

A Study on Self-Development Practices during Covid-19

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ABSTRACT

Self-Development or Personal development is a lifelong process. Self-development practices are those activities that develops a person's capabilities and build human capital and potential, facilitate employability, enhances quality of life, the realization of dreams and aspirations. The study on self-development practices during covid-19 deals with the perspective of how students effectively used their lockdown period towards their self-development skills. This research is done with the help of primary data collection. As an emerging management student, this study has provided an opportunity to understand about how students from different business school spent their valuable time during this pandemic.

INTRODUCTION

Self-development/personal development is defined as activities that develops a person's capabilities and, build human capital and potential, facilitate employability, and enhances quality of life and the realization of dreams and aspirations. Personal development takes place over the course of an individual's entire lifespan. It is not limited to self-help, but can involve formal and informal activities for developing others in roles such as those of teacher, guide, counsellor, manager, coach, or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems offered to support positive adult development at the individual level in organizations.

Among other things, personal development may include the following activities:

1. Improving self-awareness
2. Improving self-knowledge
3. Improving skills and/or learning new ones
4. Building or renewing identity/self-esteem
5. Developing strengths or talents
6. Improving a career
7. Identifying or improving potential
8. Building employability or (alternatively) human capital
9. Enhancing lifestyle and/or the quality of life and time-management
10. Improving health
11. Improving wealth or social status
12. Fulfilling aspirations
13. Initiating a life enterprise
14. Defining and executing personal development plans (PDPs)
15. Improving social relations or emotional intelligence
16. Spiritual identity development and recognition

Personal development can also include developing other people's skills and personality. This may take place through roles such as those of a teacher or mentor, either through a personal competency (such as the alleged skill of certain managers in developing the potential of employees) or through a professional service (such as providing training, assessment or coaching).

Beyond improving oneself and developing others, "personal development" labels a field of practice and research :

1. As a field of practice, personal development includes personal-development methods, learning programs, assessment systems, tools, and techniques.
2. As a field of research, personal-development topics appear in psychology journals, education research, management journals and books, and human-development economics.

Any sort of development – whether economic, political, biological, organizational or personal—requires a framework if one wishes to know

whether a change has actually occurred. In the case of personal development, an individual often functions as the primary judge of improvement or of regression, but validation of objective improvement requires assessment using standard criteria.

Personal-development frameworks may include

1. Goals or benchmarks that define the end-points
2. Strategies or plans for reaching goals
3. Measurement and assessment of progress, levels or stages that define milestones along a development path
4. A feedback system to provide information on changes

Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency. The subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills.

Life skills

The World Health Organization in 1999 identified the following core cross-cultural areas of life skills

1. Decision-making and problem-solving
2. Creative thinking and critical thinking
3. Communication and interpersonal skills
4. Self-awareness and empathy
5. Assertiveness and equanimity
6. Resilience and coping with emotions and coping with stress.

Skills for work and life

Skills for work and life, known as technical and vocational education and training (TVET) is comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels, and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn and the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET. Personal development activities improve awareness, identity, develop talents, enhance the quality of life, and bring you closer to your dreams. Honors Grad U is a big promoter of self-education and has provided tips below on how to be the best you.

Before we can accurately practice self-development, we need to assess ourselves. Taking stock of our current abilities will help us find the areas in which we can improve. Answering these questions with honesty is also

imperative, because being honest with ourselves will help us achieve meaningful outcomes. Remember to keep a balance as well, because focusing all on your weaknesses is depressing and nonconstructive; similarly, focusing only on your strengths may mean you're ignoring perfectly fixable problems.

Steps to Self-Assessment

- Write your weaknesses. Sit and think, and write down every weakness you can think of—in every area of your life. This might be depressing to think about, but think of it as constructive criticism.
- Assess each weakness for priority. The ones you want to fix the most go to the top of the list.
- Think of 2-3 ways you can improve per each weakness. Be as specific as possible. Check below for some of our ideas.
- Write your strengths. Same as with weaknesses, these can involve any or all aspects of your life. Try to come up with an equal or greater amount of strengths than were on your weaknesses list.
- Assess each strength for priority. The ones you want to continue to strengthen go to the top of the list. The strengths that don't necessarily need development are a lower priority.
- Write 2-3 ways you can improve per each strength. Be as specific as possible. Check below for some of our ideas.
- Practice improving one strength and one weakness per certain time period. For example, a week. Different tasks may take different amounts of time, so it's important to assess that with each strength or weakness.
- Record your results. Getting a journal to record your life is a good idea anyway, and adding a paragraph or two to track your progress will only help cement your results.
- Don't stress. It's easy to become overwhelmed, but answering the honest question "do I really want to improve" will help keep you working towards your goals.

