Conceptual Framework for Life Skills Study on Poor Households from Life Skills Theory Perspective

Othman Che Jusoh & Hamidi Ismail

School of Government, College of Law, Government and International Studies
Universiti Utara Malaysia

Abstract

Previous studies from psychosocial perspectives found that there was a gap of knowledge, especially from aspects of the conceptual framework of life skills of the poor in handling family poverty. The objective of this paper is to draw up a conceptual framework of the study based on Life Skills Theory developed by the World Health Organization in 1998. A total of 10 positive life skills constructs that form the conceptual framework of the study are problem solving, decision-making, empathy, creative thinking, self-awareness, critical thinking, self-confidence, effective communication, self-defense and mental stability. This article is important in the scientific context because it can be a source of reference or help other researchers to devise studies related to poverty.

Keywords: Conceptual Framework; Life Skills; Life Skills Theory; Poverty

1. Introduction

The efforts to combat poverty are very important in reducing the poverty level within a country generally and in particular area specifically. According to Abbott and Pollard (2004), the issue to combat poverty is not new whether in a developing country or even a developed country. This issue requires the effort of a family, in parallel to the role played by the government in the context of policy. This coincides with the opinion of Brandolini (2001), Haveman and Bershadker (2001) and Sen (1987; 1999) stating that the desire to escape poverty is largely depending on the family or themselve.

In general, Rowentree (1901) defines poverty as a condition of inadequate family income to meet basic needs such as food, shelter and clothing to enable them to sustain at an adequate level to survive. Meanwhile, Townsend (1979) defines poverty as lack of resources by individuals, families and society to get proper food, incapable of interacting with the society and no guarantee of safety. Todaro (1985) considers a person is poor when he is unable to meet the needs of protection, food, clothing and having income below the minimum required. Ishak (1996) is of the opinion that poverty is when a household does not earn enough to cover a certain amount of expenditure for minimum basic needs such as food, clothing, shelter and
basic non-food needs. The meaning of poverty in Norzita Jamil's and Siti Hadijah Che Mat’s (2014) opinions refer to the unfortunate situation that occurs unwillingly to these (poor) household.

Research on past studies from a psychological or psychosocial perspective suggests that there is a lack of research gap in particularly in the context of the conceptual framework of the poor living skills in addressing family poverty. Previous studies have been more focused on poverty measures as per studies by Alkire and Seth (2009), Asselin and Anh (2010), Brandolini (2001), Haveman and Bershadker (2001), Mussard and Alperin (2008), Naveed and Tanweer-ul -Islam (2010) and Sen (1987; 1999). In the context of the poverty factor study has been reviewed by Abbott and Pollard (2004), Li and Schwaub (2004) and Wade (2001). Next, the aspect of dividing the status or form of poverty was carried out by Notten (2008) and Wagle (2004), while the approach in analyzing poverty was carried out by Deutsch and Silber (2005). Hence, the objective of this paper is to establish a conceptual framework based on Life Skills Theory developed by the World Health Organization in 1998 (WHO, 1999).

2. Literature Reviews and Knowledge Contribution

The problem of poverty has been that many researchers involved themselves to examine various aspects from the cause, the process until its effect on the society. Studies and writings on poverty in Malaysia have begun since the time of Za'ba (or Za'aba and his real name is Zainal Abidin bin Ahmad through his writings in the Malay Mail newspaper in 1923) which began before independence until now. He was the first person dares to raise the issue of poverty in the colonial era (Aziz, 1975). Za'ba thought that the Malays were poor in their own native land under the British colonizers, and even Malays were synonymous with the poor. The Malays were described as poor in terms of materiality and spirituality.

The next figure who is directly involved in the economic development of Malaysia, especially the Malays are the Royal Professor Ungku Aziz (Pak Ungku) or his real name is Ungku A. Aziz (Hashim Yaacob et al., 2010). This figure is known for his index measurement of poverty based on sarong cloth indicator because the people of those times were considered rich if they have a “sarong” cloth that exceeds their basic needs or collection. Thus, the contribution in the context of the famous poverty study by Pak Ungku is in the form of poverty measurement criteria, in addition to poverty eradication methods.

The awareness to eradicate poverty and the need to remove the Malays and Bumiputeras from the poverty line begin with this country two prominent figures encourage the following researchers to examine poverty from various angles in scientific terms. Review by Chamhuri Siwar and Mohd. Yusof Kasim (1997) on the issue of rapid development led to the migration of sub-urban communities to the city, thereby suppressing urban environments in various aspects such as basic services, amenities and environment. Their study found that it had a detrimental effect on the entire city management system and needed a revamp of existing systems in order to meet the needs of the growing urban community.
The study by Chamhuri Siwar et al. (2016) was on the issue of urban poverty trends associated with Malaysia's development from 1970 to 2012. Their study found that the increase in population led to an increase in cost of living, crime, social problems, environmental quality deterioration, unemployment and poverty. Their study showed that poverty is associated with the rapid development of the city as the side effects of urban outbursts on economic resources or failed job opportunities provided to this growing community.

