

# RESOLVING THE PARADOX OF SELF-AWARENESS IN ADOLESCENT STUDENTS : A STUDY

Debjani Bhattacharyya<sup>1</sup> & Kaustuv Bhattacharyya<sup>2\*</sup>

1. Doctoral Scholar; Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration; 25/3 Ballygunge Circular Road, Kolkata, W.B. – 700019, India.

2. Assistant Professor; Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration [erstwhile David Hare Training College]; 25/3 Ballygunge Circular Road, Kolkata, W.B. – 700019, India.

**Abstract:** Self-awareness, at any stage, is very important in an individual's life as it includes the recognition of cognitive- and social-, as well as emotional intelligence within the self. This study was conducted with an aim to assess the self-awareness of adolescent students. The descriptive survey method was used for the 405 students of Kolkata (South Kolkata and North Kolkata), selected through purposive sampling technique. A standardized questionnaire was prepared for assessing the nature of a student's self-awareness while t-tests were conducted to test the hypotheses. Results indicate that during adolescence - students become very much aware of themselves which, in turn, emphasizes the requirement of a proper development of their self-awareness. Therefore, a major contribution of this paper may be that it provides a platform to isolate some of the factors which might affect the self-awareness of the adolescent students.

**Keywords:** *Self-awareness, adolescent student, descriptive survey, Kolkata, factor.*

**Introduction:** In the present super-complex world, every person is in the search of their inner-peace of mind. To find out that inner peace - one should be aware of 'inner self'. Therefore, self-awareness involves 'tuning in' to feelings and thoughts of oneself. Self-awareness is an important skill for the students to recognize their strengths and weaknesses, mistakes in school works etc. Being self-aware can help the students understand and talk about their feelings, recognize others' needs and feelings. During the adolescence period, students face different kinds of problems closely related to their self-awareness. At this stage, they are actually required to adapt and adjust childhood behaviors to culturally acceptable adult forms.

Three fundamental problems faced by an adolescent in his/her struggle for identity - are the changed body image, the social role, particularly with respect to occupation, and the sex role. In the adolescence period they do not realize who they are and they do not understand their own authentic self. Thus, they have a tendency to become self-unaware. Adolescence must have psychological consciousness which means the adolescence must be conscious of their present height, weight, developmental sides of own bodily change and mental status of mind including perception, thoughts, feelings, behavior, actions, and interactions with other. They must be conscious of sociological perspectives of self-awareness i.e., social standards and norms, collaboration with social harmonies etc. Self-awareness is the path to the high potential of adolescence for self-growth and their future. Human productive life begins from the pre-adolescence period and then only their present and future life would become prosperous.

As anybody develops self-awareness he/she will be able to make changes in the thoughts and interpretations they make in their mind. Changing the interpretations in one's mind allows him/her to change their emotions. Self-awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success. It is the first step in creating what anybody wants and mastering one's life. Where one focuses his/her attention, emotions, reactions, personality, and behavior determine where he/she goes in life. Being self-aware allows one to see where his/her thoughts and emotions are taking him/her. It also allows one to take control of one's emotions, behavior, and personality so one can make changes that one wants. Until aware in the moment of one's thoughts, emotions, words, and behavior, one will have difficulty making changes in the direction of his/her life. The concept of self-awareness makes one more effective. For improving one should normally begin with an assessment of the gap between the current situation and the desired future situation. Having an accurate sense of which one helps one to decide what to do to improve. Self-awareness helps one to exploit one's strength and cope with one's weaknesses. A person having a well-developed emotional self-awareness is a more effective intuitive decision maker. Self-awareness helps a person in managing one's stressful life. Awareness of one's psychological needs can increase one's motivation by helping one to understand accomplishments, additional responsibility, an opportunity to help others etc.

**Objectives:** The study was designed with the following objectives:-

1. To compare the development of the self-awareness of the students with reference to their genders.
2. To estimate the difference between the students of the school of North Kolkata and South Kolkata in their development of self-awareness.
3. To observe the difference between the boys of the school of North Kolkata and the boys of the schools of South Kolkata in their development of self-awareness.
4. To observe the difference between the girls of the school of North Kolkata and the girls of the schools of South Kolkata in their development of self-awareness.

**Hypotheses :**

In light of the objectives of the study, the following hypotheses were formulated.

H<sub>0</sub>1: There is no significant difference between the boys and the girls of adolescence period in their development of self-awareness.

H<sub>0</sub>2: There is no significant difference between the students of the school of North Kolkata and South Kolkata in their development of self-awareness.

H<sub>0</sub>3: There is no significant difference between the boys of the school of North Kolkata and the boys of the schools of South Kolkata in their development of self-awareness.

H<sub>0</sub>4: There is no significant difference between the girls of the school of North Kolkata and the girls of the schools of South Kolkata in their development of self-awareness.

**Materials & Method:** Descriptive Survey method was used for the present study.

**Tool:** A questionnaire, developed and standardized by the authors, was used for the present study to find out whether the surveyed students were self-aware or not. The content of the questionnaire was based on the objectives of the present research work.

