

Association And Gender Differences Of Self-Awareness And Creative Thinking Among Adolescents

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Abstract

In present times, the pressures are mounting up in every individual's life. It is need not to be mentioned that whether education, employment, health and other pursuits of life. Every individual has to go through rough patches at some point of time. It may lead to loss of self-awareness as the pressures keep building up within. When the pressures are at peak, there may be cognitive fluctuations that may delink creative thinking of young adolescents. The purpose of the present study is to find self-awareness and creative thinking in different schools from different boards as operating systems of those schools varies. 10th students of CBSE and ICSE schools selected, the data were collected and analyzed. The data were and interpreted using descriptive and parametric statistics. Interestingly, both the students do not exhibit any difference in self-awareness irrespective of differences in operations. But gender differences observed in terms of self-awareness as well as creative thinking. These are presented in the following section systematically.

Keywords: Gender difference, self-awareness, creative thinking, adolescents, Association

Introduction

In the words of, Socrates says "Know Thyself." Knowing about oneself is greatest thing, thus by making humans with virtues. Knowing about oneself, technically termed as self-awareness. Self-awareness may be one of the components of meta-cognition. In other words, self-awareness is the simplest form cognitive functioning, though leads to highest functionalities. We often confused self- awareness with consciousness which is quite deeper than the earlier one. Self –awareness may be dealing with mental or spiritual level like value systems, feelings of the individual whereas consciousness covers all those physical aspects such food habits, fitness routines etc. so, there is clear cut distinction between these two. Sigmund Freud, in his topographical approach to personality, divides mind into consciousness, pre-consciousness and unconsciousness. According to him, consciousness lies within the control of individual with the help of efforts. Pre-consciousness comes prior to consciousness, some people call it as sub consciousness. These two forms of mind do not contribute much in shaping of human personality, Freud adds. However, the third one is

Unconsciousness, which is comparatively plays dominant role in shaping personality. A large portion of personality is driven by unconscious feelings, thoughts and manifestations according to psycho-analytical theory of personality. Self-knowledge is the accuracy of self-assessment and is closely related to self-awareness; it is the long-term correlate of self-awareness in the moment, i.e. becoming aware of one's thoughts and emotions by Knight, A. and Sparrow, T., (2006). Rogers explains personality on the basis of phenomenological field. According to Rogers, human beings two types of self, these are self-image and ideal image. Self-image refers to how we look about our self what we are. Ideal-image means how we wanted to be. The above picture demonstrates two concepts named as Incongruence and congruence heavily based on the 'Overlapping of traits' (Rogers, 1957). If self-image and ideal-image mismatch then people become incongruent known as 'Imbalanced Personality'. On the other hand, the greater the similarities or overlapping termed as 'Congruent' also called as 'Balanced Personality'(Rogers,1957). This is said to be one of the ground breaking theories of personality as Rogers gave importance to humanity as the basis for understanding personality. During the explanation, it led to establishment of Client centred approach in counselling. Creative thinking is one of the aspects of cognitive domain. Blooms (2000) placed creativity on the top of his revised taxonomy of educational objectives to be met by students in any kind level. Creative thinking is a novel manner of seeing or doing things consists of 4 parts – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of one thing new), and elaboration (building on alternative ideas). It is the act of exploring novel ways of thinking, being and expressing ourselves.

Stages of Creativity by Wallas (1926)

Preparation: The problem or task is deeply inquired collecting related resources intelligently to form new ideas or solutions. These trials may said to be successful movements which we have seen in trail and error theory of learning(Thorndike,1932).

Incubation: It means a relaxation from all conscious and mental work. But, the unconscious processing of information is ringing in the mind without any direct efforts towards goal (Wallas 1926).

Illumination: A sudden thought or insight which leads to solution of problem. It is a kind of lighthetning of bolt or Eureka, meaning I found it (Wallas 1926).

Verification: It involves inmaking final conclusion to form a theory or a law (Wallas 1926).

From the above discussion, it can be said that there is an association between self awareness and creative thinking. In general, people who are self-aware, they are found to be more creative as well. To prove this statement, there needs to be some evidences. The present study is an effort made in thid direction.

Statement of problem: The present paper has been entitled as 'Association and gender difference of self-awareness and Creative thinking among adolescents'

Objectives of the study:

The following objectives have been stated in the present study

1. To study self-awareness of CBSE and ICSE students

2. To study gender differences of self-awareness of CBSE students
3. To study gender differences of self-awareness of ICSE students
4. To study creative thinking of CBSE and ICSE students
5. To study gender differences of creative thinking of CBSE students
6. To study gender differences of creative thinking of ICSE students

Hypotheses

The hypotheses were framed in view of objectives

H01 There will be no significance difference in the scores of self-awareness of CBSE and ICSE students

H02 There will be no significant gender difference of self-awareness of CBSE students

H03 There will be no significance gender difference in the scores of self-awareness of ICSE students

H04 There will be no significance difference in the scores of creative thinking of CBSE and ICSE students

H05 There will be no significance gender difference of creative thinking of CBSE students

H06 There will be no significant gender of difference creative thinking of ICSE students

Delimitations of the study

1. The present research was delimited to Agra
2. CBSE and ICSE schools were involved in the present study.
3. The present research was delimited to 10th standard students only.