The study by Rabiul Islam et al. (2017) was about the issue of excessive income inequality in Malaysia. Although there were various attempts by the government to stave off this problem, it still happens as if there is no solution. The incidence of poverty with income gap varies greatly between rural and urban areas. Studies suggest that the government should solve it through education approaches, financial assistance and the role of non-governmental organizations (NGOs) on the poor.

Study by Mok et al. (2007) addressed on the issue of dominant factors affecting urban poverty in Malaysia based on the Asian Financial Crisis Report in 1997. Their study found that income reductions took place during Asian financial problems led to the poverty of local communities, while foreign workers were adversely affected compared to Malaysians. In addition, the size of the family and the races also play a crucial role in determining poverty in the city as larger families make poverty increase as well as Indians and Malays have had a higher impact than Chinese.

Meanwhile, research by Nor Rashidah Zainal et al. (2012) addressed the quality of life of poor urban communities in Malaysia. Their study found that poverty can cause disrupted health, poorly managed housing conditions, family safety is low and social support systems face problems and have an impact on family social conditions. Hence, it requires the involvement of various parties in solving the problem because of its adverse impact in the context of the quality of life of the people.

The study by Dullah Mulok et al. (2014) addressed the issue of perceptions of the poor in Kudat, Sabah against the poverty eradication project. Respondents found that poverty eradication efforts were successful and the community had a positive understanding and involvement and believed it could be eradicated. However, this study can not be carried out as a whole because it has various aspects of constraints such as overly broad areas, composite demographics, diverse ethnic characteristics and so on.

A recent study by Brandolini (2001) and Sen (1987; 1999) was about measuring poverty. They claim that using income data is not the perfect way to measure poverty, thus suggesting that focus should be placed on the individual's basic capabilities, this important concept is difficult to use in practical work. Madanipour et al. (2015) repeats Sen's opinion that poverty can not only be attributed to lack of money, but Haveman and Bershadker (2001) present a
solution with a method that measures the economic performance that can prevent poverty through self-reliance.

It is also supported by Mohamed Saladin Abdul Rasool et al. (2011) on his concerned with the issue of the effectiveness of poverty measurement by the Economic Planning Unit of Malaysia which uses income. Their study found that financial or income-based measurement methods were inaccurate and need to incorporate non-monetary measures or multi-dimensional measures.

In fact, Li and Schwaub (2004) and Wade (2001) attributed poverty to income imbalance, increased disability and global atrocities. Abbott and Pollard (2004), poverty can be caused by cultural factors, personalities, demographics and lack of modern technology. The culture does not want to work hard and find no opportunities around them can influence the opportunities for livelihood and create poverty.

Similarly, demographic effects, for example, if a group of people live in a marginalized area of development flows and do not have fertile soil to farm it would have been difficult to get a job to earn income compared to those living in developed areas with development flows and having land areas fertile. Among the significant poverty incidence there is also a group of people who do not have enough income, lack of social power, lack of education and inability to have production factors.

Wagle (2004) studies in the United States about the dimensions of poverty seen in terms of economic, social and abilities. He then divided the status of poverty into four: first, the poor were only poor in terms of economic well-being or just poor in terms of ability or just poor in social terms; second, very poor if poor two of three poor corners; thirdly, the poor when poor from all three corners; and fourth, not poor is not included in any poor corner being studied. In addition, the Wagle also describes the characteristics of poverty based on race, gender, birth, household size and marital status as listed below: first, important determinants of poverty are race or race, gender, nativity, household size and marriage status; second, blacks and Hispanic are the poorest, the percentage of poverty to the highest overall poverty; third, the head of the family is the woman; fourth, those born outside the United States; fifth, large families and many children, however the percentage of poverty to overall poverty is lowest; and sixth, those who never married, widows or widowers.

A study by Asselin and Anh (2010) on poverty indicators in Vietnam found that indicators used were unemployment, serious illness, adults who could not read, write and count (illiterate), children who did not attend school, had no radio and TV, residential type, drinking water and sanitation or toilets. From these indicators can be identified the basics of human ability ie the ability to generate income, the ability to gain education and communication and the ability to live healthy.

