

# A STUDY OF SELF AWARENESS LIFE SKILL AMONG HIGHER SECONDARY SCHOOL STUDENTS

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## Abstract

Now a day's young adolescent is becoming melancholic due to so many causes like inappropriate home and school environment. The impact of these adverse environment, they are becoming less motivated, less confident and involved in offensive activities, In such way, they are destroying their precious life. In adolescence period, young ones have high potential of intellectual and physical work but their involvement in offensive activities not only being destroyed their capabilities but also have become the burden for the society. Life skill Education is a training to overcome such difficulties of life. This training makes a person insightful, good adjustment and positive thinking. In the present study, the researcher studied only one core life skill as self-awareness life skill. This study is conducted among the young adolescents of higher secondary school. The researcher has made an attempt to find out how can students learn through their continuous involvement and modify their behaviour.

**Key words;** Life skills, self-awareness life skill, emotions, motivation, self-regulating, empathy, social skill.

## Introduction:

Adolescence is the period of human growth and development that occurs in the middle age as after childhood and before adulthood from the age period 10 to 19. The stage from childhood to adulthood is called transitional stage due to changes of physical and psychological. This phase concerns with stress, frustration and fear for future etc. Life skill assists the students to face the challenges of day to day life. It enhances the capability of students to become healthy, responsible and productive citizens.

The World Health Organization (1997) has defined life skills --as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of day to day life. Life skills include psychosocial competencies that help individuals to solve their problems and enable them to think critically, to communicate effectively, to build up healthy relationship, to cope and manage their lives in a healthy and productive manner.

There are three core groups. UNICEF, UNESCO and WHO list ten life skills among these groups.

- 1.) **Thinking Skill**—Self -Awareness, Problem Solving, Decision Making, Critical Thinking, Creative Thinking
- 2.) **Social Skill** -Inter Personal Relationship, Effective Communication, Empathy
- 3.) **Emotional Skill**---Coping with Emotions, Coping with Stress.

## Self-Awareness Life Skill:

This skill is the sub part of thinking skill that focussed on children's own ability to judge their own performance and behaviour and to respond in different social situation accordingly, appropriately.

## Dimensions of Self Awareness Life Skills;

- **Emotions and self-awareness:**

Emotion shows in different feeling like happiness, love, hatred, fear, or anger. which can be depend on situations. Emotions give us information about our experiences and also help us to react accordingly. Emotional self-awareness is a skill to recognize and understand one's own feelings. With this capability, children will be able to identify and make differences in their emotions and to know how their emotions affect their actions, outcomes and achievement.

If we are not conscious of what is going on inside of us. we cannot change ourselves. Only persistently practicing emotional self-awareness skill, we will get perception about our own world and able to change it for our interest.

- **Self -Regulation and self-awareness:**

This is an ability to monitor and control their own conduct, feelings or thoughts and give them alteration according to the demand of the situations Self-Regulation and self-awareness skill both are linked with how well children perform their different task during their childhood with this capability, Children will be more capable to cope with difficult and distressing situations that occurs as a part of life. For example-Loss of a pet, death of a family member or disconnection in family, contributes in loneliness, and causes of mental decease. When a child learns self-conducting skill such as one's attentions, sharing etc. This empowers a young one self-dependent.

- **Motivation and self-awareness:**

Motivation is the ability of a person's attention to conduct or a set of force that acts behind the motives. An individual's motivation may be provoked by others or events (extrinsic motivation) or it may come from within the self (intrinsic motivation) .Motivation and self-awareness life skill both empower a person to become motivate and work hard to arrive at goals .Motivation involves a system of personal analysis and according that keeps a person concentrate on task and moving forward in a goal oriented way.

- **Empathy and self -awareness;**

Empathy is the capacity to imagine or feel what and how another person is feeling from within their frame of potential, that is the capacity to place oneself in another's position. This is the ability to understand and share the feeling of others. It is referred to be able to put yourself into another person's shoes. Empathy and self-awareness are closely linked together because both are the part of being social skill awareness.

