



SELF-AWARENESS AND SELF-MANAGEMENT OF STUDENTS IN GRADES 4 AND 5 IN VIETNAM

Huynh Van Son

*Ho Chi Minh city University of
Education, Viet Nam*

Tran Luong

Can Tho University, Viet Nam

Nguyen Thi Diem My *

*Ho Chi Minh city University of Education,
Viet Nam*

Abstract

This paper presents the findings of a research into self-awareness and self-management of students in grades 4 and 5 in Vietnam as well as the relationship between these two factors. The survey sampling 1004 students in grades 4 and 5 in Ho Chi Minh City and Can Tho City is based on questionnaires designed to evaluate self-awareness and self-management of students. The results of which the mean of self-awareness is 2.45 and that of self-management is 2.41 are above average in the three-point scale. There have been the statistical differences in the gender and the residential areas in terms of self-awareness and self-management respectively. There is a positive correlation at the moderate level between self-awareness and self-management of students in grades 4 and 5. This also shows that if students' self-awareness is clear, then their self-management is positive.

Keywords: self-awareness; self-management; self-awareness; self-management

Introduction

In 1995, Goleman claimed that emotional awareness is the basic ability on which other skills are based to be formed and developed (Bariola, Gullone, & Hughes, 2011). Self-awareness is the capacity to accurately identify and recognize one's emotions, perceptions, thoughts and their influences on one's

Correspondence concerning this paper should be addressed to:

* Ph.D., Ho Chi Minh city University of Education. Address: 280 An Duong Vuong Street, Ward 4, District 5, Ho Chi Minh city, Viet Nam. E-mail: diemmytgd@gmail.com

behaviors. This is the ability to correctly evaluate their preferences, needs, strengths, values, weaknesses, self-efficacy and self-confidence maintenance (CASEL, 2015; Sharp, 2012). Self-awareness includes the supporting skills such as the awareness of emotions to perceive the causes of one's emotions and their roles in one's feelings and behaviors (Bariola et al., 2011; Sharp, 2012). Effective management of one's positive and negative emotions plays an important role in the development of children's social emotions and awareness (Schutte, Schuettpelez, & Malouff, 2001). Self-management is the ability to control their emotions, thoughts and behaviors in various situations in order to cope with stress, control impulse, self-motivate to overcome obstacles, establish and monitor the process of setting personal goals, studying and expressing their emotions appropriately (CASEL, 2015). Emotional self-management includes the skills of effective control of feelings, impulse control, stress management, goal setting and resource mobilization for the goal achievement, perfect focus on current duties, efficient time-management, and organizational skills and the reactions to use of other people's critical feedback to improve something (Beamish & Bryer, 2014).

The review of previous studies states that Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) studied the correlation between Self-awareness and positive attitudes towards life. Daunic et al. (2013) researched on the correlation between Self-awareness and children's health and feelings. Brackett, Mayer, and Warner (2004) studied that of emotional recognition with the decisions made to do illegal actions, aggression, crime, violence and dropout.

Bulotsky-Shearer and Fantuzzo (2004) researched on the correlation between the ability to manage emotions and the attention as well as performance of behaviors in educational settings. The study of Howard-Jones (2007) indicated the correlation between the emotional self-control and the interests and the success in learning. Denham, Bassett, and Zinsser (2012) studied this ability in terms of teachers' assignment fulfillment and students' academic results. Daunic et al. (2013) did the research on the correlation between self-management and students' academic achievement record and dropout risks.

The previous studies focused on the correlation between self-awareness and students' health, emotions, prospects and satisfaction with life; that of self-awareness and learning, performance, records, interest and success in academic

learning. There have been no studies on the situation of students' self-awareness, self-management and their relationship between them in Vietnam. Therefore, this study focuses on these facets in Vietnam.

