

Self-Awareness Among Parents of English And Gujarati Medium School Childrens

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Abstract

The present study aims to assess self-awareness among parents of children enrolled in English and Gujarati medium schools, with a special focus on the influence of their children's gender. This research delves into the psychological processes that shape parental self-reflection within diverse educational and cultural contexts. A total of 60 parents participated in the study, selected to ensure an equal balance between parents of boys and girls, as well as between those whose children attend English and Gujarati medium schools. The Self-Consciousness Scale developed by Fenigstein, Scheier, and Buss (1975) was utilized to measure various components of self-awareness, including public self-consciousness, private self-consciousness, and social anxiety. Statistical analyses were conducted via SPSS software to explore differences across groups. The results demonstrate two key findings: (1) there was no significant difference in self-awareness between parents of children in English medium schools and those in Gujarati medium schools, suggesting that the medium of instruction does not significantly influence parental introspective tendencies; (2) a significant difference was found based on the gender of the child, with parents of boys exhibiting higher levels of self-awareness compared to parents of girls. This disparity reflects the impact of societal and cultural expectations, whereby parents of boys may emphasize achievement, ambition, and resilience, while parents of girls often navigate roles imbued with protective and traditional responsibilities. The study highlights the complex interaction of educational medium, gender norms, and cultural values in shaping parenting psychology. The findings underscore the importance of gender-sensitive parenting interventions aimed at fostering enhanced self-awareness, which plays a crucial role in emotional regulation, effective communication, and supportive family dynamics.

Key Words: Self-Awareness, Parents, English Medium, Gujarati Medium, Boys, Girls, Self-Consciousness

Introduction

Among the many psychological states that shape the experiences of parents, self-awareness stands out as one of the most crucial and influential. Within the complex and evolving framework of family dynamics—particularly when parents actively support their school-going children—self-awareness serves as a foundational element underpinning effective and responsive parenting practices. At its essence, self-awareness involves the deliberate and conscious recognition of one's own traits, emotional states, and underlying motives. This introspective capacity directly influences how parents perceive and respond to their children's diverse needs, challenges, and milestones, thereby shaping the quality of familial interactions and support systems.

For parents of school-aged children, self-awareness becomes even more vital. It equips caregivers with insights necessary to navigate academic demands, social development, and personal growth. A parent with heightened self-awareness can recognize how their biases or emotions might unconsciously affect their child's learning journey, enabling a more balanced and empathetic approach to parenting. Such awareness transcends passive observation; it promotes proactive guidance aligned with the child's best interests.

Delving deeper, parents of children in English medium schools may experience intensified pressures from globalized cultural influences. These pressures often fuel heightened public self-consciousness, where parents become acutely aware of external judgments and societal expectations regarding their child's academic performance on a more international stage. In contrast, parents of children attending Gujarati medium schools might be more rooted in traditional values, emphasizing private reflection that is introspective and less externally performative. This cultural grounding fosters a self-awareness that is more internalized, emphasizing personal values and familial legacy over broad societal scrutiny.

Furthermore, the gender of the child adds layers of complexity to these dynamics, influencing how self-awareness manifests. Parents raising boys might develop a focus on achievement and external success, reflecting societal expectations that prioritize competitiveness and ambition. This often results in parents consciously modelling resilience and goal-oriented behaviours for their sons. Conversely, parents of girls frequently navigate protective instincts intertwined with societal role conflicts, where self-awareness includes managing expectations around nurturing, safety, and gender-specific vulnerabilities. These factors contribute to a multifaceted self-reflective process that is simultaneously rewarding and challenging.

Ultimately, robust self-awareness enables parents to model emotional regulation effectively, fostering environments that support healthy development. It allows parents to demonstrate both vulnerability and strength, teaching children the importance of introspection from an early age. Conversely, low self-awareness can lead to increased stress, miscommunication, and unresolved family tensions, especially within bilingual or multicultural contexts where cultural identities may be in flux. Such environments amplify the need for self-reflective practices to preserve family harmony.

This study systematically examines how the medium of instruction—English versus Gujarati—and the child's gender—boys versus girls—interact to influence parental self-awareness. By exploring these factors, the research seeks to identify patterns that may inform interventions aimed at enhancing parental psychological well-being in educational settings.