In summary, this study explains the concept of human poverty and physical poverty. However, Asselin and Anh (2010) find it difficult to explain socioeconomic poverty clearly
without aggregate measure on human poverty and physical poverty. Therefore, they use composite indicators. To form a composite indicator through eight indicators, they use Multiple Correspondence Analysis (MCA). These composite indicators are divided into two sub-indicators: human assets (occupation, pain, illiteracy and schooling) and physical assets (radio and tv, residential, drinking water and toilets).

This multidimensional poverty study also attracted Mussard and Alperin (2008), which they introduced a new methodology to measure imbalance in multidimensional poverty between population groups and dimensions. The study was conducted in Argentina in 1998 on 28,511 households. The variables studied were the type of occupation and the location of the household, the type of home, the size of the household, the characteristics of the toilets, the amount of household income, the level of education, the stable work, the social contribution, the ratio of the number of households with the total income. The findings show that the main dimensions that contribute to poverty eradication are toilet, household size and occupation characteristics.

Deutsch and Silber (2005) make a comparison approach in analyzing multidimensional poverty based on four approaches namely fuzzy set, information theory, efficiency analysis and axiomatic approach. All four approaches show less poverty with the head of household heads and poverty increases with the number of housemates increasing. In addition, poverty is high if the head of household is an individual (there is only a father or mother) and poverty is low if the head of the household is married. For Housseima and Jaleleddine (2012), Tunisia's study found that high-poverty multidimensions were among the heads of female households, heads of content aged 35-44 and head of household who did not have higher education.

Meanwhile, Naveed and Tanweer-ul-Islam (2010) conducted multidimensional poverty studies in Pakistan, particularly in the context of the Millennium Development Goals (MDGs). They chose two provinces namely Khyber-Pakhtoonkhwah and Punjab. The findings suggest that the use of a financial approach to measuring poverty rates has a limit to which it is difficult to identify the true poverty rate. Therefore, they have used multidimensional poverty measures to identify who is poor. Identified poverty indicators such as education, health, shelter or home, electricity, access to safe drinking water, sanitation, livelihoods, child status, fuel for cooking, water quality and land ownership.

Notten (2008) conducted a study in the Republic of Congo in 2005. This study identifies the patterns of poverty of the Congolese people and how they differ between women, men and children (individual poverty). Information collected includes household expenses, housing conditions and individual characteristics. Eight indicators of wellbeing are money or income (at household level), education (at individual level), nutrition (at household level), health (at individual level), occupation (at individual level), water and sanitation (at home ), home (at household level) and family relationship (at home).
The Notten study finds that the poorest dimension of poverty is home, followed by water and sanitation as well as financial or income poverty. The study found that the number of poor children and women was higher than men. For each dimension, children are high in poverty, except work. Meanwhile, poverty incidence between urban and rural areas shows that rural areas have recorded higher poverty than cities, except for dimensions of employment. Individuals living in a single parent family or single parent will face poverty issues in terms of nutrition, health, water and sanitation. When compared with women and men, for every dimension women are poorer, except in dimensions of water and sanitation.

Alkire and Seth (2009) are studying poverty in India using the multidimensional poverty measurement approach (AF method). The study looks at ten dimensions of poverty, namely land, housing, food security, sanitation, assets, education, labor, employment, child status and loans. The study found that the poorest dimensions of the Indian population were sanitation, land and loans. The study found that almost half of the poor households were within the specified dimensions. Based on the poverty line of income, poor households in India below the poverty line will be given the Below Poverty Line (BPL) card. The results of the study found that based on the established separation line, there were households who were not poor but were given a BPL card and had poor households but were not given a BPL card. Therefore, Alkire and Seth (2009) conclude that poverty measurement using multidimensional poverty is more appropriate than unidimensional poverty measures.

Based on the previous studies discussed above in relation to poverty, the researcher concluded that the conceptual framework of the poor living skills of the poor itself was not touched by the previous researcher. Therefore, this study is desirable and has the value of scholarly contribution. Previous studies have touched on issues related to size, factor, effect, division of status or form and approach in analyzing poverty, but this study has a disparity as it focuses on psychosocial aspects of the conceptual framework of poor household living skills in addressing family poverty.

3. Theoretical Perspectives Supporting the Life Skills Conceptual Framework

Living skills as meant by the Life Skills Theory is the ability to carry out positive behaviors based on the individual circumstances in facing the daily life challenges. The study of family poverty alleviation attempting to relate to the aspects of living skills of the household is to use Life Skills Theory developed and used by WHO in 1998. According to Berger et al. (2001) and Hodge et al. (2012), its approach is more based on human life skills to solve the problems they face from a psychosocial perspective. According to WHO (1999), this theory is based on 10 human norms to give success to someone out of selfishness such as family poverty. DuBrin (2016) and Wilson et al. (2010) argues WHO develops this theory in the context of human health from social psychological aspects as patients are often faced with a disturbance of positive norms in themselves. There are 10 norms (constructs) that measure this theory and need to be well connected with each of the living norms to get a good analysis of self-esteem in facing poverty. Therefore, WHO (1999) describes the conceptual definition of living skills based on positive living norms that include problem solving, decision-making,
empathy, creative thinking, self-awareness, critical thinking, self-confidence, effective communication, self-defense and mental stability (Figure 1).