- **Social skill and self-awareness;**

Social skills enable a person to interact and interface in verbal and non-verbal communication. Social self-awareness means a person understands how he has to react in different social situation and modify his inter communication with other person impressive way so that one can achieve the best result .A social skill is a skill to make easier inter -communication with others .Social rules and relations are transmitted in verbal and non-verbal skills ,these are called socialization.

### Need of the study

To live a healthy and peaceful life, everyone must need to realize his /her awareness level on self in terms of their behaviour, motivations and action at every minutes of life. Without self -awareness no one can perform any task in effective way even though their involvement in different daily activities as sports, education etc. This period starts from childhood up to adulthood. So, they must have values, robust personality, positive attitude towards competency, this self is the required need for self-enrichment. This study helps to provide the knowledge of self -awareness to young adolescents about the method of asking questions by applying 5 W's and 1 H, method ,that is (who, where, when, why, where, how).This study is helpful for developing objectivity in life, to be realistic in their life, to keep an open mind ,this is the path to

appraise their strengths and weakness etc. There are 10 life skills and it was not possible to study all the life skills together as they have wide spread range of co-related domains. So, the researcher decided to work only self-awareness life skill.

### **Statement of the problem;**

In the present study the problem is stated as, “**A study of self-awareness life skill among higher secondary school students**”

### **Objectives of the study:**

- 1) To study and compare the self -awareness life skill with reference to Govt and Public higher secondary school students
- 1.1) To study and compare ‘Emotions’ dimension of self-awareness life skill between Govt and Public higher secondary school students.
- 1.2) To study and compare Self-regulation’ dimension of self- awareness life skill between govt. and public higher secondary school students.
- 1.3) To study and compare ‘Motivation’ dimension of self-awareness life skill between govt. and public higher secondary school students.
- 1.4) To study and compare Empathy ‘dimension of self-awareness life skill between govt. and public higher secondary school students.
- 1.5) To study and compare social skill dimension of self -awareness life skill between govt. and public higher secondary school students.

### **Hypothesis of the study;**

1. There is no significance difference between govt. and public higher secondary school students on self -awareness life skill
- 1.1) There is no significance difference between govt. and public higher secondary school students with reference to the Emotions’ dimension of self -awareness life skill.
- 1.2) There is no significance difference between govt. and public higher secondary school students with reference to the ‘Self- regulation’ dimension of self- awareness life skill.
- 1.3) There is no significance difference between govt. and public higher secondary school students with reference to the ‘Motivation’ dimension of self- awareness life skill.
- 1.4) There is no significance difference between govt. and public higher secondary school students with reference to the ‘Empathy’ dimension of self- awareness life skill.
- 1.5) There is no significance difference between govt. and public higher secondary school students with reference to the “Social skill dimension of self-awareness life skill.

### **Review of Related Research;**

- A.M.G.Phillips and Paul Silvia(2005), ‘Self-awareness and emotional consequence of self -discrepancies” This research paper identified that self-awareness will strengthen the relationship between self-discrepancies and emotions .
- Patricia Steiner (2014), The impact of the self -awareness process on learning and leading ‘. The study investigates an independent self- concept is internally motivated rather than externally to learn.
- Cele.et.al (1996), ‘Awareness of life skill in Uganda noted that life skill considered important for the children rather academic learning and vocational education. The need to focus on such skills as critical thinking, decision making and other was identified as cognitive skill in Uganda.

**Design of the study;**

**Method Used;** -The methodology used in the present study was Normative Survey Method.

**Population of the study;**

The higher secondary school students from govt. and public of Meerut district /city constituted the target population of the present investigation.

**Sample of the study; -**

In the present study, random sampling technique was used to select the sample. In the present study 100 students of govt. schools and 100 students of public schools of 10+2 stage selected from Meerut District/city. Stratified Random sampling technique was applied to select the sample.

