

Self-Awareness and Expectations for the Future of Adolescents in Juvenile Detention Centres

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ABSTRACT

The problem of juvenile delinquency is a social phenomenon that has existed throughout the history of humanity and a social issue that not only affects the growth of the economy and the maintenance of social security and order, but also has a significant impact on the function and role that the family of juvenile offenders play in society. Using quantitative research design and descriptive statistical methodologies were in the study. The purpose of our study is to evaluate the self-reports of 665 adolescents attending detention centres in Vietnam. This analysis will consider the adolescents' level of ability to self-awareness and expectations of the future maintained by adolescents; The research also discusses the efforts that adolescents have taken to achieve their expectations. The findings indicate that adolescents have a high level of self-awareness regarding regret for previous mistakes, and that self-awareness is indicative of a person who always tries for development and cares about the future. In addition, adolescents assert that they have lofty aspirations for the future and that, despite attending a remedial school, they are making positive efforts to achieve their objectives. Significant theoretical and practical contributions have been made as a result of the research. Providing educators and policymakers with a theoretical framework on which to develop the measurements and strategies that will help young people achieve their goals and be able to reintegrate into the community.

Keywords: adolescent, juveniles detention centres, self-awareness, future expectation.

INTRODUCTION

The economy on a worldwide scale is expanding at a rapid speed, and the globe is approaching the modern technology 4.0 era; therefore, the cultural, economic, and social lives of people are constantly steadily improving. Despite this, the development was also followed by the appearance of many different sorts of criminals of different ages. It should not surprise that our society has a problem with juvenile delinquency. This phenomenon occurs across every nation, a worldwide tendency, and despite constant attention from the media on adolescent delinquency, the problem continues. There have been numerous instances of juvenile delinquency, and the number of these occurrences has grown steadily over the years.

Adolescence is a stage of significant physical, psychological, and cognitive growth, including enhanced self-control, improved emotional management, and critical thinking. Savi akar & Uzun (2021) found that teacher maltreatment and school burnout positively predicted adolescents' hazardous behaviors, while school attachment adversely predicted adolescents' risky behaviors. Dereli İman (2015) reported that adolescents' emotional abuse-neglect sub-dimension of childhood trauma experiences scores significantly differed based on the mother's education-level. Juvenile delinquency is one of society's challenges, impacting the economy, social structure, and public health in the locations where it happens. It is a source of unease and instability for their families, society, and themselves (Tarolla et al., 2002). Due to the yearly growth

in the number of young people imprisoned, views juvenile delinquency as one of the greatest barriers to adolescent progress (Rao, 2000). According to Hoge & Andrews (2006), one in six individuals is between the ages of 10 and 19 the issue of juvenile delinquency can be seen differently depending upon who is discussing it from the perspective of society, an individual, or an organization. A juvenile is a child who behaves differently from peers, behaves like an adult, and is punished as a criminal.

Juvenile offenders will be committed to juvenile detention centres. A juvenile detention centre is a juvenile prison (Snyder, 2006). When an individual participates in a long-term management program, it is a temporary residence or short confinement while awaiting a trial or verdict. There is a

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possibility that the legal and prison systems used in juvenile detention centres differ from those used in adult prisons. In addition, these facilities typically provide juveniles with educational programming (Mardite, 2003).

Self-awareness must also be increased to comprehend our own biases and prejudices. These biases and prejudices can significantly limit the capacity to assess different thoughts and perspectives. It is common in psychiatry to utilize definitions of self-awareness, although these definitions are not always easy to understand (David et al., 1992). Additionally, the concepts of insight and self-awareness are frequently used interchangeably. A person's operational self-awareness may be defined as the process by which an individual can evaluate their behavioral responses (physical, somatic, cognitive, and emotional) concerning several objective criteria (David et al., 1992). Isaias et al. (2011) argues that self-awareness is the individual's ability to construct behavioral standards based on their personal beliefs, ethical values, and community values. Gold & Roth (2013) define self-awareness as the procedure through which individuals become knowledgeable of their own emotions and behaviors. Nguyen-Thi et al. (2020) discovered a link between loneliness, self-esteem, and deceit among Vietnamese adolescents.