![Diagram of Life Skills]

Figure 1. Conceptual framework of living skills to address family poverty
Source: prepared from WHO (1999)

WHO (1999) also discusses that skills have different types according to their environment or occupation. Generally, skills can be divided into several types: first, reading; second, speaking; third, seeking livelihood; fourth, vocational and technical; fifth, work; sixth, culture; seventh, sports and recreation; and eight is a person's life skills. A person's life skill is one of the eight lists of skills types discussed by the Life Skills Theory 1998 by WHO (1999). Acceptance of living skills as a whole will make the relationship between community members or families better so as to lead to a more positive and healthy perspective of life. There are 10 reasons for the living skills discussed by WHO, namely:

a. self-reflection and self-image;
b. improve communication skills;
c. forming a better relationship with someone besides being able to cope with a self problem;
d. improve decision making ability and deliver results;
e. helping to manage daily challenges;
f. make someone trained (if through training);
g. allows one to adapt to the situation and other human beings;
h. helping to find a positive approach to solving the problem;
i. reducing negative behavioral problems in life; and
j. allows one to translate pure knowledge, attitudes, and values into real or actual action.
According to WHO (1999), life skills are always present in every individual. To make life skills even more prominent, it needs to be polished all the time, not just practiced once in life or rarely done. Every human being needs to have life skills to ensure they can live well despite the many problems in life. Therefore, Herbst et al. (2008) and Rosario et al. (2002) argue that the study of living skills is not a new thing in human health by the WHO as it is also suitable for use by education researchers, crime prevention, conflict resolution, community life problems, media, human abuse, environmental issues, career development and occupation as well as marriage. However, apart from the above research areas, it can also be applied to a comprehensive social study as this theory is social psychology.

i. Problem solving and operational definition of the study

The ability to solve problems in Carstensen and Mikels (2005) views is influenced by the type of problem and the context of the problem faced by a person whether poor or not poor. In fact, Blanchard-Fields (2007) looks in the context of solving the problem that adults can solve problems better than teens or young people. Sheets and Kraines (2014) argue that positive self-orientation orientation makes a person tended to see the problem as a challenge and believes that the problem can be resolved well. Meanwhile, the orientation of a negative problem makes one tended to see the problem as a human threat to achieve success or be easily disappointed. In fact, Paterson et al. (2016) argued that one's failure to solve the problem effectively made them lose their positive behavior and emotional disturbances. Furthermore, Youssef-Shalala (2014) thinks someone has available skills to solve the living problem mentioned by Sweller (2009) as human creativity. Creativity solves this problem in relation to human genetic decline to its generation and it differs between human beings.

In Carver and Connor-Smith (2010) as well as Snyder (1999), it is usually in the context of addressing stress problems, conflicts, trauma, and loss of something. Tariq and Khan (2013) argue that the ability to deal with self-problem in a psychological context usually refers to attempts to solve personal problems at individual or group level. At Booth-Butterfield et al. (2014), it requires the basic skills of an individual, family or group because the problems associated with the process and its solutions also need to involve appropriate strategies. According to Carver (2011) and Zeidner and Endler (1996), they agreed on the common use of strategies involving four cognitive adjustments, behavioral adjustment, emotional action changes and efforts to produce positive responses.

According to Marsiske and Margrett (2006), Thornton et al. (2007), Thornton et al. (2013) as well as Thornton and Dumke (2005), those who practice traditional way of life will love to solve their own problems traditionally because of their true self-esteem and not necessarily ineffective because there is evidence of success. In fact, the study by Yen et al. (2011) also point out that there is no significant relationship between self-esteem with their living environment that practices traditional lifestyles in various contexts such as mental health and psychology. This explains that the problem of self has nothing to do with the daily living environment. The problem solving norm is slightly different from decision making. This is because Malakooti (2013), as well as Wang and Chiew (2010), think problems need to be
identified in advance of decision making. In fact, Rubin et al (2012) argue that problem solving has certain goals because it is pragmatic and logical. According to Firend (2014), Kant et al. (1997) and Mayer (1992), in the psychology of the figure named Thomas J. D'Zurilla in 1988 defines it as a "cognitive-affective-behavior" process when one tries to identify, search or create something to solve everyday life problems.

