



ORIGINAL RESEARCH ARTICLE

OPEN ACCESS

THE IMPORTANCE OF SELF-KNOWLEDGE IN THE PROCESS OF PROFESSIONAL CHOICE OF THE ADOLESCENT: ORIGINAL STUDY

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ARTICLE INFO

Article History:

Received 08th July, 2017
Received in revised form
28th August, 2017
Accepted 14th September, 2017
Published online 30th October, 2017

Keywords:

Self-realization, adolescent,
Profession, conscience,
Choices, self-knowledge.

ABSTRACT

Introduction: The experience of professional choice is often marked by anguish caused by internal and social conflicts, so the adolescent at this stage needs to deal with the influences of family and friends, so the importance of self-knowledge as an essential internal resource and facilitator is emphasized. in the future planning process.

Objective: The objective of the present study was to verify the position of adolescents in relation to their professional choices, investigate social influences, the importance of self - knowledge in deciding and articulating future plans.

Methods: Participated in the study 20 students of the 3rd year of high school, in a primary and secondary school, aged between 17 and 18 years.

Results: The results indicate that (68%) of the adolescents consider themselves undecided and confused about their professional choice, on the other hand (32%) consider themselves optimistic and confident about their own decisions. According to the types of social influences analyzed, (73.0 %) of respondents chose to make decisions independently, (14.0 %) showed to be influenced by friends and (13.0 %) indicated family influences.

Conclusion: Adolescents were undecided about the professional plans, most of the subjects surveyed, sought to decide life independently, but (82.0 %) of the subjects demonstrated impotence in relation to the capacity for self-knowledge, therefore, one can perceive the lack of internal resources, which may hamper the process of professional planning and self-actualization.

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Citation: Camilla Soligo Dias, Maria José C. Oger Affonso and Idiberto Jose Zotarelli Filho, 2017. "The importance of self-knowledge in the process of professional choice of the adolescent: original study", *International Journal of Development Research*, 7, (10), 16414-16419

INTRODUCTION

The experience of professional choice is often marked by anguish caused by internal and social conflicts, so the adolescent at this stage needs to deal with the influences of family and friends, so the importance of self-knowledge as an essential internal resource and facilitator is emphasized. in the future planning process. Self-knowledge, the family, the group of friends, are determining factors in the construction of a professional project (Paula, 2014). During adolescence there are several transformations that move the life of the subject in a significant way. The conflicts of this stage are necessary for the construction of a personal and social identity. Adolescence is a complex phase in human development, marked by

biological, social and psychic issues (Paula, 2014). In the sense of being able to find oneself internally and externally, the young person tends to worry about making important decisions that can impact the meaning of one's life. It is during adolescence the period of consolidation of identity and the moment of making choices that may define its future (Ventura, 2014). The process of professional choice begins during adolescence, this is the first impulse that leads the subject to think about their future and begin to architect their life plans.

The transition to adulthood requires young people to develop their skills and become capable of managing one's life (Veriguine, 2014). In relation to the professional choice, it is possible to observe subjects undecided and others more determined. Opting for a profession requires maturity, autonomy and courage so that the individual can fit in the

different professional environments and also in his own life firmly establishing his identity. Professional choice requires that the teenager think about decision-making issues and explore the knowledge of self and the choices themselves (Ventura, 2014). The second moment is marked by the influences of the external environment, being the main ones, the family and the friends. Influences can facilitate or hinder the process of choices, as well as cause future losses that arouse frustration and distress by compromising the condition of self-realization. The lack of support from the social environment, especially family life, prevents young people from following their own desires in relation to their professional career (Lewandowski, 2014). A process of conscious professional choice happens when the subject acquires sufficient self-knowledge to think about their motivations, abilities, values, desires, expectations and everything that relates to their EGO, since it is through self-knowledge that the young person is positioned in front of the environment in a conscious way, this concept suggests that the subject is able to position himself in life, find a professional path compatible with his professional ideals.

