

## EFFECT OF SELF-AWARENESS AND REGION ON SOCIAL RELATIONSHIPS OF THE ADOLESCENTS

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| Article Info                                                                                                                                                                                                                                       | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Article History:</b><br/>Received: 15<sup>th</sup> Dec 2025<br/>Accepted: 18<sup>th</sup> Dec 2025<br/>Published: 20<sup>th</sup> Dec 2025</p> <p><b>Keywords:</b><br/><i>Self-Awareness, Region, Social Relationships, Adolescents.</i></p> | <p>Self-awareness is a key psychological construct representing an individual's ability to recognize and comprehend their emotions, thoughts, and behaviours. In adolescents, this trait experiences considerable development due to rapid cognitive, emotional, and neurological changes. As adolescents mature, they become more adept at abstract thinking, introspection, and perspective-taking, allowing for self-evaluation against broader social standards (Blakemore &amp; Mills, 2014). This enhanced self-reflection plays a crucial role in shaping their identity and self-concept (Harter, 2012). Increased self-awareness facilitates better emotional regulation, understanding of action consequences, and adaptive responses to social feedback. Research indicates that adolescents with high self-awareness possess improved coping strategies, greater empathy, and enhanced interpersonal sensitivity, crucial for successful social interactions (Trommsdorff &amp; Cole, 2011). In contrast, low self-awareness can lead to emotional confusion, impulsivity, and challenges in interpreting social cues, ultimately harming peer relationships.</p> |

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**How to Cite:** Patil, K. N. (2025). *Effect of Self-Awareness and Region on Social Relationships of the Adolescents*. IIP: World Journal of Humanities and Social Sciences (IIPWJHSS), 1(VI), 2174–2182.

**INTRODUCTION:**

Self-awareness is a key psychological construct representing an individual's ability to recognize and comprehend their emotions, thoughts, and behaviours. In adolescents, this trait experiences considerable development due to rapid cognitive, emotional, and neurological changes. As adolescents mature, they become more adept at abstract thinking, introspection, and perspective-taking, allowing for self-evaluation against broader social standards (Blakemore & Mills, 2014). This enhanced self-reflection plays a crucial role in shaping their identity and self-concept (Harter, 2012). Increased self-awareness facilitates better emotional regulation, understanding of action consequences, and adaptive responses to social feedback. Research indicates that adolescents with high self-awareness possess improved coping strategies, greater empathy, and enhanced interpersonal sensitivity, crucial for successful social interactions (Trommsdorff & Cole, 2011). In contrast, low self-awareness can lead to emotional confusion, impulsivity, and challenges in interpreting social cues, ultimately harming peer relationships.

Social relationships, especially with peers, become increasingly vital during adolescence, serving as a source of emotional support, social learning, and identity exploration. Positive peer relationships are associated with psychological well-being, academic engagement, and social competence, while negative interactions can lead to loneliness, anxiety, and maladjustment (Rubin et al., 2015). Adolescents depend on friendships for emotional validation beyond familial ties. As their social networks broaden, they acquire skills in negotiation, cooperation, and conflict resolution. Supportive relationships foster a sense of belonging and emotional security, crucial for healthy development (Wentzel et al., 2016). Nonetheless, adolescents are at risk of peer pressure and social comparison, making the quality of social relationships a significant influence on overall adjustment.

Self-awareness significantly influences adolescents' social relationships by affecting their self-perception and their perceptions of others. Higher self-awareness leads to better communication, constructive conflict management, and stable friendships, as adolescents can recognize their emotional responses and adapt their behaviour to social situations, resulting in positive peer interactions (Harter, 2012). The impact of self-awareness is further shaped by regional and cultural contexts, including cultural norms, social values, and community structures, which dictate how adolescents express emotions and engage in relationships. For instance, those from collectivistic cultures may focus on group harmony, while adolescents in individualistic cultures may prioritize personal autonomy (Chen et al., 2019). Socioeconomic factors and educational opportunities also affect social behaviours and relationship patterns. Therefore, understanding the interplay of self-awareness and regional background is crucial in explaining the variations in adolescents' social relationships, providing insights into how both personal and contextual elements influence their social development.