**Tool Used;** - A self-constructed self-awareness life skill inventory was used.140 items were constructed. It was a five-point scale having response variation 1 to 5.The five alternatives belongs to five responses, namely Always, Sometimes, Usually, Rarely and Never. In this test assigned 5 marks to Always, 4 marks to Sometimes, 3 marks to Usually, 2 marks to Rarely, and 1 Marks to Never responses. The scoring system for negative items remained reversely 1,2,3,4,5, for the same five responses. Reliability of the inventory was found by using Test -Retest method. It was found to be .91for the total self -awareness life skill measure. This Inventory appears to have content validity.

**Statistical Techniques;**

For analysing the data, statistic techniques namely, Standard deviation and t' test were applied.

**Analysis and Interpretation of Data;**

**Hypothesis 1-** There is no significance difference between govt. and public higher secondary school students on self -awareness life skill.

S.No.	Name of Groups	NO. of Students	Mean Score	S.D	't' Value	Level of Significance
1	Govt.	100	406.13	30.93	4.82	Significant at 0.01,0,05 level
2	Public	100	384.59	32.31		

Significant level at 0.05\_1.97 and 0.01\_2.60

**Interpretation;** ---The present table shows that the mean score of govt. and public-school students with reference to the self -awareness life skill is 406.13 and 384.59 with their corresponding S.D. 30.93 and 32.31 respectively. The calculated t' value is 4.82 which is significant at both of level 0.05 and level 0.01.Thus the hypothesis is rejected which means both of groups stand apart significant from each other .

It indicates that there is a significant difference between Govt. and Public higher secondary school students on self -awareness life skill.

**Hypothesis**

There is no significance difference between govt. and public higher secondary school students with reference to the different dimension of self -awareness life skill.

S. No	Dimension of self-awareness life skills	Groups	N	Mean Score	S. D	t' value	Level of significance
1	Emotion	Govt. School	100	68.65	5.72	3.03	Significance at 0.01,0.05 level
		Public School	100	65.83	7.38		
2	Self-Regulation	Govt. School	100	42.14	7.28	1.33	Not significance at 0.05 ,0.01 level
		Public school	100	40.69	8.15		

3	Motivation	Govt. school	100	100.76	12.05	3.15	Significance at 0.01, 0.05 level
		Public school	100	95.81	9.99		
4	Empathy	Govt. school	100	123.51	12.37	3.52	Significance at 0.01, 0.05 level
		Public school	100	117.24	12.84		
5	Social Skills	Govt. school	100	71.07	7.32	4.87	Significance at 0.01, 0.05 level
		Public school	100	65.02	10.05		

Significant level at 0.05\_1.97 and 0.01\_2.60

**Hypothesis:** --There is no significance difference between govt. and public higher secondary school students with reference to the "Emotion 'dimension of self-awareness life skill.

**Interpretation;** ---The present table reveals that the mean score of Govt. and Public schools' students on 'Emotion' (Dimension of self-awareness life skill) is 68.65 and 65.83 with their corresponding S.D. 5.72 and 7.38 respectively. The calculated  $t'$  value is 3.03 which is significant at both of level 0.05 and level 0.01. Therefore, hypothesis is rejected which means both the groups stand apart significant from each other. It indicates that there is a significant difference between govt. and public schools' students on Emotional dimension of self-awareness life skills. Govt. schools' students were found to have more emotional traits than their counterpart public schools' students.

#### **Hypothesis**

There is no significance difference between Govt. and Public schools' students at higher secondary level with reference to the 'Self-Regulation' dimension of self-awareness life skill

**Interpretation;** ---The present table reveals that the mean score of govt. and public school's students on Self-Regulation (Dimension of self-awareness life skill) is 42.14 and 40.69 with their corresponding S.D. 7.28 and 8.15 respectively. The calculated  $t'$  value is 1.33 which is not significant at both of level 0.05 and level 0.01. Therefore, hypothesis is accepted which means both the groups don't stand apart significant from each other.