Method

Participants and study design

The questionnaires and the situations have been designed to conduct a survey on 1004 students in grades 4 and 5 in Ho Chi Minh City and Can Tho City in which the survey was given to a random sample of 05 different primary schools named Mac Dinh Chi, Tra Nooc, Binh Thuy, Dang Van Bat, Linh Dong. Participants were from 9-12 years old. The sample contained Vietnamese and Chinese. The time for research was from February to May, 2018.

Table 1. Numbers and percentages of students in the survey

Characteristic	N	%
Grade		
Grade 4	524	52,2
Grade 5	480	47,8
Gender		
Male	501	49,9
Female	503	50,1
City		
Ho Chi Minh	482	48
Can Tho	552	52

Measures

In order to do research, the first part of the questionnaires was designed to introduce the survey objectives to students and provide the guidance on how to answer the questions in this questionnaires as well as collect some information about schools, classes, cities, gender, nationalities and ages from the samples.

Self-awareness & self-management. The rest of the questionnaires is designed to evaluate the self-awareness and self-management of students. Students' self-awareness was assessed by 20 items concerning the situation of self-awareness. Meanwhile, students' self-management was measured by 8 items related to their self-management. Students were asked to rely on a 3-point

Likert scale (Jacoby, Crocker, & Armstrong, 1971). The response items were disagree (coded as 1), unsure (Coded as 2), agree (Coded as 3). Distance Value = (Maximum– Minimum)/n=(3-1)/3=0.67. Therefore, the meanings of the scales were understood as: from 1 to 1.67= below average; from 1.68 to 2.33=average; from 2.34 to 3=above average.

Open questions

Additionally, there were several open questions and supplement qualitative answers to help assess the accuracy of the answers chosen. The situations or problems encountered by students in grades 4 and 5 have to be solved to express their self-awareness and self-management ability.

Statistical analysis

SPSS was used to analyze the data collected by Anova, Pearson Correlation, Mean, Std. Deviation, Percent, Frequencies to quantify the data and ensure the requirements of quantity to be met.

Results

Self-management of the students in grades 4 and 5

Table 2. Means, Standard Deviation, and rating of self-management of students in grades 4 and 5

Statements	M	SD	Rating
1. Self-management is the adjustment of emotions and behavior in communication	2.72	0.51	2
2. The necessity of self-control of emotions and behavior in communication	2.75	0.53	1
3. The frequency of self-management	2.38	0.60	5
4. The ability to control the speeches and actions in anger	1.92	0.64	8
5. Thoughts prior to doing something	2.49	0.59	4
6. The ability to stay calm when the unexpected things happen	2.25	0.66	6
7. The perception of positive thoughts under any circumstances	2.17	0.66	7
8. The ability to stand up to failures and mistakes	2.59	0.57	3
<i>Total</i>	2.41	0.32	

The data shown in table 2 illustrates the fact that the mean of primary school students' self-management is 2.41 which is slightly above the average point in the scale. The mean varies from 1.92 to 2.75. This means the ability of students' self-management is at a relatively good level.

The data also presents that primary school students are able to manage themselves the highest in being aware of the necessity of self-control of emotions and behavior in communication 2.75 (0.53). The second is the perception of what self-management is 2.72 (0.51). The third to be noted is the ability to stand up on failures and mistakes 2.95 (0.57).

The table indicates the 02 aspects of self-management that the student sample show the lowest ability. The first one is the ability to control the speeches and actions in anger 1.92, (0.64). Next is the perception of positive thoughts under any circumstances 2.17 (0.66). The least ability noted is the ability to stay calm when the unexpected things happen 2.25 (0.66).