**SIGNIFICANCE OF THE STUDY**

1. The study helps to understand the role of self-awareness in shaping adolescents' social relationships, highlighting how awareness of one's thoughts and emotions contributes to positive peer interactions.
2. By examining the effect of region, the study provides insights into whether urban and rural contexts influence adolescents' social relationship patterns, aiding in contextual understanding of adolescent development.

3. The investigation of the interaction between self-awareness and region offers valuable information on whether self-awareness impacts social relationships differently across geographical settings.
4. The findings can guide educators, parents, and counsellors in developing strategies and interventions to enhance adolescents' social skills and emotional well-being across diverse contexts.

### OBJECTIVES OF THE STUDY

1. To study the effect of self-awareness on social relationships of adolescents.
2. To study the effect of region on social relationships of adolescents.
3. To study the significant interaction effect between self-awareness and region of adolescents in terms of their social relationships.

### HYPOTHESIS OF THE STUDY

1. Adolescents with low self-awareness will have poorer social relationships than adolescents with high self-awareness.
2. There will be no significant effect of region on social relationships of adolescents.
3. There will be no significant interaction effect between self-awareness and region of adolescents in terms of their social relationships.

### RESEARCH PROCEDURE

#### ➤ Variables of the Study:

| Independent Variables  |                      | Dependent Variable      |
|------------------------|----------------------|-------------------------|
| <b>Self-Awareness</b>  | <b>Region</b>        | a) Social Relationships |
| a) High Self-Awareness | a) Urban Adolescents |                         |
| b) Low Self-Awareness  | b) Rural Adolescents |                         |

#### ➤ Sample Size and Selection Procedure:

In the present study, a total of one hundred and twenty (120) adolescents were selected from different junior colleges located in urban and rural regions. The adolescents were studying at the junior colleges and belonged to a similar age range to maintain homogeneity of the sample. Out of the total sample, sixty (60) adolescents were categorized as having high self-awareness and sixty (60) adolescents were categorized as having low self-awareness on the basis of their scores on the self-awareness scale. Further, within the high self-awareness group, thirty (30) adolescents were selected from urban junior colleges and thirty (30) adolescents were selected from rural junior colleges. Similarly, within the low self-awareness group, thirty (30) adolescents were selected from urban schools and thirty (30) adolescents were selected from rural junior colleges. Thus, the study 2×2 factorial design was used. The purposive sampling technique was used for the selection of the sample. In the present study, self-awareness (high and low) and region (urban and rural) were treated as the independent variables, and social relationships was considered the dependent variable. The Self-Awareness Scale and Social Relationships Scale were used in the study.

➤ **Research Design:**

In this research 2x2 research design has been used as follows,

| Region            | Self-Awareness      |                    | Total      |
|-------------------|---------------------|--------------------|------------|
|                   | High Self-Awareness | Low Self-Awareness |            |
| Urban Adolescents | 30                  | 30                 | <b>60</b>  |
| Rural Adolescents | 30                  | 30                 | <b>60</b>  |
| <b>Total</b>      | <b>60</b>           | <b>60</b>          | <b>120</b> |

➤ **Operational Definitions:****a) Self-Awareness**

In the present study, adolescents who obtained minimum scores on the Self-Awareness Scale developed by Adam Paul Patteti and Sankara Pitchiah Podila, as per the norms provided in the manual, have been referred to as low self-awareness adolescents. On the other hand, adolescents who obtained maximum scores on the same scale, as per the manual, have been referred to as high self-awareness adolescents.

**b) Social Relationships**

In the present study, adolescents who obtained minimum scores on the Social Relationship Scale developed by Pradeep Kumar, Faheem Nabi, and Neha Thakur, as per the norms given in the manual, have been classified as adolescents with poor social relationships. On the other hand, adolescents who obtained maximum scores on the Social Relationship Scale, as per the manual, have been referred to as adolescents with strong social relationships.

**c) Adolescents:**

In the present study, boys and girls studying in junior colleges, belonging to a similar age range, were referred to as adolescents.

