterling Publishers Pvt. Ltd.*

2. *Amaris Sanders, (2015). Teachers and Mindfulness: A Meta-Analysis. Thesis: California State University, Stanislaus.*

3. *Harshavardhan Sampath, (2018). Mindfulness and its Role in Psychological Well-Being among Medical College Students. Retrieved from https://pdfs.semanticscholar.org/ 543c/ce4454f 473a75e2bafb1fccfbe0528b3d15a.pdf*

4. *Karen Young, (2016). Different Ways to Practice Mindfulness. Retrieved from https://www.heysigmund.com/different-ways-to-practice-mindfulness/ Madhuleena Roy Chowdhury, (2019). The Five Facet Mindfulness Questionnaire (FFMQ).*

5. *Retrieved from - https://positivepsychology.com/five-facet-mindfulness-questionnaire-ffmq/ Sarah Lilly White, (2021). Future Learn India. Retrieved from https:/ www. futurelearn.com/info/futurelearn-international/explore-india-education- system*

6. *Praseeda Menon, (2014). Personality Correlates of Mindfulness : A Study in an Indian Setting. Retrieved from https://www.ym-kdham.in/article. asp? issn = 0044- 0507; year = 2014; volume = 46; issue =1; spage = 29;epage=36;aulast=Menon*