The survey results based on situations and problems demonstrate interesting data. When the student got into the situation of "From last week, your friend, M, has called you by your nickname to make fun of you. You are very angry. Today, M called you by your nickname once again and continued to make fun of you." Dinh Hoang K answered "I advise him not to do so", Tran Thanh P said "I will tell my teachers about it", Nguyen Phuong Dinh C "I tell him not to make fun of me anymore". In such a given situation, Nguyen Le Minh Q and Tran Tram A said "I don't know what to do", Tran Le Anh K said "I keep silent and suffer from it." Tran Vo Ngoc Phi N responded, "Fight against him. Hit him", Nguyen Ngoc Kim Hoang "Fight against him and threaten him. If he makes fun of me, I will turn him into an alien", Hoang Xuan D reacted "Hit him hard", Pham Huynh Dan T said "Hit him into the belly and throw him into the pond to prevent him from doing it again".

The differences in the primary school students' self-management in terms of gender and residential areas of Can Tho and Ho Chi Minh City are illustrated in the table 3.

The table 3 shows that female students' self-management is statistically higher than that of male students. In addition, it also illustrates that Can Tho City students' self-management is statistically higher than that of Ho Chi Minh City students.

Table 3. The differences in the mean of students' self-management in terms of gender and residential areas of Can Tho and Ho Chi Minh City

	Mean	p (Anova)
Gender		
Male	2.38	0.001
Female	2.44	
City		
Ho Chi Minh	2.37	0.000
Can Tho	2.45	

Self-awareness of the students in grades 4 and 5

Table 4. Means, Standard deviation, and rating of self-awareness of students in grades 4 and 5

Statement	M	SD	Ranking
1. Self-awareness is the perception of emotions, strengths, weaknesses, needs, desires and values	2.76	0.47	2
2. Self-awareness plays an important and necessary role in learning and life	2.73	0.55	3
3. The frequency to understand and identify the strengths and limitations	2.13	0.48	15
<i>Awareness of personal emotions</i>			
4. On being admired by friends	1.98	0.60	18
5. On making mistakes	2.59	0.67	8
6. On doing something good and useful to others	2.62	0.64	7
<i>Awareness of self-image</i>			
7. To the teachers	2.00	0.78	17
8. To family and parents	2.41	0.73	10
9. To classmates	2.19	0.71	13
10. On playing with friends	2.24	0.73	12
<i>Awareness of ability, personality, hobbies, the important things and desires</i>			
11. Knowing what subjects you are good at	2.65	0.63	5
12. Knowing what subjects you are not good at	2.72	0.61	4
13. Knowing what food you enjoy	2.84	0.42	1
14. Knowing what food you don't enjoy	2.58	0.71	9
15. Knowing what your strengths are	2.24	0.71	12
16. Knowing what your weaknesses are	2.12	0.78	16
17. Knowing what the most important thing to you is	2.72	0.56	4
18. Knowing your needs and desires	2.64	0.63	6
19. Knowing what your personality and characteristics are	2.14	0.72	14
20. Knowing how to realize your mistakes without any warnings	2.35	0.54	11
<i>Total</i>	<i>2.45</i>	<i>0.32</i>	

The data in table 3 reflects that primary school students' self-awareness has the mean of 2.45 which is slightly above average in the scaling point. The mean varies from 1.98 to 2.84. This means the ability of students' self-awareness is at a relatively good level.

When it comes to detailed analysis, the data indicates the fact that primary school students' self-awareness focuses the highest in the perception of their favorite food 2.84 (0.42), the second highest is their awareness of what self-management is 2.76 (0.47). The third noted here is the understanding of the importance and necessity of self-awareness to their learning and life 2.73 (0.55). Right after this is their awareness of the subjects they are bad at 2.72 (0.61) and the school subjects they are good at 2.65 (0.63).

The ability of self-awareness that these school students responded is not great and remarkable, which is reflected in the above-mentioned table. The lowest self-awareness ability found here is the awareness of being admired by their classmates or friends 1.98 (0.60). The second lowest is the awareness of their image to their parents 2.00 (0.78), the next is the awareness of their strengths and limitations 2.12 (0.78). The fourth is the frequency to identify their good and bad points 2.13 (0.48). Right after this is the perception of their personality 2.14 (0.72).