➤ **Study Materials:****Social Relationship Scale**

In the present study, the **Social Relationship Scale** developed by Pradeep Kumar, Faheem Nabi, and Neha Thakur has been used. The scale is a Likert-type self-report instrument, in which each item is rated on a 5-point scale ranging from Strongly Disagree to Strongly Agree. The total score is obtained by summing the responses of all items, with higher scores indicating stronger and healthier social relationships. The scale is suitable for adolescents and adults aged 16 years and above.

**Self-Awareness Scale**

In the present study, the Self-Awareness Scale (SAS-PPAPS) developed by Adam Paul Patteti and Sankara Pitchiah Podila has been used. The scale consists of 25 items designed. It is a 5-point Likert-type format, ranging from Strongly Disagree (1) to Strongly Agree (5). The total score ranges from 25 to 125, with higher scores indicating a higher level of self-awareness. The scale is suitable for adolescents and adults. Reliability and validity studies indicate that the scale is consistent and accurate, supporting its use in research, educational, and counseling settings.

## STATISTICAL ANALYSIS AND RESULTS

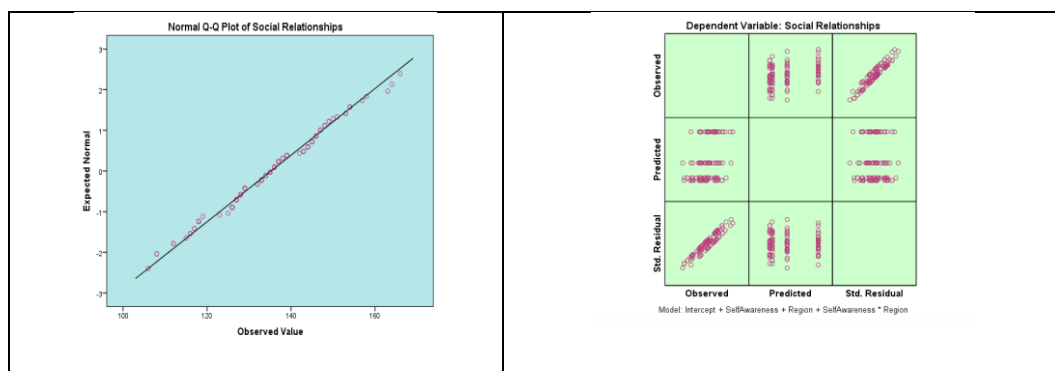
In this part, the investigator has explained impact of level of self-awareness and region on social relationships of the adolescents. The investigator has analyzed the data in following manner.

**Table: 1 shows the assessing normality of the variable social relationships**

| Variable             | Descriptive Statistics           |             | Statistic | Std. Error |
|----------------------|----------------------------------|-------------|-----------|------------|
| Social Relationships | Mean                             |             | 135.2333  | 1.11406    |
|                      | 95% Confidence Interval for Mean | Lower Bound | 133.0274  |            |
|                      |                                  | Upper Bound | 137.4393  |            |
|                      | 5% Trimmed Mean                  |             | 135.2315  |            |
|                      | Median                           |             | 135.0000  |            |
|                      | Variance                         |             | 148.937   |            |
|                      | Std. Deviation                   |             | 12.20396  |            |
|                      | Minimum                          |             | 106.00    |            |
|                      | Maximum                          |             | 166.00    |            |
|                      | Range                            |             | 60.00     |            |
|                      | Inter quartile Range             |             | 17.75     |            |
|                      | Skewness                         |             | -0.013    | 0.221      |
|                      | Kurtosis                         |             | -0.108    | 0.438      |

Table 1 indicates that the trimmed mean value (135.231) is almost identical to the simple mean (135.233), suggesting that extreme values have little influence on the mean score of social relationships. This closeness reflects a stable and representative central tendency for the data. Skewness and kurtosis describe the shape of the distribution and are commonly used with interval and ratio level data. In this table, the skewness value ( $-0.013$ ) is very close to zero, although not exactly zero. The negative sign indicates that the distribution is very slightly negatively skewed, meaning that the tail extends marginally toward the lower values. The kurtosis value ( $-0.108$ ) is also close to zero but slightly negative, indicating that the distribution is somewhat flatter than a normal distribution (platykurtic). However, both skewness and kurtosis values fall well within the acceptable range of  $\pm 1$ . Therefore, based on the skewness and kurtosis statistics, the distribution of the social relationships variable can be considered approximately normal.