Definitions of Self-Awareness

- "Self-awareness is the ability to recognize and understand one's own moods, feelings, and drives as well as their effect on others." – Goleman (1995). This focuses on the interpersonal dimension of self-awareness, emphasizing how internal states influence relationships, a vital aspect for parents interacting with their children.
- "Self-consciousness refers to the extent to which individuals focus on their self as an object of attention." – Fenigstein, Scheier, and Buss (1975). This definition highlights self-awareness as an attentional process that may vary in intensity across different situations, such as during parenting decisions.
- "Objective self-awareness involves a state of consciousness in which the self is the object of focal attention, leading to self-regulation." – Silvia and Duval (2001). Here, emphasis is placed on the regulatory function of self-awareness, underscoring its role in emotional management, which is crucial in child-rearing.
- "Self-awareness is a continuous process of reflective thought regarding one's behaviours and emotions." – Duval and Wicklund (1972). This view sees self-awareness as an ongoing dynamic cycle of reflection, evolving through experiences such as parenting.

Review of Literature

Endendijk et al. (2016) conducted a meta-analysis focusing on gender differences in parental control behaviours. Their findings revealed subtle yet meaningful disparities, with parents exhibiting slightly higher levels of control toward boys compared to girls. This pattern is attributed

to societal expectations that often emphasize achievement and independence for male children, prompting parents to engage in more directive and reflective practices aligned with success-oriented goals. Conversely, parents of girls showed patterns shaped by social pressures surrounding femininity, safety, and conformity. While these gender-related differences were small overall, the study noted that they were pronounced in specific contexts, suggesting the critical role of family dynamics and cultural norms in shaping introspective processes. These insights parallel the present study's focus on gender as a key variable influencing parental self-awareness.

Gutiérrez de Blume et al. (2021) explored the relationship between parenting styles and metacognitive processes, highlighting how family environments affect psychological states. Their research indicated that authoritative parenting styles tend to foster greater confidence in self-regulatory abilities related to learning outcomes. This confidence is posited to stem from supportive discourses that encourage analytical family interactions. In comparison, other styles reported higher uncertainty when reconciling practices with developmental demands. These findings suggest that family contexts may subtly shape parental self-perception, advocating for interventions that promote reflective awareness irrespective of background, thereby linking metacognitive and self-awareness constructs relevant to the present research.

Brown et al. (2015) examined the intersection of parent and child gender in influencing emotion socialization, with self-reflective elements as a central dimension. Their empirical data suggested that parents of girls often experience varied supportive responses in decision-making compared to parents of boys. This variation could lead to increased stress during critical parenting decisions, as differences in reflective awareness may limit holistic evaluation of options. The study highlights how parents of boys use more consistent approaches to pursue assertive strategies, calling for targeted support within familial and educational structures to address these gaps. This aligns closely with the present study's goal to analyze self-awareness across gender and medium, potentially validating competence-related disparities in a diverse context.

Problem of the Study

The primary objective of this research is to thoroughly examine the manifestation of self-awareness among parents whose children attend English medium and Gujarati medium schools, with particular attention to the influence of the child's gender.

This focus stems from the need to explore how the intersection of educational medium and gender roles within families shapes parental psychological introspection. Understanding these subtle dynamics is essential for identifying how different sociocultural factors impact the reflective capacities of parents.

In essence, the specific problem addressed by this study can be articulated as follows: “Self-Awareness Among Parents of English and Gujarati Medium School Childrens.”

Objectives of the Study

- To study and compare Self-Awareness between parents of children attending English medium schools and parents of children attending Gujarati medium schools.
- To study and compare Self-Awareness between parents raising boys and parents raising girls.

Hypothesis

Ho1: There will be no significant difference between parents of English medium children and parents of Gujarati medium children with regard to Self-Awareness.

Ho2: There will be no significant difference between parents of boys and parents of girls with regard to Self-Awareness.

Methodology

Sr. No	Name of Variable	Nature of Variable	Level	Name of Level
1	Gender	Independent	2	Boys, Girls
2	Medium of Instruction	Independent	2	English, Gujarati
3	Self-Awareness	Dependent	1	Total Scores (SCS)

Sample Design

The purpose of the present research is “SELF-AWARENESS AMONG PARENTS OF ENGLISH AND GUJARATI MEDIUM SCHOOL CHILDRENS.” The sample was selected from Ahmedabad, comprising a total of 60 parents: 30 parents of boys and 30 parents of girls. These 60 parents were equally divided between English and Gujarati medium schools, with 15 parents in each subgroup (English-boys, English-girls, Gujarati-boys, Gujarati-girls). Stratified Random

sampling was employed across several schools to ensure representativeness and reduce selection bias.

