Self-awareness Skill among Students at Higher Secondary Level

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

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ABSTRACT

The main purpose of this study present status of self-awareness skill among higher secondary-level students. There were four schools represented among the Higher Secondary level in the Paschim Medinipur and Kolkata districts in West Bengal. This study was conducted on total participants of 153 students between 17 and 19 years of age, studying under the West Bengal Council of Higher Secondary Education. Basic demographic variables namely gender, Social Caste and Number of Siblings were considered for their self-awareness score to be significantly affected. The Present study was carried out using a cross-sectional survey research framework. The findings indicated the presence of a satisfactory level of self-awareness skills, with gender being associated with a statistically significant variation in mean scores. The results also indicated that the gender gap in self-awareness skills existed.

Keywords: Self-awareness skill; higher secondary level; association; variation.

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1. INTRODUCTION

Self-awareness is the capacity to observe and comprehend one's own thoughts, emotions, and behaviours objectively, as well as how they affect oneself and others. It involves recognizing your assets and weaknesses, as well as your values, beliefs, and motivations. Self-awareness is an essential skill that assists individuals in gaining a deeper understanding of themselves, enhancing their relationships with others, and making better decisions. It enables you to recognize patterns in your behaviour and thoughts, which can assist you in making positive adjustments and achieving your objectives. You can become more confident, empathetic, and effective in both your personal and professional life by developing this skill [1-3]. Through awareness of one's own being, actions, and thoughts, together with an understanding of how we relate to others as individuals, one is able to modify his or her behaviour so as to interact with them in a positive manner [4-6]. By recognizing the source of one's unhappiness, one can develop greater self-control. And by recognizing the vulnerabilities, one can learn how to manage them and achieve the desired outcomes. Developing self-awareness is essential for better relationships in the workplace and a more fulfilling existence at home [7-11].

Self-awareness is the ability to perceive one's personality, including one's strengths, limitations, thoughts, beliefs, motivation, and emotions, with clarity. This enables one to comprehend how others perceive one's attitude and responses at the moment. Self-awareness enables a person to see where their thoughts and emotions are leading them. As a person's self-awareness grows, he or she is able to alter the thoughts and interpretations that arise in the mind. Changing one's mental interpretations allows one to alter their emotions. It can help the individual recognize when he or she is under tension or pressure [12,13]. For a person to alter his or her life in any fashion, he or she must first understand himself. The adolescent is essential for the formation of a socially integrated sense of self. Throughout infancy and adolescence, self-assess becomes more extensive and differentiated, according to research in developmental psychology. Self-awareness is the first step to manifesting your desires and taking control of your existence. Where you direct your attention, your emotions, reactions, personality, and actions determine your life path [14-17]. Until you are conscious of your thoughts, emotions, words, and actions in the present moment, it will be difficult to alter the course of your life. Developing self-awareness requires concentrating your attention on the specifics of your personality and behaviour.

1.1 Significance of the Study

Self-awareness is simply the ability to recognize and label one's own thoughts, feelings, and actions. Self-awareness requires recognizing and labelling one's emotions, thoughts, and actions. Self-aware people can assess their physical, mental, and emotional states and recognize that their internal personality helps them interact with the outside world. Adolescents, according to the World Health Organization, are people between the ages of 10 and 19. self-awareness is an essential skill for higher secondary level students, as it can help them navigate academic challenges, build positive relationships, manage stress, and pursue personal development. By fostering self-awareness in the classroom, educators can assist students in becoming more self-assured, resilient, and successful students. Therefore, in this present study, researchers tried to investigate the current status of perceived Self-awareness skills of higher secondary level students and formed the statement of the problem as - "Self-awareness skill among students at Higher Secondary level."

1.2 Objectives of the Study

Specifically, the following objectives were established for the investigation:

i. To determine self-awareness skill among students at the higher secondary level.
ii. To determine self-awareness skill among students at the higher secondary level depending on their gender.
iii. To determine self-awareness skill among students at the higher secondary level depending on their caste.
iv. To determine self-awareness skill among students at the higher secondary level depending on their number of siblings.

1.3 Hypotheses of the Study

- H_01: Gender does not cause any significant variation in the mean score of self-awareness skill among students at the Higher Secondary level.

- **$H_0$2:** Social caste is not a significant cause of variation in the mean score of self-awareness skill among students at the Higher Secondary level.
- **$H_0$3:** The number of Siblings is not a significant cause of variation in the mean score of self-awareness skill students at the Higher Secondary level.

