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Recognizing Self- Behavior of Learners through Education in Rural Areas

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Abstract

Self- recognizing is one's ability to know about and understand his behavior. It also involves managing one's behavior and reactions to objects and things occurring around. Self-recognition relies on a number of skills which enables one to manage the emotions and to think before acting. An action research was carried out to recognize the self-behavior of learners through education in the rural areas. All learners of rural area were the population of the study. Sample included 150 learners, who were conveniently selected for the study. The data was collected through Checklist, observations and field notes and was analyzed qualitatively. Study findings showed that the learners who had access to education were more self-regulated, self-aware and had a positive attitude as compared to others.

Key Words: *Self- regulation, Self- behavior, Rural areas*

Introduction

Self-recognition is an act of understanding and managing your thoughts and feeling and directing your actions. Self-recognition phenomena have gained immense importance in the life of the individual as it plays role from the time individuals are born in their environment. According to Bong and Skaalvik (2003), self-recognition is a social process and it progresses as the individual better gets to know himself and his environment. It out regulates how a person interacts with his surroundings for the attainment of his objectives. According to Blair*et al.* (2002) in self- recognition, both the social processes and cognitive processes are effective. For implementation of aspects of cognitive process dimensions, certain skills (like planning, focusing, patience etc.) are required.

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Self-recognition has a very important role in encouraging holistic development in different aspect of life including the physical aspect, social and emotional well-being, and the academic achievement. The early years of child development are crucial, as this is the period of rapid brain development wherein the paths for the growth of self-recognition skills are paved. These skills determine how the children respond to and manage different tasks in their early years of life. Children who foster these skills are well able to manage difficult and stressful events which may occur in one's life. As a result, it helps in decreasing the effect of the stressful situation which otherwise would have caused mental, psychological and health difficulties for the individual. Self-recognition skills as identified by Rothbart and Bates (2006) included adaptation ability, having control over ones' intentions, feelings, thoughts, stopping inappropriate behaviors, developing calmness and delaying impulsive nature. these skills are influenced by innate differences (Di Paula & Campbell, 2002).

Self-recognition may take years to develop and the caregiver, the parents; the teachers play an important role in helping students to manage their emotions and behavior. According to Richard (2018), self-recognition is crucial for a successful life, as it is important that one understands his feelings, be able to recognize and control his emotions, and adapt his action and behavior to be able to respond flexibly in the changing environment and situations and thus can achieve his goals. Controlling one's attention is a critical and important step of self-regulation. Attention allows the individual to shift and focus on objects by ruling out distractions and thus results in the attainment of the objectives. According to Brookes, I., Marshall, M. (2014), most basic form of attention is alertness, which overlaps and works with other functions like memory. It is exhibited when an individual is required to focus on his future goals and keeping them in consideration while he performs multiple tasks in order to keep proceeding in the direction of achievement of his goals (Richard & Gross, 2000)

The theory underpinning the choices individuals make is the Self Recognition Theory, also known as SRT. This theory infers the mental state of the individual by outlining the processes involved in how to think, act, and respond. 4 components involved in SRT which govern self-regulatory activity at a particular moment are standards of behavior which is to be achieved, motivation for achievement of the standard targets, monitoring and the individual's will power to control his internal urges (Morin (2011), Thomas *et al.* (2016).

Albert Bandura (1991), states self-regulation to be a continuous process involving monitoring of one's own behavior, how it gets influenced and what will be outcomes of it, then evaluating behavior in relation to the individual's on personal standards and governs how to react. During this entire process, self-efficacy plays an important role which leads to the goal (Markus & Nurius, (1984) as cited in Ryan & Deci (2002). Self- regulation also includes self-efficacy mechanism, where the personal agency of an individual holds utmost importance as it strongly influences thoughts, motivation and action of an individual. By the time the child enters elementary school, most of the children will develop ability to identify, focus, pay attention, label their emotions as positive or negative, refrain from doing inappropriate things. Education in these classes plays a role in developing this awareness among the students so that they can learn and grow together with others in harmony. Therefore, it is important to explore this further in context of rural areas of Lahore. Therefore, in rural areas learners needs to develop awareness of

various phonemics in order to make proper and sound understanding, which helps to modify their learning pattern (Akbar, Fatima& Aslam, 2020).

Statement of Problem

It is generally seen that students are unable to comprehend advance level concepts on their own. Mostly in classrooms, they study only when the teacher is teaching. They donot try to learn new techniques and learn at their own. Every small problem is brought to the teachers, even things which can be attempted are brought to teacher for facilitation. When learners make a mistake and are guided, the general response received is that they feel they are not able to attempt it themselves.