Therefore, the problem-solving operation is to refer to the initial stages of the objective of solving the problem through cognitive-shaped psychological methods that will produce effective, thus generating behavior to identify, locate or create something to solve everyday life problems.

ii. Decision making and operational definition of the study

The study by Li et al. (2013) and Nemoto et al. (2005) finds that human wisdom will decline in line with age-related increases and in turn affect the decline indiscretion in decision making. However, there are also a small number of cases that indicate the wisdom of the aged is declining but the style and method of decision making are better than the younger ones due to their experience. These aging groups are better at decision-making. It is also supported by studies by Charles and Carstensen (2010) and Samanez-Larkin and Carstensen (2011) which is due to the good in arguing and inter-personal or inter-group opinions. According to Artistico et al. (2003), Salthouse (2004; 2006; 2010), Strough et al. (2008), Tentori et al. (2001) as well as Thornton and Dumke (2005), recent studies show that policy-making in decision making is based on knowledge gained when entering the age of 60s and is usually to be after 60 years of age. A study by Dougherty et al. (2008) as well as Schwikert and Curran (2014) find that the ability to make good decisions is related to the ability to exploit cognition (thinking) and to use the best memory possible.

The operational sense of the study of the decision-making norm is more to the act of resolving something in a manner appropriate, at least to a satisfactory level. Therefore, the decision made should be rationally based on knowledge and belief. According to Armstrong (2001) and Frost et al. (2008), in decision-making psychology should be based on three things namely decision-making, continuous, integrated and logical processes. The decision-making features are as follows:

i. the objective of decision making should be established first;
ii. objectives must be classified and put the most important ones above;
iii. optional action must be framed;
iv. the options must be evaluated against all objectives;
v. the achievable choices for all objectives are preliminary decisions; as well as
vi. action on additional decisions and actions should be taken to prevent any matter that may create problems in decision making.
iii. Self-defense and operational definition of the study

According to Kleina et al. (2010), endurance is an effort to acquire something based on certain skills and is supported by the responsible party to make it work. Bandura (1994) and Zimmerman (1990; 2002) argue that humans will use strategies to achieve their goals and believe in their ability to convince themselves to become stronger. In Yerdelen-Damar and Man's (2013) view, it also becomes the basis for making a person able to survive or survive no matter what happens. This is because the feelings, thoughts, motivations and positive behaviors that exist in themselves make a person stronger in facing the challenges of life. It is also supported by the study of Britner and Pajares (2006), Linnenbrink and Pintrich (2003) and Kupermintz (2002) stating that self-esteem is in line with the abilities that were originally motivated by feelings, thoughts, motivation and positive behavior. A study by Coutinho (2008) found that there was a positive or direct relationship between self-esteem and achievement. According to Coutinho (2008) and Pintrich (2004), the achievement of a person is related to gender-based activities and studies by Gorard and See (2009), Kost et al. (2009) and Pintrich (2004) are based on the diversity of human nature.

The norm of self-esteem is the individual's ability to succeed in life in dealing with various social problems or a poor environment or the ability to adapt themselves to a challenging environment. For example, Pecillo (2016) argues that life stresses the direction of family relationships, health problems, financial problems or workplace problems. Richardson (2002) believes this self-determination makes them or individuals involved able to get out of such an environment. In other words, Zautra et al. (2010) argue that someone who has the immaturity is free from negative feelings, weak thinking and strong spirit so confidently confronting various current issues that exist in the living environment. In fact, they can eventually form a calm, confident, good attitude and ability to transform themselves towards excellence. According to Gavidia-Payne et al. (2015) and Luther (2015), the factor that makes one's own endurance is the ability to ensure a self-realistic plan for success, confidence in personal strengths and abilities, communication skills to solve problems and to manage self-reliance.

Hence, operational intentions for the norm of self-esteem refer to the individual's ability to succeed in life dealing with various social problems or a poor environment and ultimately to form a calm, confident, good attitude and able to transform ourselves towards excellence. In fact, it also needs to be based on self-realistic factors to achieve success, confidence in self-strength, ability to solve problems and to manage the mood.

iv. Creative thinking and operational definition of the study

Creative thinking in Brown's view (1987) is organized and systematic learning as it relies on knowledge that has a cognitive process organized. It is a logical set of knowledge to solve problems. In the situation of creativity, Pressley et al. (2006) argue that pedagogical approaches need to be emphasized to establish practical knowledge and appropriate to the current environment. To date, Cross (2006) and Garofalo et al. (2006) argues that there is
little to be able to produce creative ideas due to weaknesses in the current educational method and as such many problems fail to be resolved by one to achieve success.