**Sample:** Purposive sampling and convenience sampling procedures were utilized for this study. The authors had first made a list of the schools which appeared convenient for the study to be carried out. Then 11 schools from the Kolkata city were randomly selected (i.e., 3 schools from North Kolkata and the rest from South Kolkata). After that, data were collected only from the 405 Class VIII students of those schools as shown in the Table 1 & Table 2 below.

**Table 1: Table for analysis of the status of the *Dependent Variable* with respect to the *Categorical Variables* (i.e., students).**

Categorical & Independent Variables	Major and Dependent Variable
Gender (levels: Boys and Girls)	Self-awareness of the students
School location (levels: South Kolkata & North Kolkata)	

**Table 2: Table for *Gender wise & Location of School wise* distribution of the sampled students**

Variables		Location of school		Total
		South Kolkata	North Kolkata	
Gender	Boys	133	55	188
	Girls	174	43	217
Total		307	98	405

### Results :

**Table 3: Tabular representation of the descriptive and inferential statistics for testing the  $H_01$**

Variable	Levels	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Gender	Boy	188	78.74	0.43	5.94	0.338**	403	0.73
	Girl	217	78.94	0.42	6.23			

\*\* Not significant at 0.05 level of significance.

The analysis in Table 3 shows that in comparing the scores of the boys and girls, the calculated  $t_{(403)}$  value is 0.338 and 'p' value is 0.73 ( $p > 0.05$ ). Hence, t is not significant here at 0.05 level of significance. So  $H_01$  is not rejected and it can be said that there is no significant difference between the boys and the girls of adolescence period in their development of self-awareness.

**Table 4: Tabular presentation of the descriptive and inferential statistics for testing the  $H_02$ .**

Variable	levels	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Location of schools	North Kolkata	98	78.78	5.86	0.59	0.14**	403	0.89
	South Kolkata	307	78.87	6.17	0.35			

\*\* Not significant at 0.05 level of significance.

The analysis in Table 4 shows that in comparing the scores of the students of South Kolkata and the students of the North Kolkata, the calculated  $t_{(403)}$  value is 0.14 and 'p' value is 0.89 ( $p > 0.05$ ). Hence, t is not significant here at 0.05 level of significance. So  $H_02$  is not rejected and it can be said that there is no significant difference between the students of the school of North Kolkata and South Kolkata in their development of self-awareness.

**Table 5: Tabular presentation descriptive and inferential statistics for testing the  $H_03$**

Variable	Levels	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Location of schools	Boys of North Kolkata	55	78.6	5.95	0.81	0.09**	186	0.93
	Boys of South Kolkata	133	78.68	5.87	0.51			

\*\* Not significant at 0.05 level of significance.

The analysis in Table 5 shows that in comparing the scores of the boys of schools of South Kolkata and the boys of the schools of North Kolkata, the calculated  $t_{(186)}$  value is 0.09 and 'p' value is 0.93 ( $p > 0.05$ ). Hence, t is not significant at 0.05 level of significance. So  $H_03$  is not rejected and it can be said that there is no significant difference between the boys of the school of North Kolkata and South Kolkata in their development of self-awareness.

**Table 6: Tabular presentation of the descriptive and inferential statistics for testing the  $H_04$**

Variable	Levels	N	Mean	Std.Deviation	Std.Error Mean	t	df	Sig. (2 tailed)
Location of schools	Girls of North Kolkata	43	78.56	6.09	0.93	0.49**	215	0.62
	Girls of South Kolkata	174	79.09	6.28	0.48			

\*\* Not significant at 0.05 level of significance.

The analysis in Table 6 shows that in comparing the scores of girls of the schools of South Kolkata and the girls of the schools of North Kolkata, the calculated  $t_{(215)}$  value is 0.49 and 'p' value is 0.62 ( $p > 0.05$ ). Hence, t is not significant at 0.05 level of significance. So  $H_04$  is not rejected and it can be said that there is no significant difference between the girls of the school of North Kolkata and South Kolkata in their development of self-awareness.

**Major Findings:** The present study shows that there is no significant difference between the boys and the girls of adolescence period in their development of self-awareness. But, the mean scores of girl students are found to be slightly higher than the boys (girl = 78.94, boy = 78.74).

It also shows that there is no significant difference between the students of the school of North Kolkata and South Kolkata in their development of self-awareness. The mean scores of the students of South Kolkata are found to be higher than the students of North Kolkata. (students of South Kolkata = 78.87 and students of North Kolkata = 78.76 )

The present study has observed that there is no significant difference between the boys of the school of North Kolkata and South Kolkata in their development of self-awareness. The mean scores of the boys of the schools of South Kolkata are found to be higher than the boys of the schools of North Kolkata ( boys of South Kolkata = 78.68 and boys of North Kolkata = 78.6 )

It has also found that there is no significant difference between the girls of the school of North Kolkata and South Kolkata in their development of self-awareness. The mean scores of the girls of the schools of South Kolkata are found to be higher than the girls of the schools of North Kolkata (girls of South Kolkata = 79.09, girls of North Kolkata = 78.56 ).