The situation encountered here is "If you did something wrong or made a mistake, how would you feel?" The responses from the students asked were collected. Nguyen Minh C, Van Gia H, Nguyen Huynh Tan L said, "I don't know". Tong Minh Ng, Tran Huynh Tr, Nguyen Phuong T responded "I think that I know the feeling but I can't name it" while Tran Ngoc Bao H answered "I would be sad and regret to making the mistake", Pham Trung H said "I would feel disappointed about myself". These responses indicate the fact that those primary education students start to be aware of their emotions and their ego is developing. Therefore, their emotions and needs to be respected influence themselves.

The differences in the primary school students' self-awareness in terms of gender and residential areas of Can Tho and Ho Chi Minh City are illustrated in the table 5.

The table 5 shows that female students' self-awareness is statistically higher than that of male students. In addition, it also illustrates that Can Tho city students' self-awareness is statistically higher than that of Ho Chi Minh city students.

Table 5. The differences in the mean of students' self-awareness in terms of gender and residential areas of Can Tho and Ho Chi Minh City

	Mean	Sig.(Anova)
Gender		
Male	2.39	0.000
Female	2.51	
City		
Ho Chi Minh	2.4	0.000
Can Tho	2.5	

The correlation between grades 4 and 5 students' Self-awareness and Self-management

Table 6. Correlation coefficients between grades 4 and 5 students' Self-awareness and Self-management

Variable	Self-management
Self-awareness	.51**

Note: **p <.01.

The result in table 6 presents the positive correlation at the moderate level between grades 4 and 5 students' self-awareness and self-management.

Conclusions

Self-management and Self-awareness of students in Grades 4 and 5

The mean of self-awareness of students in grades 4 and 5 in Vietnam is 2.45 and that of self-management is 2.41, these are both slightly above the average scale in the scaling point. These results show that the ability of students is at a relatively level. Examining the results in greater detail also illustrate that Primary school students have a difference in self-awareness and self-management, which is not at the same level. The mean of self-awareness of students in grades 4 and 5 varies from 1.98 to 2.84. The mean of their self-management is from 1.92 to 2.75.

The results from the survey by situations indicate similar assumptions. In self-management ability, in the given situation of "From last week, your friend, M, has called you by your nickname to make fun of you. You are very angry. Today, M called you by your nickname once again and continued to make fun of you", several students showed their self-management by responding "I would advise him not to do so", "I would tell our teachers about

this”, “Tell him not to make fun of me”, others said that they didn’t know what to do but hit the trouble maker. Obviously, the ability to manage themselves of these students is still limited. These thoughts should be paid closer attention and they should be directed and educated to prevent anti-social behaviors or illegal actions that may be harmful to other people.

When it comes to self-awareness, when one makes mistakes, some students just say that they know the feelings but they cannot name it, others show their worries, anger, regrets and disappointments. This reveals the complicated and uneven process of primary school students’ ability. This also shows that when organizing educational activities to develop self-awareness and self-management, teachers should pay attention to the influential factors such as gender, living environment and have special focus on the relationship of self-awareness and self-management in order to achieve expected educational effects.

In addition, this study illustrates the differences in self-awareness and self-management of male and female students and that of Can Tho City and Ho Chi Minh City students. Female students are more aware of themselves than their male counterparts. Students in Can Tho City are more self-aware than those in Ho Chi Minh City. These results show that gender and residential areas are the elements influencing the ability of these students’ self-awareness and self-management. This discovery helps to put forward a suggestion that those who work in training and education need to pay attention to the correlations between these two abilities and the characteristics of students’ gender and residential areas if they want to establish and nurture them in their students.

The correlation between Self-management and Self-awareness of students in Grades 4 and 5

The hypothesis put forward is that primary school students’ self-awareness and self-management have no correlations and there will be no differences between them in terms of gender and residential areas. The study results reject this hypothesis.

