The Development of a Self-Awareness Skill for High School Students with the Process of Social and Emotional Learning

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Abstract

The research purposes for encouraging study of social and emotion intelligence (S+EI) for secondary school students. Also, this research studied the developing aware of oneself and others in the present and utilising that awareness to manage oneself (our behaviour, our responses to difficult or demanding situations) and our relationships with others in deference age and gender to find the result of self-awareness between two groups of students including students who have learnt self-managing social and emotion and students who have studied in traditional way. The methodologies that used in this research are composed of the study plan that encourages development of intelligence for secondary school students by observing behaviour of both social and emotion, observing individual behaviour, and doing questionnaire about social and emotion by adopting statistic, frequency, and percentages to evaluate. The researcher found that students from Mahasarakham University Demonstration school (Secondary school) who have learnt to manage their social and emotion have different result of developing their social and emotion intelligence according to different study period,

gender, and age. Therefore, students who have different learning styles had different self-awareness learning outcomes at the statistical significance level of .05.

Keywords: Skills development, Social Emotional learning, Self-awareness

1. Introduction

There are many single families in Thailand that are suffering from economics crisis and the social gap rate has been increasing in Thai society. For these reasons, many students having lonely life by tapping with video game, TV and telephone rather than having social life with friends. Therefore, globalization has an effect on young aged group that results in a preference to seek friends on social media to not make themselves feel lonely rather than any physical social interaction. Globalization and environment also significantly reduce the social skill's efficiency on new generation. This problem needs to be concern as it has been increasing (Kreingsuk, 2011). Nowadays, many families lack of knowledge to take care their children in certain way in term of encouraging progress, and devolvement of body, emotion, intelligence, and social (Junthita, 2003). Social and emotion intelligence is an important skill in order to encourage and develop the processes for helping children to face with real world. This skill can be able to differentiate between individuals by coexisting under a holistic personality sensibility from the control of mental mechanisms (Calbi et al., 2001). Moreover, social and emotion intelligence is a skill in understanding how to deal with emotions, setting goals to achieve positive feelings, showing empathy for others, building and maintaining good relationships including making responsible decisions (Bridgeland, Bruce, & Hariharan, 2013).

Moreover, social and emotion intelligence is a cultivates technique for dealing with situations that arise through conflict which is considered particularly important by developing skills and techniques. Students have the ability to avoid aggressive and provocative behaviour in solving problematic situations (Larios, Matsopoulos, Askounis, & Nikita, 2000).

Social and emotional intelligence is important for child personality's development because it enhances their ability to identify and control their own emotions in an appropriate manner, as well as recognizing and tolerating themselves. Also, it increases the appropriate ability to manage their emotion to handle with obstacle (Cherniss, Extein, Goleman, & Weissberg, 2006). Furthermore, it supports self-awareness skill which results to interactive among students in classroom and it helps to reduce the problems, such as aggressive, bully, stress, and depression in classroom. Also, it encourages students to improve their school-record (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

People who have learning and developing process will have higher level of self-awareness as a result of primary learning efficiency. Steiner (2014) stated that the goal of the self-awareness process creates a better self-knowledge by adapted to the weak point to question their identity by allowing them to compare themselves to others and make new suggestions because thinking process without self-awareness skills is possible to be distorted by "self-deception".

Rasheed (2015) stated that self-awareness is an knowing yourself as a person and what is

important in life that influences people in different ways. It also includes reflecting on how our attitudes and beliefs can influence others. People are able to empathy others after learning and comprehended self-awareness process. In general, self-awareness is essential to personal learning process because it allows individuals to manage themselves and improve their performance. It also helps to set reasonable and realistic goals including career and personal life stress management; however, it starts from understanding and realizing what is the most importance of life Palmiere (2012).

In this research, Mahasarakham University Demonstration school (Secondary school) was chosen to be a study group because the majority of students who focus on academic pursuits tend to have high self-confidence, and lack of empathy. Also, friends and family have an influence on students' decision because they lack of confidence in setting life goals and this can lead to life problem in the future. Adopting educational measures for socialization with Thai student to realize the value of social and emotional learning. Therefore, it is the direct duty of the teacher to use a variety of teaching methods to prevent and correcting inappropriate behaviour of students. Achieving appropriate learning process helps students to be successful both academic way and social and emotional intelligence.