2. METHODOLOGY

The Present study was carried out using a cross-sectional survey research framework. An intense survey was done in two schools from the Paschim Midnapur district and two schools from the Kolkata district in the state of West Bengal to determine the level of self-awareness among students in the higher secondary level. The sample was taken to guarantee that the structure included both male and female students, as well as students from both rural and urban locations. The study was conducted on total participants of 153 students of the age group of 17 to 19 years, studying under the West Bengal Council of Higher Secondary Education. Basic demographic variables namely gender, Social Caste and Number of Siblings were considered to see any significant impact on their self-awareness score.

3. ANALYSIS AND INTERPRETATION

3.1 Descriptive Statistics

Descriptive statistics is a subfield of statistics concerned with summarizing and describing a dataset's features. Descriptive statistics are utilized in research to provide an overview of the data collected for a study. In this current portion, descriptive statistics showed the nature of self-awareness skill data based on gender, social caste, and number of siblings.

3.1.1 Self-awareness skill based on students' gender

Fig. 1 displayed the mean scores of male and female students concerning self-awareness skill. The Calculated mean score of male students is 46.25 and the mean score of female students is 42.82 respectively. So, descriptively the male students are better than female students according to their self-awareness skill.

3.1.2 Self-awareness skill based on students' social caste

Fig. 2 displayed the mean scores of social caste students concerning self-awareness skill. The Calculated mean score of general students is 96.7, SC students 99.03, ST students 103.36, OBC-A students 100.6 and OBC-B students 99.44 respectively. So, descriptively the ST category students are better than other category students according to the self-awareness skill.

3.1.3 Self-awareness skill based on students' number of siblings

Fig. 3 displayed the mean scores of number of siblings students concerning self-awareness skill. The Calculated mean score of no sibling students is 98.5, one sibling student 96.97 and more than one siblings students 99.75 respectively. So, descriptively the more than one siblings' students are better than other sibling students according to the self-awareness skill.
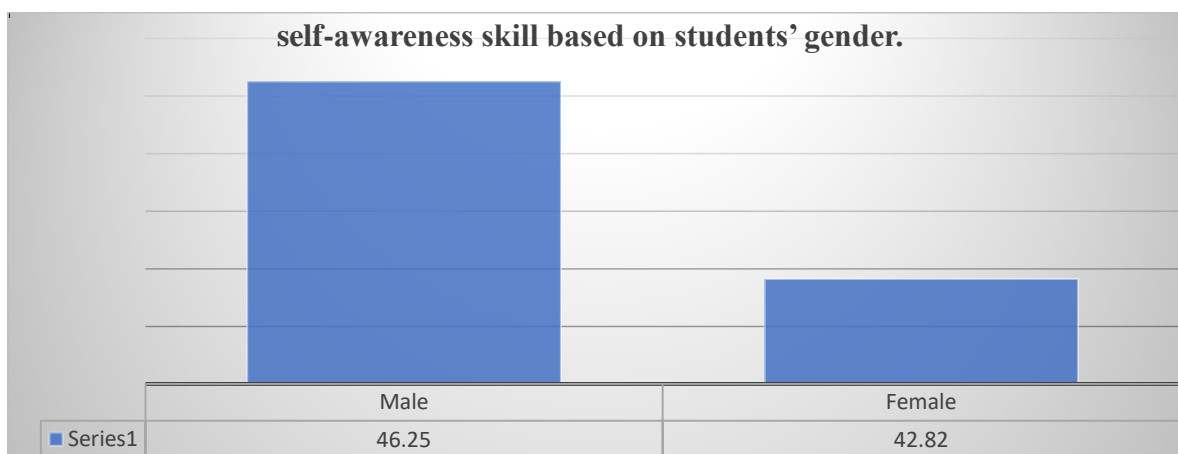

	Male	Female
Series1	46.25	42.82

Fig. 1. Showing self-awareness skill based on students' gender

Table 1. Showing self-awareness skill based on students' gender

Variable	Category	Number of students	Mean	SD
Gender	Male	77	46.25	23.043
	Female	76	42.82	11.047