The results of previous researches show that there is the correlation between self-awareness and health, emotions (Daunic et al., 2013), potentials (Durlak et al., 2011), and anti-social behavior, dropout (Brackett et al., 2004); and that between self-management and attention to learning, performance (Bulotsky-Shearer & Fantuzzo, 2004), academic records, dropout risks (Daunic

et al., 2013) interest and success in learning (Howard-Jones, 2007). In this study, the finding discovered is that there is a positive correlation at moderate level between Primary school students' self-awareness and self-management. This means students who clearly understand and are aware of themselves manage themselves better and vice versa. Self-awareness is to manage and control oneself (Kalaiyaran & Solomon, 2016) on the following grounds that if someone wants to manage themselves, they have to accurately know their emotions, thoughts, hobbies, strengths and weaknesses to control them. When one can control themselves, they can possess the calmness, wisdom to be aware of themselves. This is the correlation of the contributing factors of CASEL identified five interrelated sets of cognitive, affective, and behavioral competencies (CASEL, 2015). Meanwhile, previous studies reflect the relationship between internal and external factors of SEL (Social and emotional learning).

ACKNOWLEDGEMENT

This research is funded by Vietnam National Foundation for Science and Technology Development (NAFOSTED) under grant number 501.01-2016.04

References

- Bariola, E., Gullone, E., & Hughes, E. K. (2011). Child and Adolescent Emotion Regulation: The Role of Parental Emotion Regulation and Expression. *Clinical Child and Family Psychology Review*, 14(2), 198-212. <https://doi.org/10.1007/s10567-011-0092-5>
- Beamish, W., & Bryer, F. (2014). Social and Emotional Learning. In S. G. & D. Pendergast (Eds.), *Health and wellbeing in childhood* (pp. 163-177). Port Melbourne, Australia: Cambridge University Press.
- Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality and Individual Differences*, 36(6), 1387-1402.
- Bulotsky-Shearer, R., & Fantuzzo, J. (2004). Adjustment scales for preschool intervention: Extending validity and relevance across multiple perspectives. *Psychology in the Schools*, 41(7), 725-736. <https://doi.org/10.1002/pits.20018>

- CASEL. (2015). 2015 CASEL Guide: Effective social and emotional learning programs-middle and high school edition. *Collaborative for Academic, Social and Emotional Learning. CASEL*, 1-45. Retrieved from <http://secondaryguide.casel.org/>
- Daunic, A., Corbett, N., Smith, S., Barnes, T., Santiago-Poventud, L., Chalfant, P., ... Gleaton, J. (2013). Brief Report: Integrating Social-Emotional Learning with Literacy Instruction: An Intervention for Children at Risk for Emotional and Behavioral Disorders. *Behavioral Disorders*, 39(1), 43-51. <https://doi.org/10.2307/23890743>
- Denham, S. A., Bassett, H. H., & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*, 40(3), 137-143.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405-432.
- Howard-Jones, P. A. (2007). *Neuroscience and education: Issues and opportunities, A Commentary by the Teaching and Learning Research Programme*. TLRP/ESRC.
- Jacoby, J., Crocker, D. C., & Armstrong, J. S. (1971). Communications and notes Three-Point Likert Scales. *Journal of Marketing Research*, 8(4), 495-500.
- Kalaiyaran, M., & Solomon, M. D. (2016). Importance of Self-Awareness in Adolescence - A Thematic Research Paper, 21(1), 19-22.
- Schutte, N., Schuettpelez, E., & Malouff, J. (2001). Emotional intelligence and task performance. *Imagination, Cognition and Personality*, 20(4), 347-354. <https://doi.org/http://dx.doi.org/10.1016/j.paid.2015.08.013>
- Sharp, P. (2012). *Nurturing Emotional Literacy A practical Gui for Teachers, Parents, and those in the Caring Professions*. Routledge.