

## ANALYSIS OF SELF-DIRECTEDNESS AMONG SECONDARY SCHOOL STUDENTS OF KERALA WITH RESPECT TO LOCALE AND TYPE OF MANAGEMENT OF THE SCHOOL

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### Abstract

*Self-directedness is very essential to lead a harmonious life in the 21<sup>st</sup> century since the 21<sup>st</sup> century demands coping skills like self-direction, collaboration, communication, leadership, creativity, professionalism, critical thinking, ICT skills, information literacy, media literacy and social responsibility to the citizens who are the digital natives. Present study analyses the self-directedness among secondary school students of Kerala. Present study was conducted among 296 secondary school students of Kerala using Self directedness Assessment Test. Percentage analysis, t-test and ANOVA are used to analyse the data. From the analysis, it is found that majority of secondary school students have average Self directedness and the Self directedness among secondary school students is independent of locale and type of management of the school.*

### Introduction

The transformation from an agrarian society to a digital society through industrial society resulted in tremendous changes in all aspects of life. New society demands skills referred as soft skills including personal, interpersonal and learning based skills such as life skills, people skills and social skills which focus on digital literacy. Self-direction, lifelong learning and collaboration are considered to be essential 21<sup>st</sup> century skills. Self-direction is a personality trait of self-determination, that is, the ability to regulate and adapt behaviour to the demands of a situation in order to achieve personally chosen goals and values (Cloninger, Svrakic and Przybeck, 1993). According to the prediction of futurologists, India will become the knowledge power in the upcoming years. In order to realise this goal, the human capital of our country has to be improved. We have to make our students competent for the 21<sup>st</sup> century and for harmonious life and for this we have to realise the level of 21<sup>st</sup> century skills among our learners.

### Need and Significance

The 21<sup>st</sup> century demands certain skills on the citizens and these skills are self-direction, effective communication, cooperation, leadership and working and collaborating with groups. Self-directed learning, leadership skills, effective communication skills, collaborating and working with others are considered as important skills for 21<sup>st</sup> century (Ball, A., Joyce, D.H and Anderson-Butcher, A.; 2016). It is very essential to frame our children in order to lead a successful life in the 21<sup>st</sup> century. For this, it is necessary to understand the level of 21<sup>st</sup> century skills among the learners. Then only we can adopt proper measures to rectify the deficiencies. It is better to make changes from an early stage hence the investigator decided to study the school students. Self-directedness has a positive correlation with anger control, and cooperativeness (Aslan&Arkar;2016) and it is a predictor of career development (DeVos & Segers; 2016). In these aspects, self-directedness is essential for harmonious well-being of an individual. In order

to adopt rectifying measures, it is necessary to understand the effect of locale and type of management of the school. Hence the investigator decided to analyse the social skills among secondary school students with respect to locale and type of management of the school.

**Hypotheses**

1. The level of self-directedness among secondary school students is average
2. The self-directedness among secondary school students is independent of locality of the school
3. The self-directedness among secondary school students is independent of type of management of the school

**Objectives**

1. To develop and standardise Self-directedness assessment test for Secondary Level students
2. To analyse the level of self-directedness among secondary school students
3. To analyse the dependence of self-directedness among secondary school students on the type of management and locality.

**Methodology**

The investigator conducted survey among a sample of 296 secondary school students of Kerala using Self directedness assessment test (SDAT) developed and standardised by the investigator. The test consisted of 50 items. The sample is selected from rural, urban, government, aided and unaided schools of Kerala. Descriptive statistics, percentage analysis, t-test and ANOVA are used to analyse the data.

**Analysis and Interpretation**

The investigator administered Self directedness assessment test (SDAT) which is constructed and standardised by the investigator. The data collected from survey among a sample of 296 secondary school students is analysed in this section.

**Descriptive Statistics on total score of Self directedness for the total sample**

In this section, descriptive statistics for total score of self-directedness among secondary school students for the total sample is analysed. The following table gives the summary of results of descriptive statistics on self-directedness for the total sample.