The study by Baer (2011), Hennessey and Amabile (2010) as well as Sternberg and Lubart (1996) found that creativity is derived from living skills and family, but it can be derived from a formal learning process with a syllabus of learning according to time circulation. However, Cadle (2015) and Hargrove and Nietfeld (2015) argue that there is still a clear form of creativity test that previous studies have made because of the difficulty in testing it in the context of multicultural human life, the way of life and the separation of geography or locality. This discussion of creativity has long existed since the beginning of the 20th century so far (Mednick, 1962; Wallach & Kogan 1965). For example, Mednick (1962) portrays creativity as a combination of thoughtful aspects; Wallach and Kogan (1965) that modifies Mednick's (1962) opinion of one's creativity to justify something to solve the problem and should be different from what has been done earlier by others.

Beghetto and Kaufman (2007) argue that the study of creativity should be related to the latest perspective, which should be something new and meaningful to humans. According to Kaufman and Beghetto (2009, 2013), if the creativity created fails to apply or utilize existing knowledge it is difficult to achieve a prominent creativity in the universe of human knowledge. In other words, the creativity created must be based on certain knowledge so that humans can appreciate the creativity of the creature easily based on existing knowledge or new knowledge. The idea of creative thought based on Mumford's (2003) opinion is a new thought (originality) and is worth to involve two situations whether it is invisible or intangible, such as ideas, theories, jokes, and feelings. Meanwhile, the second is that which can be held or seen (tangible) like objects and items. Kozbelt et al. (2010) think creative thinking needs to involve four things - processes, products, people and places. The process involves human cognitive things that try to explain the mechanisms and creative thinking techniques. The products usually exist for the purpose of measuring creativity to illustrate the success of a thought. Humans refer to wisdom, idealism, skill, and willingness to explore something new. Meanwhile, the place refers to the environment in which creativity occurs, such as the accessibility to creativity, the environment that stimulates creativity and the privilege of the location where creativity occurs by a human being. Economically, creative thinking involves the outcome of thinking that can increase economic resources, income or the luxury of life.

Therefore, it's operational thinking in the course of the study involves a new creation beneficial either visually or not to have a positive impact on life, including the economy of the family, household or family.

v. Self-awareness and operational definition of the study

The concept of self-awareness in Morin (2011) and Zaytoun (2006) views involves the use of the measure of self-esteem in doing something. For them, this concept is more than self-conscious rather than compulsion from others to do something successfully. Claassen (2011)
also agrees with Morin that consciousness should be based on the individual's role in shaping oneself. However, Capra (1996), Claassen (2011), Rhodes (2003) and Silva et al. (2009) also suggests that awareness should involve aspects of one's knowledge as it is able to shape itself to success in whatever is being done. However, for Nwagwu and Fabunmi (2011) and Sylvester et al. (2007), they think that it should be measured based on compliance and action aspects as it can illustrate an awareness of a person. Based on Ng's views (2007) and Wyart and Tallon-Baudry (2009), an important aspect that needs to be evaluated in awareness raising is one's knowledge as it is capable of forming thoughts and behaviors. However, Corbitt and Thanasankit (2002) look at the aspects of leadership, acceptance, and policy that play a role in creating one's self-awareness. Idrus et al. (2004) and Khoo (1998) look at the demographic aspects as it is the foundation of a person.

However, the sense of consciousness in the field of cognitive psychology from a theoretical perspective is much contributed by Social Cognitive Theory by Albert Bandura. Nowak and Vallacher (2001) and Tsakiris and Haggard (2005) view that this theory emphasizes the importance of cognitive processes such as thinking of being able to create good consciousness, ultimately able to properly set up one's actions or behaviors. The principle of this theory is based on social learning, memory, and emotion together with the influence of the environment. This theory summarizes that good thoughts will result in good action. Norms of self-awareness also refer to self-assessing ability based on the environment and the inner self. According to Demetriou and Kazi (2006), in psychology, the self-awareness aspect was used for the first time by Duval and Wicklund in 1972 through their book titled "A theory of objective self-awareness". This book discusses the need for focus and attention to self-respect and compares it with good standards set to ensure self-awareness in line with the requirements of set standards. In fact, Roberto (2016) argues that individuals who engage with their communication or environment are said to have a better sense of self-esteem, so self-awareness is also higher. Similarly, Toivanen (2013), self-belief and experience with successful communities can make them highly aware of success. According to Rochat (2003), self-awareness does not come suddenly but individuals are trying to change themselves so that they can change the way they think, speak, act, have ideas and so on for good.

Hence, the operational intent of self-awareness should refer to the ability to evaluate and alter itself based on the individual's environment and the interior thus leading to positive changes in the way of thinking, speaking, acting, having ideas and so on.