Ways to Practice Self-Development

- Depending on your strengths and weaknesses, the following ideas will either be developing a strength or improving a weak area. Take your pick from the list and use it to inspire ways you can improve an area of your life.
- Read a book. E-books or audio books are great resources and are available in a variety of topics.
- Create a network. This could mean book clubs, or anything that gives you and a group of people the opportunity to learn and grow. You could meet on Skype, in a coffee shop, or on a forum.
- Don't forget the power of social media. If you want to get better at following the news, get a Twitter account that follows news sources. If you want to be more creative, get a Pinterest to inspire new projects. You'll get out of it what you put in!
- Open yourself up. This could be in the form of a blog, or in a journal.
- Writing is a powerful tool for reflection.

REVIEW OF LITERATURE

The aim of the following paper is to nuance the way in which mindfulness meditation, understood as a set of practices aimed at moment-to moment awareness, is generally perceived in criticalmanagement studies as well as the broader critical social sciences. According to the general consensus, self-development practices thus produce various individual pathologies and reinforce the societal status quo. Using mindfulness meditation as an example, and by exploring how it was practiced by activists during Occupy Wall Street, the paper sets out to challenge this consensus and examine the possibility of progressive self-development practices. On this basis, we introduce Hartmut Rosa's concept of resonance as a starting point for conceptualizing the transformative potential of mindfulness without losing sight ofthe ambivalences and contradictions involved. The paper thus examines the criticism as well as the potential of mindfulness meditation, hoping to arrive at a critical reconciliation through a hopeful and realistic account of what taking note of the self can do.

For leaders to develop deep-level change, they must do so "on purpose." Developmental experience alone—be it training, job assignments, coaching, or mentoring—is not adequate to develop leadership. Instead, leaders' purposeful engagement with experience develops leadership, particularly at the deepest levels of change. The current article defines leader self-development and explains how the reasons a leader develops (i.e., autonomy) are just as important as a leader's ability to develop (i.e., self- regulation). Increased attention to leader self-development will allow practitioners to foster deeper, larger, and more long-lasting changes in individuals' capacity to lead and will allow researchers to get to the coreof examining the process of development.

FINDINGS

Percentage Analysis

- 93% Percentage of the population belongs to the age group of 18-25 years.
- 88% percentage of the gender populations are female.
- 96% of the respondents are single.
- 98% of the respondents agree that self-development will directly help theircarrier.
- Majority (85%) of the respondents have worked hard during the lockdown to improvetheir self-development skills.
- Majority (83%) of the respondents have set a high standard for themselves to measuretheir goal in achieving their self-development skills.
- 55% of the respondents agreed that they used all the available resources to improve theirself-development skills.
- 48% of the respondents agreed that they worked on something which they are proud ofand perform it to a large audience.
- 54% of the respondents agreed that they have stayed

- healthy and kept their mental health in check.
- 48% of the respondents have used any kind of digital platforms for enhancing their skills.
- 67% of the respondents think that YouTube is a great platform for enhancing their skills.
- 82% of the respondents have checked for free online skill development courses.
- 69% of the respondents have registered for free skill development program.
- 55% of the respondents think Online certification courses is easy to develop during the Covid-19 time.
- 36% of the respondents think that they have neutrally allocated time for their academics and skill development.
- 47% of the respondents frequently update their skills.
- 56% of the respondents are satisfied with their skill development during the covid-19 period.

Statistical Analysis

- It can be interpreted for Age and resources effectively used to improve self-development skills, the significance value of .095 which is greater than 0.05 so we can Accept H₀ and Reject H₁.
- It can be interpreted that setting a high standard to measure their goal and have worked on something which they are proud of and to perform to a large audience, the significance value of .06 is lesser than 0.05 then we can Accept H₁ and Reject H₀.
- It can be interpreted that Age and have stayed healthy and kept my mental health in check, the significance value of .190 which is greater than 0.05 then we can Accept H₀ and Reject H₁.
- It can be interpreted that used any digital platforms for enhancing their skill and the platforms they think is good for enhancing their skill, the significance value of .214 which is greater than 0.05 then we can Accept H₀ and Reject H₁.
- It can be interpreted that worked hard as much as they can to improve your skills and what all skills do they think is easy to develop during this lockdown period, the significance value of .897 which is greater than 0.05 then we can Accept H₀ and Reject H₁.

SUGGESTIONS

1. Make everyone aware about the value of time.
2. Ensure everyone utilizes their time in an effective manner.
3. Ensure everyone takes care of their mental and physical health.
4. Make everyone aware of the importance of goal setting.
5. Make everyone aware of the free self-development courses and available resources.
6. Identify and Support struggling students in the means of mental health.
7. Review, Revise, Repeat.

CONCLUSION

- The study findings offer the students about the value of time and different skills which they can be developed during the lockdown period. The research shows that how different student utilizes the different online platforms like YouTube, Coursera, Udemy, Google Classroom, WhatsApp Learning and Exploring can help them to utilize their time with developing new skills.
- From this research it proves that there are different types of skill development like Online certification courses, Physical Training, cultural or Communication training which is available free and can be utilized to develop new skills and utilize time. As well as this research proves the importance of mental and physical health which the most important thing for an individual.
- As this a lockdown period and everything becomes online this is the best time for all the individuals for self-development and keep their physical and mental health in check. The result indicates that the programs undertaken by the college student's response are relevant as considered by the respondent's opinion.

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