It indicates that there is no significant difference between Govt. and Public schools' students on Self-Regulation dimension of self-awareness life skills.

#### **Hypothesis**

There is no significance difference between govt. and public higher secondary schools' students with reference to the 'Motivation' dimension of self-awareness life skill.

**Interpretation;** ---The present table reveals that the mean score of govt. and public schools' students on Motivation (Dimension of self-awareness life skill) is 100.76 and 95.81 with their corresponding S.D. 12.05 and 9.99 respectively. The calculated  $t'$  value is 3.15 which is significant at both of level 0.05 and level 0.01. Therefore, hypothesis is rejected which means both the groups stand apart significant from each other.

It indicates that there is a significant difference between govt. and public school's students on Motivational dimension of self-awareness life skills. Govt. schools' students were found to have more Motivational traits than their counterpart public schools.

**Hypothesis;** There is no significant difference between Govt and Public Higher Secondary schools' students with reference to the 'Empathy' dimension of self-awareness life skill.

**Interpretation;** ---The present table reveals that the Mean score of govt. and public schools' students on Empathy (Dimension of self-awareness life skill) is 123.51 and 117.24 with their corresponding S.D. 12.37 and 12.84 respectively. The calculated  $t'$  value is 3.52 which is

significant at both of level 0.05 and level 0.01. Therefore, hypothesis is rejected which means both the groups stand apart significant from each other. It indicates that there is a significant difference between govt. and public school's students on Empathy dimension of self-awareness life skills. Govt. schools' students have more empathy traits than their counterpart public schools.

### Hypothesis

There is no significance difference between govt. and public schools' students at higher secondary level with reference to the "Social skill "dimension of self-awareness life skill.

**Interpretation;** ---The present table reveals that the Mean score of Govt. and Public schools' students on Social Skill (Dimension of self-awareness life skill) is 71.07 and 65.02 with their corresponding S.D. 7.32 and 10.05 respectively. The calculated  $t'$  value is 4.87. which is significant at both of level 0.05 and level 0.01. Therefore, hypothesis is rejected which means both the groups stand apart significant from each other. It indicates that there is a significant difference between govt. and public school's students on Social Skill dimension of self-awareness life skills. Govt. schools' students have more Social Skill traits than their counterpart Public schools.

### Findings of the Study

1.The study found that there is significant difference between Govt. and Public higher secondary schools' students on self-awareness life skill.

1.1 The present study indicated that there is no significant difference between Govt and Public Higher secondary schools' students with reference to the Emotions ' (dimension of self-awareness life skill).

1.2The study was resulted that there is significant difference between Govt. and Public Higher secondary schools' students with reference to the self-regulation (dimension of self-awareness life skill).

1.3The present study examined that there is no significant difference between Govt. and Public Higher secondary schools' students with reference to Motivational '(dimension of self-awareness life skill).

1.4 The present study revealed that there is no significant difference between Govt. and Public Higher Secondary schools' students with reference to the Empathy '(dimension of self-awareness life skill).

1.5 The present study found that there is no significant difference between Govt. and Public Higher secondary schools' students with reference to the social skill'(dimension of self-awareness life skill

### Conclusion;

The result of this study showed that self-awareness was concerned with the development of self-image that is a psychological structure created in Adolescence. A positive self-image was created by open communication with those persons who were important for defining students' Identity. Thus, this study would help in developing interpersonal relationship and direct communication towards other needs.

Self-awareness life skill is important for successful and outstanding life of adolescents, in other words, we can say that self-awareness is *the pathway to* high energetic ability for personal growth and maturity of young adolescence. We can judge adolescent by his /her work performance and their capability to give a meaningful and valuable answer for these questions as what, why, who, where, when and how? Every adolescent should know their strength, weakness, own motivations and initiatives.

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