1.1 Research Finding

(1) To compare self-awareness behaviour of students between gender and ages. Also, what is the effect of students who study with the social and emotional intelligence model and the students who study with the normal learning model?

(2) What is the effect on the development of self-awareness among students at different time?

1.2 Purpose

(1) To compare the self-awareness students' behaviors of sex and age among students who studied with the social and emotional intelligence model and those who studied with the normal learning management model.

(2) To study the development of self-awareness among students in different periods.

1.3 Advantages

(1) To identify the fact about self-awareness of students that can be used for the benefit of improving or developing themselves and organization to have better progress.

(2) Approaches to adopt a learning model to promote social and emotional intelligence for secondary school students to apply to other levels of learning.

2. Methodology

2.1 Scope of the Research

Population scope and sample population:

(1) Population in the study of the effect of using a learning social and emotional intelligence program for high school students who study grade 11 in the first semester of the academic

year 2019, which are 5 classes with mixed abilities and talent. There are totally 175 people in study group.

(2) The sample group is studied the effect of using social and emotional intelligence model for high school students who study grade 11 at Mahasarakham University Demonstration school (high school) in first semester of academic year 2019 which is 64 students. Also, there are two classes that mixed abilities and talent of students. The first class is independent variable and the other is controlled variable group which is called cluster group (Paisan Worakham, 2019).

2.2 Content Scope

Content of learning model for developing social and emotional intelligence for high school students is an integration of content from standards of indicator and learning materials in the guidance course. In 9 groups of learning subjects, encouraging learning activities are along with fundamental education in 2019 to organize learning activities in the form of learning plans, 10 plans, 2 hours each, and total 20 hours according to the guidance course 9 in every day.

2.3 Scope of Variables

(1) Independent variable is a learning model to support social and emotional intelligence learning for high school students.

(2) Dependent variable is self-awareness.

2.4 Scope of Study Period

Experiment with learning models encourage social and emotional intelligence learning for high school students that operated during May-September 2019.

3. Research Design

3.1 Research Methodology

There are 4 approaches of research methodology:

(1) Studied model for students to support social and emotional intelligence learning for high school students.

(2) Studied plan for students.

(3) Individual observation of self-aware behaviour form.

(4) Self-awareness behaviour questionnaire of secondary school students.

3.2 Research's Creation and Tool

(1) Limited the evaluated frame by analysis from studied detail of studied model, elements of learning style, and making questions to cover all different elements.

(2) Creating an assessment form for studied model, checking the consistency of the questions,

and checking and correcting all the language.

(3) Passing all 4 assessment forms that created by the researchers presenting to supervisor to check content validity and modify according to recommendations.

(4) Publishing the research and giving the research to professor for checking research's quality.

(5) Improving the studied model as the professor suggest.

3.3 Data Collection

(1) Liaising with the Faculty of Education Mahasarakham University to issue a permitted letter to collect data and pass the letter to the director of Mahasarakham University Demonstration school (High school).

(2) Collecting data from focus group and sample group that is students grade 11 at Mahasarakham University Demonstration school (High school) for suggesting about studied model and collecting data by organizing learning activities according to studied plan.

(3) Analzing the data and evaluating the results to write a report when studied model has finished.

4. Data Analysis

This research is analysed quantitative data by:

Section 1: analyzing personal data of students from Mahasarakham University Demonstration School (High school) by using descriptive statistic and evaluate the statistic by using frequency and percentage.

Section 2: analyzing the outcome of opinions about social and emotional intelligence model by adopting descriptive statistics such as mean, standard deviation, and t-test were and the data were presented in tabular form along with a description of the study results.

5.Research Results

5.1 As a Result of Data Collection and Data Analysis, the Outcome of Studied Objectives

(1) To compare self-awareness among students of gender, age, and students who studied with the social and emotional intelligence model with those who studied with the normal learning model.

Comparison of self-awareness among students in different gender in three months: the researcher found that female students had higher self-awareness learning outcomes than male students. with statistical significance at the .05 level as shown in the Table 1.