**Conclusion:** The study may further help to facilitate the students to be aware of the fact that it is very important to be self-aware and due to inexperience they are generally unable to realize its absence in themselves. This may help the students to identify their level of self-awareness and modify it. Furthermore, the students may understand that developing self-awareness can lead them towards improved academic achievements and may enable them to become better human beings. Last but not least, the results of the present study would help to add further knowledge to the existing literature on the development of self-awareness among the adolescent students.

**Acknowledgements:** The authors are grateful to all the respondents of this study and specifically to Dr. Abhijit Guha (Associate Professor, Ramkrishna Mission Sikshanamandira, Belur Math, W.B.) for his kind help in this study.

#### References:

1. Chamanlal, M.J. (2014). Role of Computer Application & Tools in the Scientific Research Process. *International Journal of Research in Science & Technology*. **3(V)**: 33-40.
2. Duval, S. & Silvia, P.J. (2002). Self-awareness, Probability of Improvement & the Self-Serving Bias. *Journal of Personality & Social Psychology*. **82(1)**:49-61.
3. Fontaine, R. & Oziev, G. (2013). Developing Self-awareness among students: An Islamic Perspective. *European Scientific Journal*. **1(December)**. Retrieved from eujournal.org.
4. Galleno, L. & Liscano, M. (2013). Revitalizing the self: Assessing the relationship between self-awareness and orientation to change. *International Journal of Humanities & Social Science*. **3(16)**:62-71.
5. Jayashree, V. (2011). Self-awareness: The starting point of change in individuals-An Empirical Analysis. *Journal of Contemporary Research in Management*. July-September. Retrieved from www.pigsm.ac.in

6. Kenny M., Griffiths J., Grossman J. (2005). Self-image and parental attachment among late adolescents in Belize. *Journal of Adolescence*. **28(5)**: 649–664.
7. Kalaiyarasan M. & Solomon, M.D. (2016). Importance of self-awareness in Adolescence-A Thematic Research Paper. *IOSR Journal of Humanities and Social science*. **21(1)**:19 - 22. Retrieved from <http://www.iosrjournals.org>
8. McGee R., Williams S. (2000). Does low self-esteem predict health-compromising behaviours among adolescents? *Journal of Adolescence*, **23(5)**: 569–582
9. Morin A.(2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Journal*. **5(10)**:807- 823.  
doi:10.1111/j.1751-9004.2011.00387.x
10. Nicolini P., Cherubini L., Bompresii M. (2010) Self-report and self-image: a study on a sample of Italian adolescents, *Innovation and Creativity in Education*. **2(2)**. 895-901.
11. Osterman, K.F. and Kottkamp, R.B.(1993).Reflective Practice for Educators: Improving Schooling through Professional Development. Corwin Press, INC, A Sage Publication Company, Newbury Park, California.Retrieved from [www.itlifejimbutnotasweknowit.org](http://www.itlifejimbutnotasweknowit.org)
12. Paull , B. , Schuman, B. & Davis, D.(1973) .Self-awareness Testing for School of Social Work students at Portland State University.PDX scholar.  
Retrieved from <https://core.ac.uk>.
13. Prakash, J.M. & Vasimalairaja, M.(2015).Self-awareness & Self-motivation Has Stimulus on the Academic Concert of XI Standard Pupils in Biology Subject. *International Journal of Scientific Engineering and Applied Science*.**1(9)**:93-99.  
Retrieved from [www.ijseas.com](http://www.ijseas.com)
14. Rasheed S.P., (2015), Self-awareness as a Therapeutic Tool for Nurse/Client Relationship. *International Journal of Caring Sciences*.  
Retrieved from [www.internationaljournalofcaringsciences.org](http://www.internationaljournalofcaringsciences.org)
15. Richardson B.G. & Shupe M.J.(2003).The importance of teacher self-awareness in working with emotional & behavioural disorders. *Teaching Exceptional Children*.**36(2)**:8-13. Retrieved from [www.casenex.com](http://www.casenex.com)
16. Rochat P.(2003). Five Levels of Self-awareness as they unfold early in life. *Science Direct*.**12**:717-731.  
Retrieved from [www.sciencedirect.com](http://www.sciencedirect.com)
17. Sandu C.M., Panisoare G. & Panisoara I.O. (2015). Study on the development of self-awareness in teenagers. *Procedia-Social and Behavioural Sciences*.**180(2015)**:1656-1660.

18. Sauer K.M. & Mertens W.G.(2012). The Test Assessment Questionnaire: A tool for student self-assessment after the midterm examination. *Journal of Economics and Economic Education Research*.**14(2)**:93-97.
19. Silvia, Paul J., and Guido H. E. Gendolla. (2001). On Introspection and Self-Perception: Does Self-Focused Attention Enable Accurate Self-Knowledge? *Review of General Psychology* **5**: 241–269.
20. Vijayarani, K.Dr.(2016). Self Image and Big Five Factors of Personality of Prospective Teachers at Primary Level. *Research Nebula*. **5(2)**:57-61. doi: 10.22183/RN.