Table 1

Descriptive Statistics on Self directedness for the total sample

Statistics	Value
Mean	85.68243
Median	84.5
Mode	78
SD	10.35508
Kurtosis	2.10669
Skewness	1.142489

It is evident from the above table that the mean score of total score of self-directedness for the total sample is 85.68 which indicate that 50% of the students have scored in the self-directedness skills 85.68 in the need analysis. The median score 84.5 indicates that 50% of the students scored less than 84.5 and 50% of the students scored above 84.5. The mode score of 78 indicates that the most repeated score in the total score of self-directedness skills is 78. The standard deviation value 10.36 indicates the variation of the scores from the mean, which is comparatively high. The value of skewness is 1.14 indicates that the distribution is positively skewed and the value of kurtosis which is 2.11 indicates leptokurtic nature of the distribution.

**Percentage Analysis of total score of Self directedness for the whole sample**

In this session percentage analysis of total score of self-directedness among secondary school students is done. The following table gives the summary of percentage analysis of total score of self-directedness among secondary school students for the whole sample.

Table 2

Percentage Analysis of total score of Self directedness for the total sample

Level	N	Percentage
High	42	14.19
Average	222	75.00
Low	32	10.81

Considering the total score of self-directedness, it is evident that 14.19% of the students have high self-directedness skills, 75% have average and 10.81% have low self-directedness.

From the above analysis, it is clear that 75% of secondary school students have average self-directedness.

**Comparison of mean scores of self-directedness for the sub sample based on locality**

In this section, comparison of mean scores of self-directedness for the sub sample based on locale is done. In order to compare the mean scores of self-directedness for the sub sample based on locality the following hypothesis is formulated.

**Hypothesis 1:** There is a significant difference in the mean scores of self-directedness among the rural and urban sample.

In order to test the above hypotheses, it is re-stated in the null form as:

**H<sub>01</sub>:** There is no significant difference in the mean scores of self-directedness among the rural and urban sample.

Independent sample t test was used to test the above hypotheses, and the details are given in the following section.

Table:3

N, Mean, SD and t values for self-directedness for the sub sample based on locality

	Locality	N	Mean	Std. Deviation	t
Self-Directedness	Rural	110	87.02	12.922	1.71
	Urban	186	84.89	8.421	

From the above table it is evident that the obtained t value 1.71 is not significant even at 0.05 level. This indicates that there is no significant difference in the self-directedness of students belonging to rural and urban sample. Thus, the null hypothesis stating that there is no significant difference in the mean scores of self-directedness skills in the need analysis among the rural and urban sample is not rejected. Thus, it may be concluded that there is no significant difference in the self-directedness of the students belonging to rural and urban sample.

### Comparison of mean scores of self-directedness for the sub sample based on type of management

In order to compare the mean scores of self-directedness for the sub sample based on type of school the following hypothesis is formulated.

**Hypothesis 1:** There is a significant difference in the mean scores of self-directedness among the sub sample based on type of school.

In order to test the above hypothesis, it is re-stated in the null form as:

**H<sub>01</sub>:** There is no significant difference in the mean scores of self-directedness among the sub sample based on type of school.

ANOVA was used to test the above hypothesis, and the details are given in the following section.

Table:4

Summary of ANOVA for self-directedness among secondary school students for the sub sample based on locality

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	316.487	2	158.243	1.481	.229
Within Groups	31315.662	293	106.879		

(Not significant)

From the table it is evident that the value is not significant at 0.01 level. Thus, the null hypothesis stating that there is no significant difference in the mean scores of self-directedness in the need analysis among sub sample based on type of management is not rejected. It can be interpreted that there is no significant difference in the mean scores of self-directedness for the subsample based on type of management.

## Findings

Based on the above analysis the findings of the study are listed below.

1. The level of self-directedness among secondary school students is average
2. The self-directedness among secondary school students is independent of locality of the school
3. The self-directedness among secondary school students is independent of type of management of the school

## Conclusion

From the study, it is clear that majority of secondary school students have average self-directedness. The 21<sup>st</sup> century demands certain skills like self-direction, cooperation, leadership, ICT skills etc. from citizens for their well-being and for national development. It is very necessary to enhance self-directedness among our students in order to make them for a better living in a highly competitive world. Since the self-directedness is not affected by locality or type of management of the school as observed from the analysis, we can adopt measures irrespective of locale and type of management. Authorities should take proper measures in the form of curriculum reification and through the development and implementation of appropriate curriculum transaction modalities to enhance the self-directedness among secondary school students.

## References

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