Table 2. Showing self-awareness skill based on students' social caste

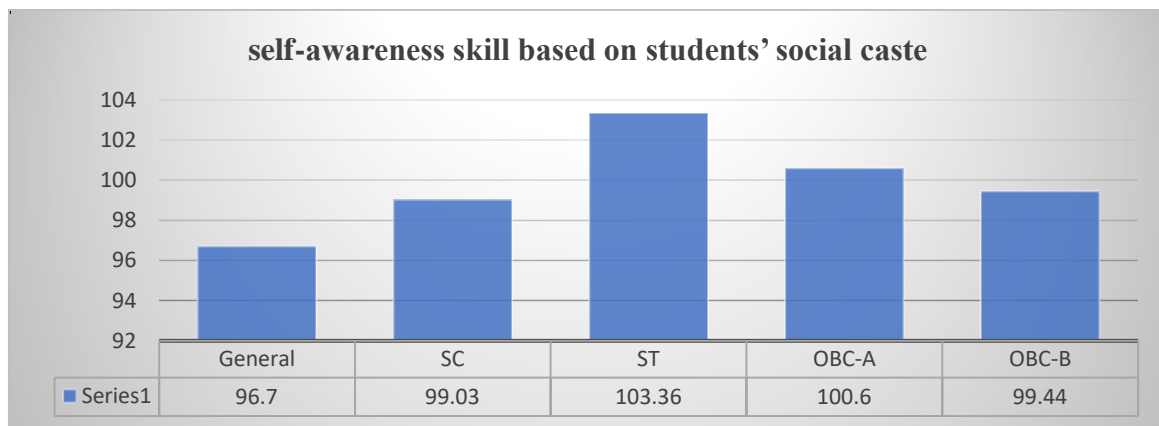| Variable	Category	Number of students	Mean	SD
	General	76	96.70	12.411
Social caste	SC	40	99.03	16.233
	ST	11	103.36	12.628
	OBC-A	10	100.60	12.843
	OBC-B	16	99.44	13.560

Fig. 2. Showing self-awareness skill based on students' social caste

Table 3. Showing self-awareness skill based on students' number of siblings

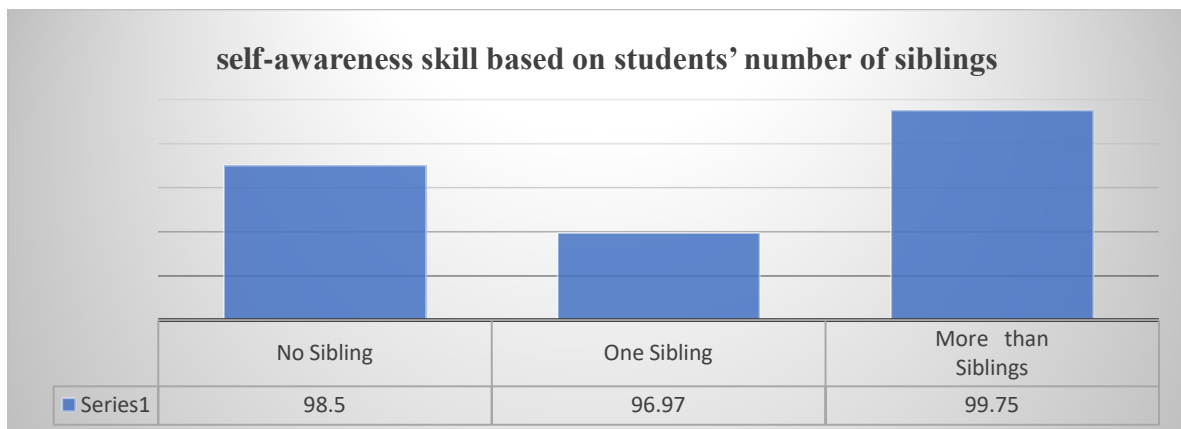| Variable	Category	Number of students	Mean	SD
	No Sibling	14	98.50	13.131
Number of siblings	One Sibling	72	96.97	14.378
	More than one Siblings	67	99.75	12.940

Fig. 3. Showing self-awareness skill based on students' number of siblings

Table 4. Showing Independent sample T-Test based on $H_0 1$

Variable	Independent sample T-Test								
	Category	N	Mean	SD	t	df	Std. error Diff.	p-value	Remarks
Gender	Male	77	46.25	23.043	2.324	151	2.173	.021	***S**
	Female	76	42.82	11.047					**P<0.05**

*S- Significant

Table 5. Showing the One-way ANOVA based on $H_0 2$

	Sum of squares	df	Mean square	F	Sig.	Remarks
Between Groups	571.763	4	142.941	.765	.550	*NS P>0.05
Within Groups	27665.897	148	186.932			
Total	28237.660	152				

*NS=Not Significant

Table 6. Showing the One-way ANOVA based on $H_0 3$

	Sum of squares	df	Mean square	F	Sig.	Remarks
Between Groups	267.529	2	133.765	.717	.490	***NS P>0.05**
Within Groups	27970.131	150	186.468			
Total	28237.660	152				

*NS=Not Significant

3.2 Hypotheses Testing

$H_0 1$: Gender does not cause any significant variation in the mean score of self-awareness skill among students of Higher Secondary level.

Table 4 showed that the computed value of the independent samples t-test comparing the mean scores of male and female students with respect to self-awareness skill was found to be statistically significant [t $_{(151)}$ = 2.324, p<0.05]. The mean score of male students (m=46.25; SD=23.043) was found to be higher than female students (m=42.82; SD=11.047). Therefore, the null hypothesis was rejected at 0.05 level and it can be said that the found difference in the mean scores was due to random chance factor.