Self-knowledge involves the way people think of themselves in relation to social roles, it is an individual construction (Martins, 2013). The process of choice is continuous, and the first professional choices are not defined only in adolescence, but it is a question of finding a way to self-actualization in order to make assertive decisions in the face of circumstances. During the professional life, the human being will face new situations of decision, which can take it to new directions (Lewandowski, 2014). Throughout the events, living conditions change and situations may require new attitudes, but what remains is the practice of self-knowledge that provides security and capacity to rethink and rebuild itself in the face of future needs, it is a continuous process. Through self-knowledge, there will always be the possibility of reflecting on what is happening to him, as well as positioning himself before the facts (Veriguine, 2014). The objective of the present study was to verify the position of adolescents in relation to their professional choices, investigate social influences, the importance of self-knowledge in deciding and articulating future plans.

MATERIALS AND METHODS

Experimental and clinical studies were included (case reports, retrospective, prospective and randomized trials) with qualitative and / or quantitative analysis. Initially, the key words were determined by searching the DeCS tool (Descriptors in Health Sciences, BIREME base) and later verified and validated by MeSh system (Medical Subject Headings, the US National Library of Medicine) in order to achieve consistent search.

Mesh Terms

The words were included *Self-realization, adolescent, profession, conscience, choices, self-knowledge*. For further specification, the "self-knowledge" description for refinement was added during searches. The literature search was conducted through online databases: Pubmed, Periodicos.com and Google Scholar. It was stipulated deadline, and the related search covering all available literature on virtual libraries.

Series of Articles And Eligibility

A total of 40 articles were found involving temporomandibular dysfunction. Initially, it was held the exclusion existing title and duplications in accordance with the interest described this work. After this process, the summaries were evaluated and a new exclusion was held. A total of 25 articles were evaluated in full, and 17 were included and discussed in this study.

Participants

Participated in the study 20 students of the 3rd year of high school, in a particular College of Elementary and Middle School, aged between 17 and 18 years.

RESULTS AND DISCUSSION

During adolescence, the subject faces the first conflicts to plan his future. The vast majority of young people, although undecided, seek an adequate profession that is pleasant and profitable, but in the process of decision making it is common for the subject to suffer from the influences of friends and family (Aguiar, 2013 and Altmann, 2014). Professional choice is a process that can influence the subject's life positively or negatively. Therefore, it is important for the adolescent to develop his capacity for self-knowledge in order to evaluate possibilities and to position himself safely in his life choices [3,4]. Self-knowledge is a peculiar ability of each individual, in which, it allows the adolescent to be able to self-evaluate systematically, that is, to reflect on his internal characteristics in the face of external conditions, and thus, the conscious subject of his particularities becomes autonomous and can think and plan for the future with greater security (Faria, 2015). According to the data, the majority of adolescents surveyed considered themselves undecided and confused (68.0%) regarding professional choices. The phase of adolescence is marked by doubts and insecurities that may reflect in the direction of professional choices and life projects. Professional choice is the defining moment in the life of every adolescent, because it is at this stage that the subject will reflect and articulate his professional project (Monteiro, 2015). Opting for a profession will cause impacts in the future, this fact arouses insecurity and anxiety in the adolescent before the own choices, and besides going through the conflicts of identity of the phase, the subject suffers influences of a devoid and unstable social reality. What is observed is a set of internal and external factors that interfere in the decision-making processes of adolescents. Several factors may influence the higher or lower quality of choice, among them the social aspect (Silva, 2014). The young person who idealizes and seeks a profession will be building an adult paradigm by appropriating the specificities of a new chosen social role and internalizing new attributed responsibilities. In choosing a profession the adolescent defines an adult role (Monteiro, 2015). The process of professional choice is the moment for the adolescent to analyze the multiple alternatives, such as area of activity, professional environments, responsibilities, training and other tasks. Expanding knowledge about the professions and reflecting on one's own potential can be instrumental in maturing hypotheses and deciding consciously. From a good level of knowledge about the professional reality it is possible to make choices in a responsible and independent way (Altmann, 2014). A conscious professional choice will depend on the degree of maturity of the subject, that is, reflect on one's own behavior and be able to perceive and understand