**Plots: 1: Shows the normality of the data of variable social relationships**



**Table:2: Shows descriptive statistics of the social relationships on the basis of each cell.**

| Self-Awareness      | Region            | Mean           | SD            | N          |
|---------------------|-------------------|----------------|---------------|------------|
| High Self-Awareness | Urban Adolescents | 135.300        | 11.980        | 30         |
|                     | Rural Adolescents | 141.667        | 11.053        | 30         |
|                     | <b>Total</b>      | <b>138.483</b> | <b>11.870</b> | <b>60</b>  |
| Low Self-Awareness  | Urban Adolescents | 132.233        | 12.275        | 30         |
|                     | Rural Adolescents | 131.733        | 11.401        | 30         |
|                     | <b>Total</b>      | <b>131.983</b> | <b>11.748</b> | <b>60</b>  |
| <b>Total</b>        | Urban Adolescents | 133.767        | 12.124        | 60         |
|                     | Rural Adolescents | 136.700        | 12.208        | 60         |
|                     | <b>Total</b>      | <b>135.233</b> | <b>12.204</b> | <b>120</b> |

Table No. 2 is very useful, as it provides the mean and standard deviation of social relationships for groups formed on the basis of both independent variables, namely self-awareness (high and low) and region (urban and rural adolescents). In addition, the table also includes total rows, which make it possible to understand the mean and standard deviation for groups formed by only one independent variable or for the overall sample. From Table No. 2, it is observed that adolescents with high self-awareness in the urban region have a mean score of 135.300 with an SD of 11.980 on social relationships, whereas adolescents with high self-awareness in the rural region have a higher mean score of 141.667 and an SD of 11.053. The total mean score of adolescents with high self-awareness is 138.483 with an SD of 11.870 on social relationships.

In relation to low self-awareness, urban adolescents show a mean score of 132.233 with an SD of 12.275, while rural adolescents have a mean score of 131.733 and an SD of 11.401. The total mean score of adolescents with low self-awareness is 131.983 with an SD of 11.748 on social relationships. Further, Table No. 2 indicates that the mean score of urban adolescents is 133.767 with an SD of 12.124, while rural adolescents have a higher mean score of 136.700 with an SD of 12.208. Finally, the overall mean score of all adolescents combined (high and low self-awareness and urban and rural regions) is 135.233 with an SD of 12.204 on the variable social relationships.

**Table 3: Shows Levene's test of equality of error variances for the variable social relationships.**

| Variable             | F     | df1 | df2 | Sig.  |
|----------------------|-------|-----|-----|-------|
| Social Relationships | 0.217 | 3   | 116 | 0.884 |

The above Table No. 3 presents the results of Levene's Test of Equality of Error Variances for the dependent variable social relationships. This test is used to examine the assumption of homogeneity of variances, which is an important requirement for conducting Analysis of Variance (ANOVA). In this table, the obtained F-value is 0.217 with degrees of freedom  $df1 = 3$  and  $df2 = 116$ . The corresponding significance value is 0.884. Since the significance value is greater than 0.05, the assumption of homogeneity of variances is not violated. In other words, there is no significant difference in the variances of social relationship scores across the groups formed by self-awareness, region (urban and rural adolescents), and

their interaction (Self-Awareness  $\times$  Region). Hence, the assumption of homogeneity of variance is satisfied, and it is appropriate to proceed with the factorial ANOVA to examine the effects of self-awareness, region, and their interaction on social relationships.