Increased self-awareness is characterized by a more precise awareness of our emotional processes and behaviors. Self-awareness assists people in obtaining a better understanding of their personality, aspirations, emotions, beliefs, strengths, and weaknesses. Enhancing emotional self-awareness is regarded as one of the essential aspects of self-analysis (Hinduja & Patchin, 2013). Cruz et al. (2012) investigated the self-awareness of adolescent female delinquents in Manila by examining their interactions with family, friends, and the community. The respondent has a favourable attitude toward the juvenile's self-awareness. Their ideas of themselves were not significantly affected by the behaviors that landed them in reformatories. Despite being placed in undesirable circumstances, all participants have great expectations for themselves and are currently working toward a positive objective to improve their lives.

During the transition from childhood to adulthood, future-focused functional development is a critical role. Positive expectations for the future are associated with resilience, interpersonal abilities, and general well-being (Wyman et al., 1993). Dubow et al. (2001) found that higher positive future expectations are related to lower problem behaviors. Expectations for the future include adolescent intentions, goals, and fears around prospective situations in various life domains (Seginer, 2009). Future intentions and expectations may be the most important element of a person's future-oriented strategies and the factor most closely associated with actual behavior change (Oyserman et al., 2006). Individuals could become aware of their behavior, plan for the future, and

attempt to achieve their objectives when they have expectations. Individuals can be inspired and encouraged to do positive, motivating activities to attain their goals whether they are aware of their future expectations (Strahan & Wilson, 2006).

According to the findings of research by (Clinkinbeard & Zohra, 2012), most adolescents are aware of and understand straightforward expectations of future direction. Around 14 percent of juvenile delinquents expressed expectations about future school involvement. In comparison, 48 percent of the juveniles in the sample reported experiencing expectations about future involvement in the work. After the detention, juvenile offenders face several problems (poverty, poor parenting, lack of education, discrimination, stigma, etc.). However, adolescents at reformation institutions are always optimistic about a positive future. Sulimani-Aidan & Benbenishty (2011) revealed that most adolescents had an optimistic view of the future. Expectations are perceived most positively in the situation of friends and family. According to research, future expectations are influenced by optimism and the support services of families and peers. The findings show that adolescents must be well equipped for reintegration into society when they are prepared to leave a juvenile detention Center. Many juvenile offenders have reported experiencing ordinary expectations regarding future education, employment, and interpersonal relationships (Clinkinbeard & Murray, 2012; Clinkinbeard & Zohra, 2012).

The attention of researchers worldwide has been drawn to research on adolescent delinquency in detention centres. Increased study on juvenile delinquency has also been conducted in Vietnam to determine the theoretical foundations and appropriate support strategies for Vietnamese adolescents. As with most crimes, juvenile delinquency has distinctive features, requiring specific regulations and preventative methods. The research conducted by Trang (2022) reported on the current state of juvenile crime in Vietnam, which provided regulations and an updated system of legal documents for juvenile offenders in the State of Vietnam. Moreover, much research has investigated and assessed Vietnam's juvenile crime reformation (Cox, 2010; Dao & Dandurand, 2021). Alternatively Do (2019) research demonstrates that the current provision of educational and vocational programs to encourage social reintegration is temporary. The lack of a connection between educational programs and the future labor market would certainly affect the successful reintegration of juvenile criminals into society. Nonetheless, a lack of literature in Viet Nam examines adolescents' self-reporting of their issues. In this article, this cross-sectional research will fill a gap in the current literature by measuring adolescents' self-awareness and future expectations in detention centres. In addition, our research investigates the efforts teenagers in juvenile detention centers have made to accomplish their future objectives, such as self-awareness and future expectations.

METHODS

Participants

This cross-sectional study recruited individuals from four juvenile prison centers in three Vietnamese regions using convenience sampling. A total of 700 survey questionnaires were provided to students in reformatories, and 687 questionnaires were returned with responses. After confirming the validity of the questionnaire responses, the sample size was determined to be 665 adolescents. The majority of participants in this study were between the ages of 14 and 18 (51.74 %), with 97.4 percent male and 2.6% female.