the situations of the external world acting sensibly can avoid conflicting situations. Another aspect, and still specific, is to reflect the intensity of idealization on the intended profession that the young person presents, so questions behind a decision need to be questioned in order to obtain a secure confirmation. The choice of a profession is a complex task and implies a certain maturity so that the decision making is done in a conscious and autonomous way (Junqueira, 2014). The young person who manifests a higher degree of maturity regarding professional choice tends to seek more information about the particularities and perspectives that make up a particular profession. Vocational maturity is defined as a set of attitudes and behaviors that must be undertaken in the search for the desired profession (Silva, 2014). Deciding on a profession is not defining professional life, but rather promoting the first steps to architect the future, is the beginning of personal entrepreneurship. The situation of choice is not an isolated act, but an ongoing process of decision-making (Gonzada, 2014). The decision-making process occurs throughout life, because change is an ongoing process in all stages, social, economic, personal and professional, in the current society, situations are unpredictable, the information process is accelerated and the adolescent is at the mercy of all these contemporary instabilities. Every decision involves difficulties because it implies having an attitude to make choices (Gonzada, 2014). In adolescence the subject is invited to make the first professional choices, however, the moment requires greater internal capacity, an optimistic subject can present a considerably better established identity, an undecided subject needs to explore the internal characteristics to elaborate his identity and thus facilitate the decision-making process. Psychological factors can influence professional choice, such as personality traits, values, expectations about the future, and maturity to make choices (Silva, 2016). The process of choosing the young person suffers social influences from family and friends, these effects can shake a project of life or a personal idealization. The social factor influences the young person who is in the process of professional choice, which may imply a postponement or doubt in the decision making process (Ventura, 2014). According to the data, (73.0%) being the majority of the adolescents surveyed, they demonstrated an independence in relation to the professional choice, they may have greater freedom to continue analyzing the professions, evaluating external factors and defining for oneself. However, there is family pressure on one side (13.0%) and also influence on the part of friends (14.0%). It is common for the undecided teenager to feel pressured, but influences from the social environment can manipulate the subject's decision making, causing negative impacts on the adolescent's life (Figure 1). The family group as well as that of friends carry the main pressures at the moment of professional choice (Lewandowski, 2014). The family, through its culture, beliefs, organization, and forms of relationships, generally tends to influence the process of choice and decision making of the young person. In the case of family members who are able to relate to the young person in a responsive and flexible way, they come to value individuality and also the participation of adolescents in life planning.

The parental style in the life of the adolescent can be decisive for the good development of the subject, his formation of identity and construction of partner roles. The flexible participation of the family is positive to stimulate the independence and autonomy of the adolescent. Authoritarian parents emphasize control by exercising a restrictive pattern

that relies on authoritarianism; on the other hand, permissive parents tend to value self-regulation and self-expression of children (Magalhães, 2012). When the family influences negatively or narcissistically, it tends to exert a controlling authority, manipulating ideas and feelings in situations of doubt, in which it can trigger psychological losses and future consequences for the young person's life (Figure 2). The family influence varies according to the parental styles, understood in the emotional climate and in the attitudes of the parents (Ventura, 2014). The ideal role of the family in the professional choice of the adolescent would be to guide the young person in the face of moments of conflict, abdicating his possible demands or even of personal dreams not realized and so projected in the plans of the other.