Method of the study

The present study was carried out using descriptive survey method. It is one of the best research methods where we can collect data from large sampling ultimately leading to some valuable conclusions and findings.

Participants of the study

Multistage random sampling was used in selecting CBSE and ICSE schools. 10th standard students (16- 17 years age group) were randomly selected for the study. The consent of participants was taken before collecting the data. The participants were voluntarily participated in the present study.

Tools of the study

The researcher developed two questionnaires for assessing self-awareness and creative thinking of adolescents. These tools were distributed to 13 experts to establish

validity and pilot study was done to see it's reliability using test-retest and split-half method. The researcher ensured reliability and validity before applying on actual sampling.

Analysis and interpretation of data

The data were collected and arranged systematically and the scoring scheme has been followed as per the plan. The researcher has adapted SPSS for analysing the collected data. The data have been checked whether normally distributed or not and it was found normalized. Based on the normality of data, the researcher has adapted simple descriptive statistics along with t test.

Objective wise analysis and interpretation of data

1. To study self-awareness of CBSE and ICSE students

Table 1 Mean, SD and t Values of self-awareness of ICSE and CBSE students

SAMPLE SCHOOL	N	Mean	SD	df	t value
CBSE	234	22.12	5.053	421	1.587
ICSE	189	21.70	5.645		

Not significant at 0.05 levels

H01: From the table no.1, it can be seen that the mean and SD of CBSE and ICSE schools with specific reference to self-awareness are 22.12 and 21.70 & 5.053 and 5.645 respectively. The calculated 't' value stood at 1.587 with df 421 . It is said to be lower than that of table value, hence null hypothesis was accepted.

2. To study gender differences of self-awareness of CBSE students

Table 2 Mean, SD and t Values of self- awareness of CBSE boys and CBSE girls

Gender	N	Mean	SD	df	t value
Boys	131	19.11	3.731	232	2.912
Girls	103	18.92	3.021		

Significant at 0.05 levels

H02: From the table 2, mean and SD of Boys and Girls of CBSE schools in relation to self-awareness are as follows 19.11 and 18.92 & 3.731and 3.021 respectively. It is also evident that obtained't' value was 2.912 with df 232 reflected greater than table value. So, the null hypothesis has been rejected due to significance difference existed in the scores of self-awareness.

3. To study gender differences of self-awareness of ICSE students

Table 3 Mean, SD and t Values of self-awareness of ICSE boys and ICSE girls

Gender	N	Mean	SD	df	t value
Boys	104	23.10	4.521	187	4.918
Girls	85	21.22	4.717		

Significant at 0.05 levels

H03: From the table 3, it is understood that the mean and SD of Boys and Girls of ICSE schools with specific reference to self-awareness are 23.10 and 21.22 & 4.521 and 4.717 respectively. The obtained 't' value was found to be 4.918 with df 187. The calculated t values is higher than that of table t value with the give df. . Therefore, the null hypothesis was rejected as there was significance difference seen among the groups.

4. To study creative thinking of CBSE and ICSE students

Table 4 Mean, SD and t Values of Creative thinking of ICSE and CBSE students

SCHOOLS	N	Mean	SD	df	t value
CBSE	234	22.49	4.102	421	1.328
ICSE	189	21.82	5.003		

Not significant at 0.05 levels

H04: From the table 4, it was clear that the mean and SD of CBSE and ICSE schools with specific reference to creative thinking are 22.49 and 21.82 & 4.102 and 5.003 respectively. The obtained 't' value is 1.328 with df 421 which is lower than table value. Hence, null hypothesis was accepted. There existed no significance differences between the sample groups.

5. To study gender differences of creative thinking of CBSE students

Table no. 5 Mean, SD and t Values of Creative Thinking of CBSE boys and CBSE girls

Gender	N	Mean	SD	df	t value
Boys	131	21.23	3.987	232	0.913
Girls	103	22.11	3.471		

Not significant at 0.05 levels

H05: From the table 5, it can be observed that the mean and SD of Boys and Girls of CBSE schools with specific reference to Creative Thinking are 21.23 and 22.11 & 3.987 and 3.471 respectively. The calculated 't' value is 0.913 with df 232 which is again lower than table value of t. Therefore, null hypothesis was accepted as it has shown no significance difference found among the groups.

6. To study gender differences of creative thinking of ICSE students

Table 6 Mean, SD and t Values of Creative Thinking of ICSE boys and ICSE girls

Gender	N	Mean	SD	df	t value
Boys	104	23.69	5.024	187	4.158
Girls	85	21.61	4.856		

Significant at 0.05 levels

H06: From the table 6, it is seen that the mean and SD of Boys and Girls of ICSE schools with specific reference to Creative Thinking are 23.69 and 21.61 & 5.024 and 4.856 respectively. The calculated 't' value was found to be 5.059 with df 187. This value is greater than that of table value. So, null hypothesis was rejected as the significance difference was existed in the groups.

Conclusions

From the present study, it may be concluded that

1. No differences were observed in-terms of self-awareness in between CBSE and ICSE students
2. Boys and girls of CBSE as well as ICSE shown variations in self-awareness
3. No differences were observed in-terms of creative thinking in between CBSE and ICSE students
4. Boys and girls of CBSE as well as ICSE shown variations in creative thinking

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