**vi. Critical thinking and operational definition of the study**

The meaning of the norm of critical thinking is the thought based on the true fact of forming an assessment of a simple matter to the complex in depth. According to Dewey (1910), this critical thinking usually involves something that is rational and unbiased because it applies to real facts. In fact, Walters (1994) argued in a critical period of time to think, the reason for clear and necessary reasoning and the correct assessment is done was fair. Dewey (1910) views other than clear and true facts, the key to influencing critical thinking is also
based on observation, life experience, self-reflection, communication and confidence in local religions and cultures.

Therefore, operational intentions for critical thinking are a form of true, based on experience, observation, self-reflection, communication and self-confidence regarding local religions and cultures that ultimately form self-assessment.

vii. Empathy and the operational definition of the study

The meaning of empathy is the ability of a person to understand and feel something about the goodness or the disadvantage. According to Titchener (2014), it refers to a form of inner self-feeling that should be shared. In view of Gallese (2003), this feeling of empathy may be borne by the experience that has been passed to make a strong person possess this trait. For example, Kret and De Gelder (2012) and Proverbio (2010) argue that when the death of the person most loved by someone, the feeling of empathy is born from within and the soul, it does not even count someone's sex. On the other hand, feelings of sympathy are also very similar to empathy, which is different from sympathy based on normal circumstances because one may be a contact person, neighbor or friend and does not involve deep inside feelings. This feeling of empathy in Pijnenborg et al. (2012), as well as Thompson and Voyer (2014), are able to make the people calm and become the source of strength to succeed because no term is disappointed, hopeless or weak.

Therefore, the operational definition of empathy refers to the person's feelings of self to someone else who is born from within deeply to make himself and someone else calm or be the source of strength to succeed because there is no term of disappointment, despair or weakness in life's problems.

viii. Effective communication and operational definition of the study

The meaning of effective communication norms is to refer to the communication is spoken by Trenholm and Jensen (2013) being bilateral or multilateral without any disturbance. For example, between the head of the household with the family member, community, local leader or government. According to Fincham and Beach (2010) and Ferguson et al. (2014), effective communication can easily mean the transfer of information from one person to another or the source to the recipient through the symbol meaning and verbal or non-verbal but has a reaction between all parties. Danesi (2009) argues that while communicating, various channels can be used such as writing, speaker, mediator, face-to-face, program, body movement, and electronic media. Hazan and Shaver (1994) and Turner and West (2013) exemplify family communication, the important thing to emphasize is the trust and the close relationship among its members. Usually, in Robbins et al. (2011) the important thing is to use their family's way of life, their own ethnic dialect and the timing of every family that is normally used for casual conversation. In fact, Gable and Reis (2010) and Seligman (2011) summarize that effective communication should have no communication disturbance from
aspects such as no understanding, noise, emotional disturbance, misconception of discussion, different language, etc.

Therefore, the operational meaning of effective communication is that it takes place in two ways between the originator of the speech (information source) and the subject of the speaker (the recipient of the information) in the absence of interference through appropriate communication channels to resolve certain issues or problems.

ix. Self-confidence and operational definition of the study

One of the moral theories that create a profound effect on human self development is the Kohlberg's Moral Developmental Theory (Crain, 1985). This theory emerged in 1976 and explains the three stages of human self-development namely pre-conventional, conventional and post-conventional. At the post-conventional level, Kohlberg holds that moral development is dependent on external factors, in which children must be obedient to not be punished or rewarded. This punishment and obedience factor perspective is aimed at: first, motivating children to do something immoral to avoid punishment; and instrumental purpose ie children believe that which law should be especially relevant to what is happening when doing. At this stage, the children will take into account the interests of others even though the fun involves him. The conventional stage is as early as adolescent age from 13 to 14 years old. This level someone is striving to get praise and reward when doing something well and retaining existing social conditions. Through this stage, there is also an orientation of the relationship between self and other parties that do something good to please other people or others. This will then be followed by maintaining an existing social system of a person or teenager beginning to believe that the law is necessary to defend the existing social environment, but he will believe that if the law is not well-preserved the social system will be chaotic. The final stage of post-conventional happens when an individual begins to commit to a shared principle of own moral standards and produces a part of himself. Individual moral acts are more than conformity to compliance with laws or other people's rights protection contracts. Through this stage, one begins to have a consciousness and wants to do good things to satisfy other individual's satisfaction. In Kohlberg's view, this last stage is called universal ethics, which is a good and bad idea of something about self selection. Hence, if there is a law that conflicts with the moral principles, the individual involved is obliged to act on the basis of moral principles rather than the law enacted.