Table 1. Comparison about opinions on social and emotional intelligence learning of students in different gender by applying the independent t-test for the difference mean in two populations

Variables	Number	Group	X	S.D.	t	Sig.
Self-awareness	1	Male students	2.62	0.68	-0.81	0.42
		Female students	2.75	0.64		
	2	Male students	3.29	0.80	-0.06	0.10
		Female students	3.29	0.81		
	3	Male students	3.24	0.54	-2.41	0.02*
		Female students	3.58	0.64		
	4	Male students	3.89	1.14	0.05	0.96
		Female students	3.87	0.79		

From Table 1, there were no difference in learning outcomes on self-awareness in the 1st, 2nd and 4th months, however, the third month has slightly difference result from others. =There were different learning outcomes on self-awareness of students from Mahasarakham University Demonstration School (High School). Female students had higher self-awareness learning outcomes than male students and it is statistically significant at the .05 level.

(2) Comparing self-awareness among students who have different ages at Mahasarakham University demonstration school (High school) shows that students have difference level of self-awareness in different ages. In the first month, students age 17 years old have statistically significant higher level of self-awareness than 16 years old at 0.5 level; however, they have the same results in other factors as Table 2 has shown.

Table 2. Comparison of outcomes about social and emotional intelligence of students in different ages by using the independent t-test for the difference between the mean of the two populations

Variables	Number	Group	X	S.D.	t	Sig.
Self-awareness	1	Students age 16 years old	2.51	0.66	2.30	0.02*
		Students age 17 years old	2.84	0.60		
	2	Students age 16 years old	3.42	0.83	1.64	0.10
		Students age 17 years old	3.12	0.74		
	3	Students age 16 years old	3.45	0.58	0.14	0.89
		Students age 17 years old	3.43	0.69		
	4	Students age 16 years old	3.98	0.77	1.05	0.30
		Students age 17 years old	3.76	1.11		

From Table 2, students have similar level of self-awareness in month 2, 3, and 4 even thought they have different ages. However, students have different self-awareness level in the first month that is 17 years old students have statistically significant higher than 16 years old at the 0.05 level.

(3) Comparison of opinions on social and emotional learning of students who are managed to learn in different ways. The results showed that Students who study with social and emotional learning management have positively self-awareness level which is different from students who study in the normal learning model. Therefore, students who study with social and emotional intelligence program have statistically significant higher at 0.5 level than students who study normal model as the results have shown in Table 3.

Table 3. Comparison of result on social and emotional learning of students who are managed to learn in different ways by adopting the independent t-test for the difference between the mean of the two populations

Variables	Number	Group	X	S.D.	t	Sig.
Self-awareness	1	Tasting room	3.24	.41	11.49	.000*
		Controlled room	2.21	.38		
	2	Tasting room	3.97	.35	12.63	.000*
		Controlled room	2.66	.54		
	3	Tasting room	3.86	0.50	7.02	.000*
		Controlled room	3.10	0.47		
	4	Tasting room	4.54	0.32	7.94	.000*
		Controlled room	3.28	0.90		

As a result of Table 3, high school students who studied with social and emotional intelligence program have significantly improved level of self-awareness in every month at 0.05.