Therefore, action research focused on recognizing self-behavior of Gender through education in rural areas of Lahore.

Objective of the Study

Objective of the study is to identify the self-behavior of the gender in rural areas through education.

Research Methodology

The participants of this research included elementary level students who were enrolled in a government school at rural area in Lahore. The school was located in an underprivileged area. Students studying here belonged to middle class and poor families. The study was Qualitative in nature. Action Research was carried out. Five steps were carried out, focus selection, data collection, data analysis, result reporting and taking informed action. In order to maintain reasonable validity & reliability, reliance on single data source should be avoided. Learners of different gender living in rural areas were considered the population of the study. 150 Learners were conveniently selected for the study. Two data collection instruments were administered in this study; a triangulation method and classroom observation provides qualitative data for the study. After data collection, the results were analyzed and discussed narratively and reported in forms of tables. On the basis of findings of the study, few recommendations are outlined.

Instrument of the Study

Two data collection instruments were administered in this study; the researchers adopted the classroom observation using a checklist. Classroom observation, in which the phenomena is observed through multiple windows and provides a better understanding. The researchers administered checklist over a duration of 3 weeks. The triangulation method involves the use of multiple methods, data types and perspectives in order to have a better comprehensive understanding of the research problem (Patton, 1999).

The triangulation method through weekly task based on themes of ‘practice self-control with games’, ‘creating a share journal’, ‘practice mindfulness’, then ‘explicitly teach self-regulation skills’, ‘use of visual aids’,‘develop routines for success’, ‘use role-play’ and ‘teach how to gauge emotions’, incorporate self-reflection time and encourage development of positive habits.

Results of the Study

In first week, 80% student self-recognition and learning level excellently, 10% self-regulation and learning level very good with some mistakes; 5% student self- regulation and learning level is average where as 5% self- regulation and learning level poorly. Overall class performance is good. In second week, 60% self- regulation and well-being excellently, 10% student self- regulation and well-being level very well with some mistakes; 20% student self-regulation and well-being is good where as 10% student self- regulation and well-being level poorly. Overall class performance is decreased for this week. In last week, 90% students' self-regulation &well-being level excellently whereas only 10% students' self-regulation &well-being level with some mistakes.

Teachers used triangulation method through weekly task on students to improve self-regulation. Study result showed that the students depicted self-control over their emotions after practicing self-control with games. Students shared their thoughts and connections with others, feelings, like and dislike through creating a share journal. Students were exhibiting more discipline during the gathering times that works to teach self-regulation skills like morning meeting and lunch time. Students much more influenced through visual aids and motivational videos and they showed their interest in role play method with some fun. Moreover, by practicing mindfulness the students learnt to stay connected and remain present in the moment, they felt calmer, it helped to improve their focus and to better cope with their emotions. Students showed time management skill and completed task on time to develop routines for success strategy. Emotion scales therefore are helpful in letting the students assess the level of their emotions. Students know better their internal matters and also are aware of how intense their emotions are. This makes them better self-aware about their emotions, feelings and body. It could be helpful to the students, as when they are aware of their emotions, they are more open to finding solutions for the struggles they come across in life. With the use of self-reflection practices students are more confident to express their feelings and share new ideas. Teacher also encouraged students to build positive attitude and positive habits among themselves. Access to a healthy diet, proper sleep pattern can also contribute to level of one's self-regulation.

Conclusion

Action research empowers teachers to own professional knowledge because teachers transform and apply knowledge. Self-recognition skill makes the students be aware of their emotions, behavior, body movements and manage these when they are faced with a situation that's tough to handle. After teachers' strategies for molding behavior of children, results of the study showed that students improved their advance level of understanding in different learning skills. Now, students not only rely on teachers teaching but they are able to study on their own, through cooperation and collaboration and put their efforts to solve difficult questions and learn new techniques of learning. Students are more self- regulated and confident to resolve their daily classroom issues regarding learning. Students developed professional efficacy which is the belief in oneself, his own abilities and that they are able to bring about the intended learning outcomes. They inculcate abilities goal setting and planning, time management, completing task on time, disciplined among them.

Recommendations

As education helps in recognizing self-behavior, teachers should proactively engage students in activities to help them to develop the required self-recognition skills. Moreover, classroom interventions (like peer tutoring and cooperative learning) should be regularly incorporated in the instructional process which may promote self-concept and self-recognition by increasing students' perception of social support.

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