Therefore, moral development is not a thing learned, through enforcement or due to a certain culture and law. In fact, Fabes and Martin (2000) think that it is based on universal morality that is developed through conventional levels and not dependent on the individual cultures enlarging. In contrast, according to Ayotola and Adedeji (2009) and Cooke-Simpson and Voyer (2007), learning experiences, as well as the process of human character formation, can be caused by a personal environment factor that is a person who leads a life. Educational science explains that the involved factors are referred to as social learning that is determined by a person in the course of life. The above discussion was in line with Social Learning Theory in 1977 by Albert Bandura (Bandura, 1977).
He made experiments on a group of children aged 3 to 6 years in 1963 and successfully explained that children, in general, formed a model of life as they were either with aggressive or passive style. Bandura concluded that diversity of social behaviors such as aggressive, competing, copying a person's model and so forth is a result of observation of the responses displayed by a person. This is in line with the opinions of Santiago and Einarson (1998) as well as Ziegler and Heller (2000) whose morality is a constant in both soul and soul, thereby giving birth to action or practice without thinking. Hence, one's self-confidence is associated with moral values such as spirit and the formation of a positive character. This is because based on both theories the individual has its own responsibility throughout the phase of self-development. In fact, every individual has the right to set goals to either remain with a positive or negative moral such as breaking the existing laws.

The purpose of self-confidence is the quality of being yourself or self-confidence resulting from learning and communication skills with the environment. O'Donohue (2003) argues that it also results from non-coercive learning, experience, and maturity from others. According to Craighead and Nemeroff (2002), the term is often also used to replace assertiveness, which is often used in behavioral and cognitive behavioral therapy. Milne (2011) thinks someone who is convinced of having certain characteristics: first, they feel freely expressing feelings, thoughts, and desires; Second, they are also able to start and maintain the comfort of relationships with others; third, they know their rights; fourth, they have control of anger and can give cause for something; fifth, they want to compromise with others rather than just selfishness; and sixth, they are friends on the basis of common good.

Hence, operational intentions for the norms of self-confidence should refer to a degree of confidence based on learning skills, communication with the environment, experience and self-indulgence without compulsion from others, and even have positive features to produce high self-esteem.

x. Mental stability and operational definition of the study

In view of Carlson et al. (2004), May et al. (1999) as well as Nwagwu and Fabunmi (2011) the stability of thinking is the ability to understand, comprehension of what is read or heard, but to be sensitive to the importance of the value of a particular thing. Meanwhile, Blomberg (2011), Matlin (2009) and Von Eckardt (1996) argue that the stability of thinking involves an abstract psychological process or a particular object. In fact, it encompasses the relationship between a person and an object that needs to be understood and requires specific abilities based on knowledge to understand it. According to Fuchs and Milar (2003), Krueger (1992) and Sternberg and Sternberg (2009), through the cognitive sciences it involves the process of mental abilities in other words involving knowledge rather than ability to pay attention, remember, evaluate, relate reason consequences, problem solving, decision making and so on. Byerley (2009), Madigan and O'Hara (1992) and Zangwill (2004) also argue that it requires good language, healthy mentality, normal biology, and schematic thinking. According to Parke and Gauvain (2009) and Surprenant (2001), Thomas Aquinas, an
influential human psychologist, explains aspects of understanding that are part of cognitive psychology that can produce effective psychological effects such as feeling in memory, language, attention, perception, action, and imagination good. According to Tajul Arifin Muhamad and Aishah Nadirah Mohd Alauddin (2013), good understanding makes one have the stability of thought.

For the norm of thought stability in Alberts et al. (2012) as well as Desbordes and Negi (2013) are easily referring to serenity in a situation. Psychologically, Bishop et al. (2004), Chapman et al. (2010) as well as Garrison et al. (2013) thinks it refers to the stability of a person's thoughts that will produce calmness, not being disturbed by discomfort, pain or emotional disturbance. The term stability of thought in Davidson and Begley (2012) views related to religious matters such as Hinduism, Buddhism, Christianity, Islam and other beliefs. According to Dunne (2011), all believers place peace as the goal of life in the world and the next day. To get the peace, every believer or certain believer needs to believe, adhere to and be confident about the goodness that will be accepted if they follow the religion and their beliefs. Therefore, the purpose of operating operational stability for this study refers to the unobtrusive feeling of discomfort in life, pain or disruption.

4. Conclusion

The above discussion found that the formation of a conceptual framework of the study was based on Living Skills Theory proposed by WHO in 1998. Research on the theory found that there were as many as 10 constructs to be measured in the study of addressing the poverty of life as described in Figure 1 and the discussion in detail in Item 3.0. In other words, to assess the extent, cause or relevance of living poverty with the self or family poverty eradication program, the study can also use the conceptual framework of this study as an option because it relies on the theory practiced by the WHO since 1998.

References