Measurement

The questions in the survey were self-reported to the participants. The research investigated students' self-assessment and levels of self-awareness; examined the activities teenagers have engaged in to get what they want from life by using survey questions developed specifically for adolescents in correctional facilities. The survey is broken up into three sections:

In the first section of the survey, there are 15 questions that utilize a Likert scale of 5, ranging from 1 (not true) to 5 (always true), to evaluate the self-perception and self-assessment abilities of adolescents receiving treatment in detention centres. In the second section, nine different questions are designed to be evaluated using a Likert scale that ranges from 1 (Very undesirable) to 5 (Very desired) to discover the students' goals and aspirations for the future. In the third section, the Likert 5 scale was used for a total of 7 questions to measure the behaviors students in Juvenile Detention Centres engaged in to achieve their goals for the future. The scale ranged from 1 (Never) to 5 (Always) and had a range of 1 (Never) to 5 (Always).

Procedure

This study utilized the Statistical Package for Social Science to analyze its data (SPSS). For data display, descriptive statistics were applied. The means and standard deviations were provided for all variables utilized in this investigation. Students in Juvenile detention Center voluntarily participated in the survey and were informed that the responses would be kept private and anonymous. The rate during which questions are responded is. It is possible that the students who didn't complete the questionnaire lacked confidence in the responses and were reluctant to answer particular questions. The participants were provided guidelines and explanations on the survey's structure and purpose. Before beginning the questionnaire, respondents were requested to provide information on their demographics and ethnicities, including their gender, age, and ethnicity.

RESULTS

The adolescents who are serving time in juvenile detention centers have a self-concept group. Table 1 shown that the degree of self-awareness among adolescents that "I frequently regret my mistakes" was 3.73 (SD = 1.370). The average goal-setting score for "I am a person who strives for continuous improvement" was 3.41 (SD = 1.222), as was the average self-awareness for "I am a person who is worried about the future" at 3.14 (SD = 1.313). The mean score for "I'm the type of person who does everything on my own" was 3.06 (SD = 1.281) (Table 1).

In contrast, self-awareness adolescents' ratings of "I'm careless with the people around me" averaged scores was low 1.45 (SD = .816); the item of "I will take advantage of everyone else's kindness when the opportunity comes" was similar low, with mean score of 1.56 (SD = 1.022); and the average

Table 1: Describes the self-perception of juvenile detention centre adolescents

	<i>N</i>	<i>Mean</i>	<i>SD</i>
I am a person who strives for continuous improvement	665	3.41	1.222
I'm the type of person who does everything on my own	665	3.06	1.281
The teachers are unaware that I frequently breach the regulations, though	665	1.94	1.601
When I breach school regulations, I am frequently punished	665	2.09	1.207
I continually strive to do things that will benefit me in school	665	3.02	1.429
In the opinion of everybody, I am an annoying individual	665	2.08	1.244
I will take advantage of everyone else's kindness when the opportunity comes	665	1.56	1.022
I'm unconcerned with the people around me	665	1.45	.816
In the minds of others around me, I'm lazy	665	1.78	1.032
I never help anyone at work	665	1.65	.990
I am a burden to my family	665	2.21	1.194
I frequently disregard my family's requests	665	1.95	1.061
I am frequently jealous of others around me	665	1.99	1.154
I am a person who is worried about the future	665	3.14	1.313
I frequently regret my mistakes	665	3.73	1.370

score for “I never help anyone at work” was 1.65 (SD = .990) (Table 2).

In table 2 indicated that the majority of adolescents desire to be respectful children to students and parents, with an average score of 4.35 (SD = 1.037). The mean score for “expectation to be dependable support for my loved ones” was 4.18 (SD = .987), and “become a good citizen who contributes to society” was 4.18 (SD = 1.037). As same as the mean scores for “desire to be a successful individual” and “desire to fix mistakes” was also quite high, with a score of 4.06 (SD = 1.025) and 4.05 (SD = 1.236), respectively. The desire to “become a person who is recognized and appreciated by others” receives a score of 3.99 on the mean (SD = 1.078). With the item of desire “overcome all obstacles and gain success” was score 3.89 (SD = 1.092); and “try to learn and practice living independently and declaring one’s value” was 3.89 (SD = 1.062). The aspiration of adolescents to “become a person that knows how to live for others” was the lowest average score of 3.84 (SD = 1.021) (Table 3).