5.2 To Study the Development of Students' Self-Awareness Over Different Periods of Time

the research found that students at Mahasarakham University demonstration school (High school) who have studied social and emotional intelligence program have an improvement of self-awareness in monthly rather than students who have studied normal program (Figure 1).
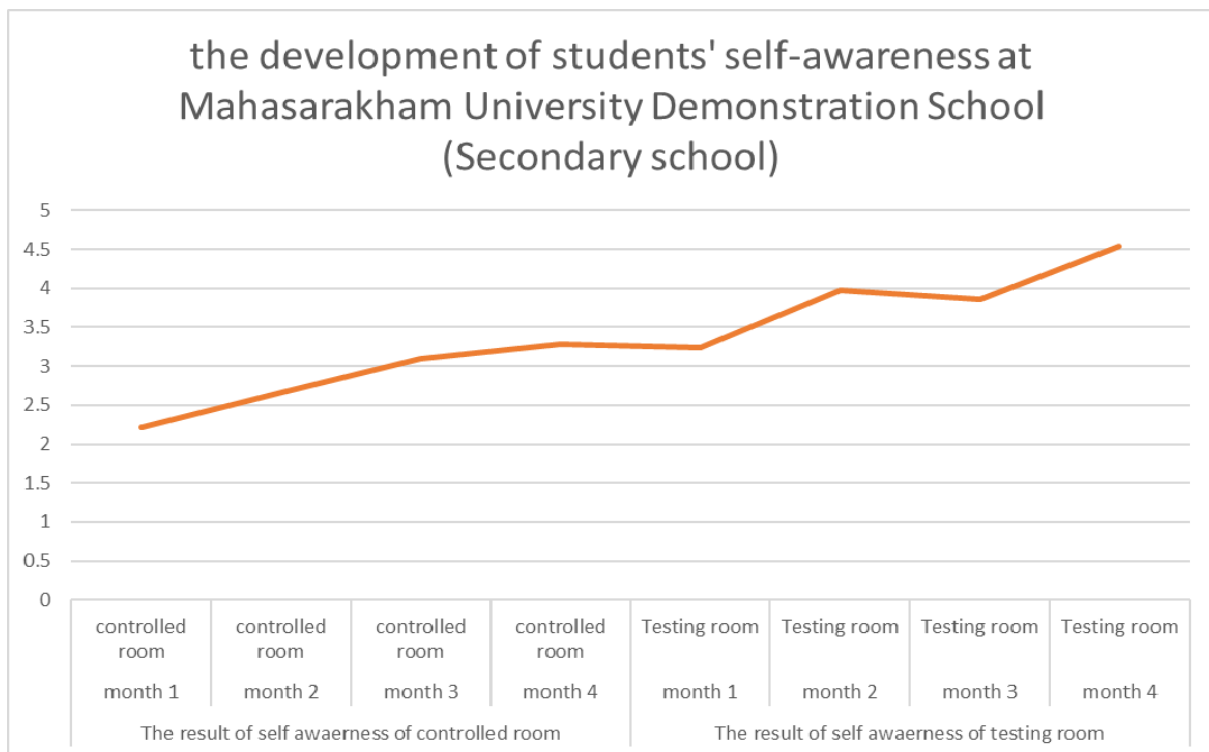
Figure 1. The development of students' self-awareness at Mahasarakham University Demonstration School (Secondary school)

6. Discussion

From this research, there are interesting findings that deserve discussion:

(1) The researcher found that students of Mahasarakham University Demonstration School (Secondary school) with different sexes, in the third month, female students had higher self-awareness learning outcomes than male students. It was statistically significant at the 0.05 level. Therefore, students of Mahasarakham University Demonstration School (Secondary school) with different ages have difference self-awareness learning outcomes. In the first month, students aged 16 years old had significantly higher self-awareness learning outcomes than students aged 17 years at statistically significant levels at 0.05; however, there were no difference in other factors. Also, students who studied with social and emotional intelligence learning program are effect on self-awareness which is different from students studying with normal learning model. There was more effective on self-awareness for high school student who study with social and emotional intelligence program in every month that was higher than students studying with a normal learning program and it is statistically significant at the 0.05 level. This research finding relates to Gomes (2022) who studied the social and emotional intelligence learning of high school students and their achievement. A correlational study of the success of the emotional development program found that students enrolled in the program have increased self-awareness which has a good level of foundation for good learning and improving students' ability to control their emotions. Moreover, it

encourages students to be successful in their studies, work and life and this finding is accordance with Pavey (2022) that social and emotional learning and school connectivity. One of the alternative educational approaches found that students' self-awareness is statistically significant high level and majority of students feels more connected to the school when they receives alternative education program comparing to previous education style. Therefore, focusing on culture can inspire students especially with male students because it gives them a general point of view, also, maintaining personal identity and increasing personal pride will help develop self-awareness and academic development (*e.g.*, Blanchett et al., 2009; Craig & Washington, 2006; Hall, 2012). Zins et al. (2007) stated that the process of social and emotional intelligence learning is the process of developing in self-awareness, responsible decision relationship skills, social awareness and self-management; moreover, social and emotional intelligence learning also fosters positive interactions that enhance learning ability in students (Duchesneau, 2020). This learning process also helps to improve one's attitude towards others, promote positive social behaviors and improve student's academic performance, besides, it reduces behavioral problems and emotional distress (Payton et al., 2008). The development of social and emotional intelligence and academic learning in an integrated manner with teaching methods covering cultural contexts, social empathy and proper development are an essential part of helping every student to organize their brains and minds in literacy (Gotlieb et al., 2022). Social and emotional intelligence learning enhances several skills in students that can use both inside and outside the classroom. It is also suitable for learning and enhancing students' abilities for academic advancement, life skills, reducing negative behaviors and improving student motivation (Weissberg, 2016). The developed learning model focuses on the ability to understand one's own emotions, thoughts, values and the environment inside and outside the classroom that influences learner behavior, thus, resulting in higher self-awareness learning.