$H_0 2$: Social caste is not a significant cause of variation in the mean score of self-awareness skill among students of Higher Secondary level

Table 5 showed that the computed F value comparing the mean scores of various social caste students with respect to self-awareness skill was found to be not significant [F (4, 148) = .765, p>0.05]. Hence, the null hypothesis is accepted, and the above analysis is evident that social caste is not a significant cause of variation in the mean score of self-awareness skill among students at the Higher Secondary level.

$H_0 3$: The number of Siblings is not a significant cause of variation in the mean score of self-awareness skill students at the Higher Secondary level.

Table 6 showed that the computed F value comparing the mean scores of the various number of siblings students with respect to self-awareness skill was found to be not significant [F (2, 150) = .717, p>0.05]. Hence, the null hypothesis is accepted, and the above analysis is evident that the number of siblings is not a significant cause of variation in the mean score of self-awareness skill among students at the Higher Secondary level.

4. MAJOR FINDINGS

Major findings have shown that the results of the study according to research objectives and afore-framed hypotheses as follows -

❖ **To determine the rate of self-awareness among students at the higher secondary level depending on their gender.**
✓ The mean score of self-awareness skill of male students was found to be 46.25
✓ The mean score of self-awareness skill of female students was found to be 42.82.
✓ Inferential statistics showed that the independent sample T-test value was

2.324. The mean score of male students was found to be higher than female students among higher secondary level students and it is statistically significant (P<0.05).

❖ **To determine the rate of self-awareness among students at the higher secondary level depending on their caste.**

✓ The mean score of self-awareness skill of General category students was found to be 96.70.

✓ The mean score of self-awareness skill of SC category students was found to be 99.03.

✓ The mean score of self-awareness skill of ST category students was found to be 103.36.

✓ The mean score of self-awareness skill of OBC-A category students was found to be 100.60.

✓ The mean score of self-awareness skill of OBC-B category students was found to be 99.44.

✓ Inferential statistics showed that the one-way ANOVA, F- test value was .765. The mean scores of General category students (96.70), SC category (99.03), ST category (103.36), OBC-A category (100.60) and OBC-B category students (99.44) was found to be lower than ST category students (103.36). the null hypothesis is retained at 0.05 level and social caste is not a significant cause of variation in the mean score of self-awareness skill among students at the Higher Secondary level. (p>0.05).

❖ **To determine the rate of self-awareness among students at the higher secondary level depending on their number of siblings.**

✓ The mean score of self-awareness skill of no sibling student was found to be 98.50.

✓ The mean score of self-awareness skill of one sibling student was found to be 96.97.

✓ The mean score of self-awareness skill of more than siblings student was found to be 99.75.

✓ Inferential statistics showed that the one-way ANOVA, F- test value was .717. The mean scores of no sibling student (98.50), one sibling (96.97) and more than siblings students (99.75) was found to be higher than no and one sibling students. the null hypothesis is retained at 0.05 level and number of siblings is not a significant cause of variation in the mean score of self-awareness skill among students at the Higher Secondary level. (p>0.05).

5. DISCUSSION AND CONCLUSION

The study investigated the overall degree of self-awareness skill with respect to different demographic variables such as gender, social caste, and the number of siblings and conducted a comparative study of the degree of self-awareness skill between male and female students aged 17 to 19 years in two West Bengal districts. Based on the gender variable in the current study, it can be inferred that male students at the higher secondary level had much more self-awareness than female students. Female students at higher secondary levels have the ability to deliberately grasp their self and social aspects as it is by placing themselves in the shoes of another individual. Caste and number of siblings do not have any significant impact on self-awareness of the adolescent students as they merely contributed to the development of self in the present society. Rather, it is the gender role which instigates the individual to develop an outlook towards self and society. Khera & Khosla [18] found that mean scores of male and female students with respect to self-awareness skill were found to be statistically significant. Marsh, Lund, and Chapman [19] found that when students develop a negative academic self-concept, their academic skills decline, limiting their ability to study. Cultural self-awareness is linked to collective movement participation, but gender disparities in self-awareness can be addressed by teaching, evaluating, and devising solutions [20-25]. We are all on a quest to enhance self-awareness and well-being among students in West Bengal's higher secondary schools. It is highly significant in today's situation, according to the current researcher.

The study examined the degree of self-awareness skill across demographic variables like gender, social caste, and number of siblings in West Bengal districts and compared male and female students aged 17–19. Based on the gender variable in the current study, male higher secondary students had much more self-awareness than female students. In today's society, caste and the number of siblings only contribute to self-development, so they don't affect adolescent students' self-awareness. Gender roles shape people's views of themselves and society. We want West Bengal's high school

students to be more self-aware and healthier. According to the researcher, it's important today.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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