In Table 3, Most adolescents have enforced “modified bad habits” with a mean score of 3.94 (SD = .996) to achieve their goals in the future. To reach objectives, adolescents with an average of 3.72 (SD = 1.218) “try to learn a career to work in

the future”. The average score for “strictly respect all school rules” was 3.69 (SD = 1.193), and for “try to study culture to gain knowledge” was similarly 3.69 (SD = 1.095); mean score of “share any concerns with my friends and family” was 3.57 (SD = 1.010); “Frequently think about the future” was score 3.50 (SD = 1.172); and mean score for the item “Discuss with teachers and peers life’s challenges and methods for overcoming them” was 3.26 (SD = 1.130)

DISCUSSION

The purpose of this study was to assess the level of self-awareness present in juveniles serving time in detention centers. In addition to this, the study examines the adolescents’ hopes and plans for the future when they are released from juvenile detention centers, as well as the steps they have taken while attending school to work toward achieving these goals. The findings suggested that adolescents attending reform schools possessed self-awareness, with some of the components evaluated as having the greatest self-awareness, including regret for past mistakes; a person who possesses awareness is one who constantly worries about the future and strives for continuous improvement.

This conclusion is consistent with the report presented by (Kasiri et al., 2015), which indicated that adolescent offenders experience guilt. Because of their current circumstances, they would not be able to achieve the dreams of becoming mature citizens with fulfilling careers, getting married, and devoting themselves to caring for their parents. The fact has been unable to achieve the ideal life while still making their parents happy leads to a disconnect between their ideal self and their actual self. The vast majority of adolescents should be under the belief that they have caused their parent’s unnecessary pain and suffering as a consequence of their decisions (VanderPyl, 2018). Because the crime they committed has caused misfortune to the family, such as a lack of financial assistance and unfavourable stigma from other members of the community. Self-blame causes dissatisfaction and emotions of disappointment. Juveniles can benefit from various treatment programs designed to aid them in developing a greater sense of self-awareness. According to a study conducted by (Lengvinas,

Table 2: Describes future expectations of adolescents

	<i>N</i>	<i>Mean</i>	<i>SD</i>
Desire to fix mistakes	665	4.05	1.236
Overcome all obstacles and gain success	665	3.89	1.092
Try to learn and practice living independently and declaring one’s value	665	3.89	1.062
Becoming a respectful grandparent and parent	665	4.35	1.037
Expectation to be dependable support for my loved ones	665	4.18	.987
Become a person who is recognized and appreciated by others	665	3.99	1.078
Desire to be a successful individual	665	4.06	1.025
Become a person that knows how to live for others	665	3.84	1.021
Become a good citizen who contributes to society	665	4.18	1.073

Table 3: Describes the efforts adolescents have done to achieve their expectations for the future while studying juvenile detention centres.

	<i>N</i>	<i>Mean</i>	<i>SD</i>
Frequently think about the future	665	3.50	1.172
Strictly observe all school regulations	665	3.69	1.193
Try to study culture to gain knowledge	665	3.69	1.095
Try to learn a career to work in the future	665	3.72	1.218
Share any concerns with my friends and family	665	3.57	1.010
Discuss with teachers and peers life’s challenges and methods for overcoming them	665	3.26	1.130
Modify bad habits	665	3.94	.992

2010), the education of juvenile offenders in reform schools provides an environment that enables adolescents to enjoy and engage in the learning process while also allowing them to retain their motivation to learn. An increase in the number of programs for rehabilitation programs that adolescents participate in at the Centre would result in an increase in self-awareness, which will ultimately lead to a positive self-image. Furthermore, juvenile delinquent perceptions of the moral atmosphere in detention centres were similar to those of students about their school. Increasing adolescents' self-awareness of the ethical atmosphere of a juvenile detention centre is more likely to minimize antisocial behavior (Brugman* & Aleva, 2004).