**Table: 4: Shows summary of ANOVA of the social relationships**

| Source                  | Sum of Squares | df  | Mean Square | F     | Sig  | Partial Eta Squared |
|-------------------------|----------------|-----|-------------|-------|------|---------------------|
| Self-Awareness          | 1267.500       | 1   | 1267.500    | 9.280 | 0.01 | 0.074               |
| Region                  | 258.133        | 1   | 258.133     | 1.890 | NS   | 0.016               |
| Self-Awareness X Region | 353.633        | 1   | 353.633     | 2.589 | NS   | 0.022               |
| Error                   | 15844.200      | 116 | 136.588     |       |      |                     |
| Total                   | 2212290.000    | 120 |             |       |      |                     |
| Corrected Total         | 17723.467      | 119 |             |       |      |                     |

**Significant Level,  $df(1,116)$  ----  $0.05 = 3.92$        $0.01 = 6.85$**

**Eta Squared effect size,  $0.01 = \text{small}$   $0.06 = \text{moderate}$   $0.14 = \text{large effect}$  (Cohen, 1988)**

From Table No. 4, a two-way ANOVA was conducted to examine the effects of self-awareness and region (urban and rural adolescents) on the dependent variable social relationships. Prior to conducting ANOVA, the assumptions of normality and homogeneity of variance were tested and found to be satisfied, as indicated by descriptive statistics and Levene's test of equality of error variances.

The main effect of self-awareness was found to be statistically significant,  $F(1,116) = 9.280$ ,  $p < 0.01$ . This result indicates that there is a significant difference in social relationship scores between adolescents with high and low self-awareness. As shown in Table No. 2, adolescents with high self-awareness have a higher mean score on social relationships ( $M = 138.483$ ,  $SD = 11.870$ ) compared to adolescents with low self-awareness ( $M = 131.983$ ,  $SD = 11.748$ ). The effect size, as measured by partial eta squared ( $\eta^2 = 0.074$ ), suggests a moderate effect, indicating that self-awareness accounts for 7.4% of the variance in social relationships.

Therefore, Hypothesis No. 1, "Adolescents with low self-awareness will have poorer social relationships than adolescents with high self-awareness," is accepted.

The main effect of region was not statistically significant,  $F(1,116) = 1.890$ ,  $p > 0.05$ . This indicates that social relationships do not significantly differ between urban and rural adolescents. As per Table No. 2, although rural adolescents show a slightly higher mean score ( $M = 136.700$ ,  $SD = 12.208$ ) than urban adolescents ( $M = 133.767$ ,  $SD = 12.124$ ), this difference is not statistically meaningful. The partial eta squared value ( $\eta^2 = 0.016$ ) indicates a very small effect size. Hence, Hypothesis No. 2, "There will be no significant effect of region on social relationships of adolescents," is accepted.

The interaction effect between self-awareness and region was also not statistically significant,  $F(1,116) = 2.589$ ,  $p > 0.05$ . This suggests that the effect of self-awareness on social relationships does not vary across urban and rural adolescents. The partial eta squared value for the interaction ( $\eta^2 = 0.022$ ) indicates a small and negligible effect. Therefore, Hypothesis No. 3, "There will be no significant interaction

effect between self-awareness and region of adolescents in terms of their social relationships," is accepted.

## DISCUSSION

The findings of the present study were supported by earlier research emphasizing the role of self-awareness in adolescents' social functioning. Previous studies have shown that higher self-awareness is associated with better interpersonal adjustment, peer acceptance, and quality of social relationships among adolescents (Morin, 2011; Sutton, Williams, & Allinson, 2015). The non-significant effect of region on social relationships was also consistent with earlier research indicating minimal differences between urban and rural adolescents in core social competencies (Reddy & Ramesh, 2017). Furthermore, the absence of a significant interaction effect between self-awareness and region supported prior findings suggesting that self-awareness independently contributes to adolescents' social relationships, regardless of contextual background.

## CONCLUSIONS

1. Self-awareness was found to have a significant impact on social relationships among adolescents. Adolescents with low self-awareness were found to have poorer social relationships compared to adolescents with high self-awareness.
2. Region was not found to significantly influence social relationships of adolescents. Urban and rural adolescents were found to have similar levels of social relationships.
3. There was no significant interaction effect between self-awareness and region on social relationships of adolescents, indicating that the influence of self-awareness on social relationships remains consistent across urban and rural regions.

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