(2) Students at Mahasarakham University Demonstration School (Secondary school) who study with social and emotional learning program, there were different developments in students' self-awareness in difference periods. Students who study with socail and emotional program have improved in self-awareness that is greater than that of students studying with the normal learning model and this is consistent with Lisay Lamb (Lindsay & Norman, 2013). There are four components to help students developing social and emotional skill including teaching students knowledge and skill of social emotional skill, developing culture and environment in positive way at school and classroom, integrating social and emotional learning through lesson content and other practical skills, and providing opportunities for parents, families, communities and schools to participate to encourage social and emotional learning. Therefore, this research findings relate to the research of Weissberg and Cascarino (2013) that social and emotional learning can be developed through the integration of two sets of education. Firstly, teaching style creates a model to facilitate the application of social and emotional competence in different ways which will enable students to use it as part of their daily behavior. Secondly, teachers should create a good learning environment, empathy and participation in activities organized with friends, family, community and school. According to social and emotional learning skill for high school students, this skill can be developed from another people opinions that involve with students' behaviour, such as

teachers, parents, expertise, and oneself, so this learning model is ready for learning management that focuses on developing self-aware behavior of students as well. In addition, using social and emotional model to encourage students' skill for high school students is conducive to the promotion of students' self-awareness.

7. Conclusion

(1) The students at Mahasarakham University Demonstration School (Secondary school) with different sexes, ages and students who received different learning styles had different self-awareness learning outcomes at the statistical significance level of 0.05.

(2) Students at Mahasarakham University Demonstration School (Secondary school) who study with social and emotional model have development of self-awareness. Also, students who study with social and emotional model have higher level of self-awearness than students studying with a normal model.

8. Suggestion

From the study of the development of self-awareness skills for secondary school students with social and emotional intelligence learning processes, there are recommendations that are useful to educational institutions in managing their and achieving their gold and effectiveness according to the goals of the educational institutions as follows:

(1) As results of a study on the development of self-awareness skills for secondary school students with social and emotional intelligence learning processes, overall, students of Mahasarakham University Demonstration School (Secondary school) had better self-awareness learning outcomes. Therefore, school administrators should have methods to encourage teachers to develop a significant knowledge in social and emotional intelligence to be used to any subjects apart from guidance causes that encourages positive behaviors of learners especially the assessment of the ability to find or know or understand oneself, including knowing the pros and cons of one's own Know what you want and what you don't want. able to identify their feelings that are constantly changing understand and be able to explain that feeling; an accurate assessment of one's own values and strengths; able to identify knowledge their own abilities or skills correctly, including being able to assess one's self-worth based on that knowledge, ability, or skill at any level. This will help to use self-awareness skill when faced with various problems or situations.

(2) As results of a study on the development of self-awareness skills for secondary school students with social and emotional intelligence learning processes, students at Mahasarakham University Demonstration School (Secondary school) showed higher improvements in every month, therefore, the administrators should have policies to organize the environment within school that encourage self-awareness for students. Also, teachers who play the main role in classroom should design learning activities to insert into the content or lessons that promote and develop students' self-aware behavior to continuously improve the self-awareness of students.

9. Suggestions for Further Research

(1) Due to study development student behaviour in self-awareness, there should be enough time spent in studying to obviously notice when the behavior has changed in order to achieve good results.

(2) The esearcher should study the behaviour of self-awareness for students' age transitions or face with a transition from one society to another society, for example, youth students are entering adolescence or students are taking entrance exams to higher education will easily help to know the behavior of self-awareness of student.

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