The study's findings revealed that adolescents attending reform schools in Vietnam have very optimistic expectations for their futures after leaving the detention centre. In the process of education and modification at the juvenile detention centre, the results also indicate that students have made positive efforts to pursue their objectives. Efforts of adolescents include modifying bad habits, trying to learn a career to work in the future, trying to study culture to gain knowledge, share any concerns with my friends and family. The most frequently mentioned expectations include leaving correctional institutions, schooling, and employment. This is consistent with the conclusion of (Oyserman & Markus, 1990) that adolescents must attend school regularly and get vocational training for future career chances. According to research by (Abrams & Aguilar, 2005), juvenile offenders indicated having optimistic expectations about themselves and the fear that they could continue to commit crimes in the future. In addition, the article by (Fortune, 2018), which examined the theoretical application of the Good Life Model to the rehabilitation of juvenile delinquents, encourages people to identify appropriate strategies for achieving meaningful goals for young people to recognize their own goals and aspirations.

Implications

The current research has several significant implications for future research, policy, and practice. First, since the cultural environment highly impacts self-awareness, individuals must avoid categorizing offenders negatively. Instead, they should be allowed to help boost young people's identity, changing them into community-beneficial individuals. Employ students on their release from juvenile detention centres to feel valued and productive, allowing them to achieve their goals and support their families financially. Next, it is necessary to improve the quality of education at the juvenile facility, as education is a necessary factor in modifying the awareness and personality of adolescents. Thirdly, it is important to have psychologists or counsellors present in detention to support the improvement of self-awareness and to offer psychological assistance to juvenile offenders on realistic expectations and psychological preparation for teenagers leaving detention

centres. In addition, educators and administrators should advocate for developing laws, processes, and organizations that protect adolescents who break the law, leading to their rehabilitation and reintegration into society (Ettah & Daru, 2019). An immigration or aftercare program can help young people, including maintaining/continuing planning for the future direction of release, linking to community resources to enhance the achievement of the objectives, and navigating new or unexpected barriers to goal achievement (Clinkinbeard & Zohra, 2012). According to (Reed & Wexler, 2014), when juvenile offenders consider the teachers at the centre supportive and caring, they display academic achievement and a motivation to keep studying. Relationships with instructors can be crucial for detained adolescents to give positive social support (Jäggi et al., 2020).

LIMITATIONS AND FUTURE DIRECTION

The research has several limitations. Specifically, the essence of cross-sectional studies precludes causal inference. There is a need for longitudinal survey research to measure the change in adolescents themselves during the changeover, as well as self-awareness and expectations. Qualitative research (e.g., in-depth interviews) contributes to positivity by enhancing and fostering a growing knowledge of self-perception, expectations, and associated influencing variables. The empirical study should develop the most appropriate and consistent methodologies and procedures for the needs of students in reformatory environments. The following research has to emphasise the relationship between self-awareness and the factors influencing adolescents' self-awareness and future expectations. Due to the effect of culture and society on self-awareness and future expectations, the study's findings may differ from those of samples from other countries.

Additionally, additional study is required to identify the unique features and environments that contribute to adolescents' cognitive support and the development of future-oriented strategies. The research sample reveals a considerable difference between males and females, with males greatly outnumbering females. The study proposes that the next research survey with an appropriate sample gender. This study was confined to adolescents, and future research can conduct with the subjective of teachers and administrators to examine their future expectations and the efforts they make to achieve those expectations, allowing for comparisons between studies. Besides that, based on the findings of this research, educators are in a situation to formulate suitable vocational training programs and policies, re-education plans, and promote the integration of juvenile offenders into reformatories across the Vietnamese context. In addition, research gives guidance for instructors to follow to motivate, support, and encourage students in making constructive efforts to achieve their goals and expectations for the future. These studies should

consider the role of the family situation and the wider social and cultural environment. In the following discussions about juvenile delinquency in Vietnam, it is important to consider various aspects, including self-concept, self-esteem, self-identification, etc.

CONCLUSION

The outcomes of this study will serve as the foundation for the development of strategies and methods for educating juvenile offenders. The findings of this study can be defended in both a theoretical and an applied context. In principle, the research has made a significant contribution to knowledge on the administration of educational programs and the supervision of juvenile detention center residents. The research helps to contribute to the development of systems and processes that are meant to aid teenagers in accomplishing the goal of providing favorable conditions for social reintegration.

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