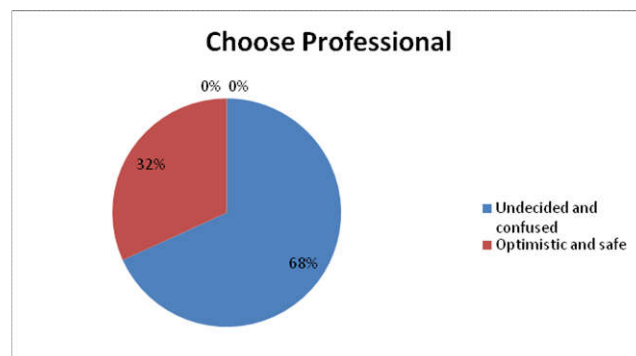


Figure 1. Graph showing the percentage of respondents' responses in groups

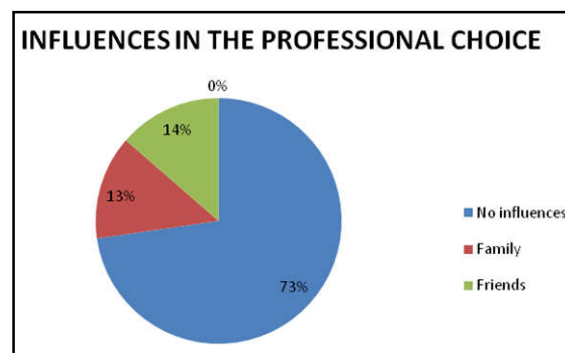


Figure 2. Graph showing in groups the percentage of influences of the interviewees

The family is one of the main elements that can hinder or facilitate the professional decision moment (Ventura, 2014). In addition to the family environment, social circles predominate in the adolescent's life, especially the more intimate friends, these tend to influence the circumstances of professional choice, especially in cases where the adolescent has not yet developed a certain autonomy, and requires a direction or external approval to be able to mirror and meet through the image of the other (Figure 3). Shared aspirations with friends can clarify or impair the image of oneself and of their roles in relation to others (Martins, 2016). The adolescent should be seen by the social partners as the main author of the story of his life with the right to plan it and decide it with freedom of choice. The young man has the right to position himself as author of his history, pondering and evaluating his choices (Martins, 2016). Planning the future is an individual construction, for that matter, we think about the internal aspects of the adolescent that interferes in the relations with the world. An autonomous adolescent is able to make

conscious choices depending on how he perceives himself and knows his or her life expectancy, so the future project depends on the conditions and dispositions of the adolescent. Self-concept is like a construct that is individually constructed and developed within internal and social contexts (Martins, 2013).

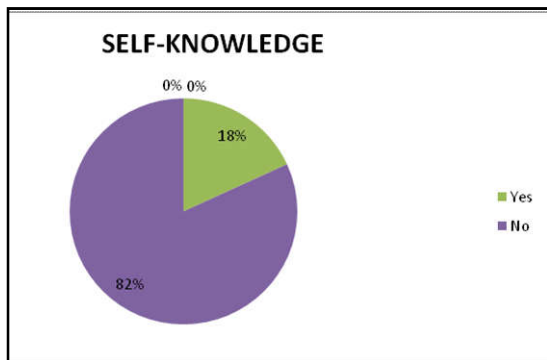


Figure 3. Graph showing the percentage of self-knowledge of the interviewees in groups

According to the data obtained (82.0%) of the students surveyed, they believe they do not have the capacity for self-knowledge. Self-concept is the main factor in the process of life choices. Maturity for professional choice will depend on the individual's knowledge of various aspects of himself (Neiva, 2005). Self-knowledge implies exploring internal aspects about one's own personality, observing beliefs, values, moral judgment, preferences, desires, behaviors, feelings that permeate the traits of the EU. Through a wide perception about you, you can understand your own functioning before life (Figure 4).

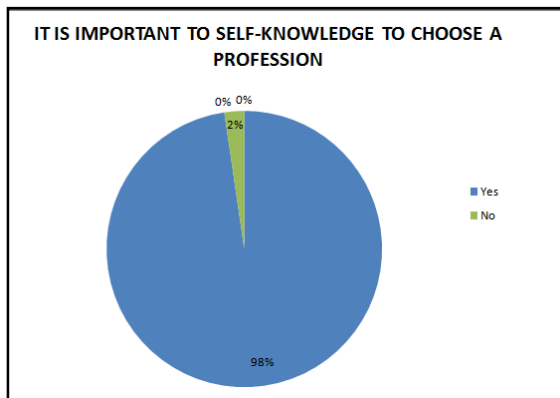


Figure 4. Graph showing in groups the percentage of respondents' answers about the importance of self-knowledge

