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Perception of Advanced Level students on factors contributing to Self Development

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Teen years of school children are marked by rapid physical, spiritual, psychological, and cognitive developments. School children are brought up especially under the supervision of their parents, teachers and relatives. The school environment provides opportunities for students to interact with teachers and friends together with intellectual and social experiences. The overall objective of the study was to analyze factors contributing to the self development of school children. The specific objectives were to identify the perception of Advanced Level (A/L) students on factors contributing to their self development (to assess their perception of the factors contributing to their self development repeated?????) and to assess perception of A/L students on the influence of parents, teachers and peers on their self development. The study sample included 100 A/L students belonging to Biological science, Mathematics, Commerce and Arts streams of one school based on stratified random sampling. A questionnaire was employed to survey the perception of A/L students. It captured students' perception of physical, emotional, mental and spiritual developments. Indices were developed and chi-square test, correlation and regression analysis were conducted. Influence of parents for the physical development activities of school children was perceived to be significantly higher than that of teachers and peers. Teacher involvement was significant in mental development. Students believed that self appreciation and negotiation were very important in mental development. Parental influence was significant in building resilience and teachers influence was significant for development of negotiation, affiliation and self appreciation ability among respondents. Students believed better relationships and affection between parents were more important for their emotional development. Especially, in physical and mental development of students the degree of influence of parents was positively correlated with teachers influence. Levels of influence were similar from parents, teachers and peers for socialization. Parents perform the key role in facilitating emotional and spiritual development of students. The family was the major influential source for students. Teachers have replaced the role of the family in the school environment. Peers had a considerable impact in self development. Organizing programmes to educate parents and teachers would facilitate different dimensions of self development of school children.

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