Research Tool

The Self-Consciousness Scale (SCS) developed by Fenigstein, Scheier, and Buss (1975) was used to measure self-awareness. The scale includes 22 items covering private self-consciousness, public self-consciousness, and social anxiety dimensions. Responses are provided on a 5-point Likert scale ranging from 0 ("Extremely uncharacteristic") to 4 ("Extremely characteristic"). The original English version was administered. Since some participants were parents of children in Gujarati medium schools, they were screened for adequate English proficiency. When necessary, items were verbally explained by trained researchers without changing the meaning. A pilot test with Gujarati medium parents confirmed that the items were clearly understood. Though a formal validated Gujarati version of the SCS is unavailable, these measures ensured reliable administration. Scoring followed the original manual.

Results

Table 1: Results of t-Test for Medium of Instruction with respect to Self-Awareness

Medium	N	Mean	SD	t value	Level of Sig.
English	30	82.45	7.03	0.95	NS
Gujarati	30	80.22	6.75	NS	

Note: NS = Not Significant

As shown in Table 1, the mean Self-Awareness score for parents of English medium children was 82.45 (SD = 7.03), while for parents of Gujarati medium children it was 80.22 (SD = 6.75). The t-value of 0.95 is not significant at the 0.05 level, indicating no statistically meaningful difference between groups. Therefore, the first null hypothesis (Ho1)—“There will be no significant difference between parents of English and Gujarati medium children with regards to Self-Awareness”—is accepted. This suggests that the medium of instruction does not significantly influence parental self-awareness in this sample.

Table 2: Results of t-Test for Gender with respect to Self-Awareness

Gender	N	Mean	SD	t value	Level of Sig.
Boys	30	84.10	6.90	2.31	0.025*
Girls	30	78.57	6.48		

Note: *Significant at 0.05 level

Table 2 indicates that parents of boys had a higher mean Self-Awareness score ($M = 84.10$, $SD = 6.90$) compared to parents of girls ($M = 78.57$, $SD = 6.48$). The t-value of 2.31 is significant at the 0.05 level ($p = 0.025$), leading to rejection of the second null hypothesis (H_{o2})—"There will be no significant difference between parents of boys and parents of girls with regards to Self-Awareness." This finding illustrates that child gender is a significant factor affecting parental self-awareness, with parents of boys exhibiting higher levels. These results highlight how structural variables such as educational medium and child gender interact with parental psychological self-perception. While the medium of instruction showed no significant effect, gender differences reflect underlying sociocultural expectations and gendered parenting roles that influence reflective engagement. Such insights have implications for tailoring psychological support and intervention programs to consider gender-specific parental experiences.

Discussion of Findings

The study's findings reveal notable consistencies with existing literature while emphasizing important contextual nuances. The lack of a significant difference in self-awareness between parents of English medium and Gujarati medium children suggests that shared socio-cultural factors override the potential influence of educational medium. Common regional traditions, community support systems, and similar experiences related to child-rearing and education may contribute to a uniform reflective capacity among parents across linguistic divides. This outcome indicates that despite English medium education often being associated with globalized pressures and Gujarati medium education with traditional values, these factors do not substantially differentiate parental self-awareness. This aligns with Gutiérrez de Blume et al. (2021), who found that metacognitive confidence may remain stable irrespective of family background, reflecting underlying psychological commonalities.

Conversely, the significantly higher self-awareness observed among parents of boys compared to parents of girls reflects entrenched patriarchal norms and gender-specific expectations. Parents of boys may engage in heightened introspection linked to societal pressures emphasizing achievement, independence, and resilience for male children. This focus likely sharpens their self-reflective processes. On the other hand, parents of girls often face compounded challenges including protective roles and ambiguous societal expectations, which may diffuse their capacity for sustained self-awareness. These findings corroborate earlier work by Endendijk et al. (2016), who noted greater directive engagement among parents of boys oriented toward achievement, and varied responses among parents of girls confronting role complexities. Similarly, Brown et al. (2015) highlighted variations in integrated self-awareness among parents of girls which could affect parental competence.

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