Self-knowledge is the individual's encounter with his personality traits, in which he allows the young person to discover and evaluate their aptitudes, interests and ability (Silva, 2014). Self-knowledge is a peculiar essence, particular and intrinsic to be developed internally, if it is something that makes each subject unique and valued, the individual who is capable of developing self-knowledge, can acquire greater insight into the self and the personality which make it essential to develop adequate capacities so that the adolescent is able to self-assess and position itself in the face of conflicts, events, changes and decision-making processes. The higher the level of self-knowledge, the greater the sense of security and autonomy for personal and professional fulfillment (Silva, 2014). The self-perceiving individual may be better able to deal with the moments of conflict in relation to the

professional choices, because in face of a diversity of options, the individual can act in a safe and autonomous way, being able to avoid psychic damages in the future, as for example, guilt and frustration. In the process of self-knowledge the individual is invited to reflect on his / her abilities and skills, in order to develop internal resources to choose a future profession [14]. When the individual is able to assess his or her abilities, he or she may be able to assess his / her strengths, which is more skillful and successful, and can also analyze his / her weaknesses, ie tasks that need to be perfected, it is possible to reflect practices and improve skills. Self-knowledge allows the subject to discover its potential. There are many factors that influence the moment of professional choice, among them the importance of self-concept, the identification with the profession and the necessary skills (Lewandowski, 2014). During the process of professional choice, it is indispensable to work on the individual questions related to the aptitudes, identifications regarding the options and expectations presented. Therefore, in order to take a professional role and plan the future, it is essential to direct internal and external self-knowledge in order to reflect, evaluate the specific characteristics of the professional field and relate them to the skills and expectations presented. A satisfactory professional choice is structured in a reflection on aptitudes and self-knowledge (Monteiro, 2005). According to the data obtained (98.0%), of the adolescents surveyed, self-knowledge is important for the choice of a profession. Acquiring the capacity for self-knowledge is fundamental for thinking about life goals at personal and professional level (Faria, 2015). Successfully assigning professional life depends on successful choices, so the level of maturity gained in the process of self-knowledge can provide a coherent and conscious posture. Internal recognition of potentialities can provide conditions for self-reflection in a way that favors mature and successful choices (Campos, 2015). Making appropriate choices, connected with life goals, means giving meaning to one's own existence. Going in search of a suitable profession of personality and ability may be fundamental for the adolescent to achieve his self-realization. Psychological development is linked to the development of the individual with himself, and the quality of this personal growth may be his particular compass for self-actualization (Magalhães, 2012). The vocational choice should be a process of awareness, and the main objective is the search for a professional self-realization, which encompasses a continuous work of personal self-evaluation before work. Self-actualization may decrease the likelihood of the subject developing mental illness in the future. The individual who becomes able to choose his ways consciously, manages to gain greater responsibility for himself and to think the future with autonomy and self-confidence (Aguar, 2013). Faced with a process of professional choice, it is essential that the young person knows their abilities, expectations, motivations and preferences, so that they can reflect the professions compatible with their personality traits, aspirations and thus avoid frustrations, guilt, depression and other psychological factors related to the lack of self-knowledge (Gonzada, 2014). However, the subjects studied showed insecurity and indecision in relation to the future projects, however they intend to choose a profession and plan something for life independently, however, at the moment it is necessary to adequately improve the capacity of self-knowledge, in order to be able to reflect, make choices with security and also achieve self-fulfillment and satisfaction by playing social / professional roles (Junqueira, 2014 and Lewandowski, 2014).

Conclusion

The adolescents were undecided about the professional plans, most of the subjects surveyed, sought to decide life independently, however (82%) of the subjects demonstrated impotence in relation to the capacity for self-knowledge, therefore, one perceives the lack of resources, which may hamper the process of professional planning and self-actualization.

Acknowledgements

The work was financially supported by Unorp - University Center North Paulista - São José do Rio Preto – SP, Brazil. We also thank all the students who agreed to participate in interviews, and to all who contributed to the development and publication of results.

Disclosure of Potential Conflicts of Interest

The authors declare that they have no conflicts of interests.

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