

THE ESTABLISHMENT AND THE EFFECT OF TRAINING PROGRAM (MOBILE APPLICATION) TO ENHANCE STUDENTS' SELF-AWARENESS IN THE FUTURE CAREER EXPLORATION

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ABSTRACT

This research aimed at fulfilling gaps as it put an emphasis on establishing self-awareness training program for secondary students; on-site activities and a mobile application were the products as research outputs. Besides, this mixed methods research included quasi-experimental research designed to evaluate the effectiveness of the training program. The sample group were 45 grade 9th students in Bangkok selected by purposive sampling method. Pre-test and post-test were included to measure the change of self-awareness skills of the sample group, as well as the effectiveness of the established training program. In addition, the qualitative part aimed to study the factors promoting self-awareness of the participants and to evaluate the training programs. The observation and focus group discussion were employed to collect the data. Eleven participants were selected for focus group discussion by purposive sampling. The findings revealed after the students had participated in the training activities for 3 months, their score on self-awareness became higher or significantly different from the pre-test score ($sig=.05$). Moreover, the evident findings from observation determined the development of being more extrovert, intrinsic motivation, and self-concept, whereas the discoveries from the focus group discussion indicated environment, self-esteem, and self-consciousness were the keys leading to self-awareness achievement. This research is valuable for individuals requiring to promote their self-awareness or ones working with children since this tool can be applied for various uses. Besides, the rise of self-awareness would trigger students to the right alternatives as educational institutions had better take this responsibility.

Keywords

self-awareness; training program; students; experimental research; mobile application

Introduction

As being one vital competency of helping children to realize their thoughts, skills, and values, self-awareness is the essential process

to help understand their ongoing thoughts, feelings, convictions, and values (Soolgi&Sungjae, 2016). Most children were born with different traits and brought up

from different families; hence, to achieve self-awareness, it relies intensively on the socialization from certain agents particularly family unit. According to Nainggolan, Firman, & Karneli (2018), roles of parents and parental social support have a close correlation with the consistency of a career decision. Hence, the socialization from parents is a crucial key to unlock students' self-awareness.

To be capable of perceiving indeed one's own attention, to keenly identify, process, and store information about the self is majorly required (Duval & Wicklund, 1972). During being socialized, one would automatically accumulate experiences which can be connected to their actual self. With the difficult and hard work at school, it prevents student's opportunity to discover themselves and infringes their time on trying on new tasks or any other extracurricular activity (Wang, n.d.). Most of their time has been spent on assigned homework; hence, students cannot have adequate spare time to be inspired by surrounding people, situations, or objects.

Not knowing the actual self, have the students selected the subject areas that they have to work hard on those subjects as they can't choose the specific ones when they continue their high schools or vocational schools. The study load will hinder their creativity and self-awareness which influence their future career. According to Singh (2006), self-awareness is a central concept in students' development of career as it helps them to have the realistic and accurate perception of their certain interests, values, and skills which are significant for successful career decision making. As long as students have achieved self-awareness, it

seems clear they can unlock their suspicion of what they like and what they are keen on.

To develop one's ability to choose the right career, self-awareness means people should aware of their interests, skills, values to help make a decision. Particularly for students, the earlier students achieve self-awareness, the easier they can make a decision on further education or career. Therefore, stability of career decision is a staple determining people's future. According to Nainggolan, Firman, & Karneli (2018), it is crucial for students to have the skills, extensive knowledge, and technological competency which should be mastered. If students are well prepared these mentioned matters, the career decision will be more stable; however, self-awareness is engaged as the predictor for student career maturity (Kurniawan et al., 2020). To depict, the increase of self-awareness can convince the maturity of students' career decision since when they cohere with the knowledge about selves, beliefs, thoughts and feelings that have consequences from every life experiences (Amalia & Muhari, 2013). However, it seems most students in this generation or further might lack the opportunities to discover self even though they are provided with various resources, services, and facilities. The major reason for this matter is high competition society which causes inadequate family time, tough study, and high pressure. Thus, there should be training programs or effective procedures to develop students' self-awareness.

A number of research studies have been conducted on how to improve students' self-awareness. Several interventions have been established and used in different experiments. Some examples of the interventions created to develop self-

awareness in nursing area are broadly available. Each research utilized different interventions; for example, Hasanpour and Solati(2016) used 3 procedures, context-based learning method, collaborating training, and traditional training and the finding represents self-awareness of the participants had been developed due to context based learning and collaborative approaches. Another effective approach to enhance individual's self-awareness is self-reflection and insight program which integrated 4 measurement scales evaluating the participants' holistic nursing competence, self-reflection, perceived stress, and clinical teaching quality (Pai, 2015). Most interventions of training programs were quite operative and practical since the findings seem satisfying. Westin et al. (2015) also worked in this area by utilizing didactic strategies; the steps applied to promote students' intention, consciousness, and self-directed learning. The result convinced the effectiveness of the program to promote individuals' insights and self-awareness. Additionally, one study by Hatami et al. (2016) conducted semi-experimental research including 80 orphans as the research participants. With the application of personal questions, group discussion, and brainstorming, they were; furthermore, provided with self-awareness skills training booklets, self-awareness workbooks, and flipcharts. These pointed out intervention programs illustrate practical and satisfying consequences in promoting individuals' self-awareness.

In this study, The Establishment and the Effect of Training Program (Mobile Application) to enhance students' self-awareness, the purposes of the study were to 1) establish a training program in the form of

mobile application to develop self-awareness of grade 9th students 2) to evaluate the effectiveness of the training program and develop self-awareness of grade 9th students with the mixed methods research employing quasi-experimental research. The mobile application established was based on the discoveries of prior study, "The Socialization of E-sport Professionals to Establish a Set of Inventories on Self-Awareness" and self-awareness theory of Shelley Duval and Robert Wicklund. All interventions included in this study emphasized on the promotion of students' self-awareness which lead to the maturity of students' career decision.

Methods

In order to establish a training program on self-awareness, the researcher relied intensively on the prior study which purposed on studying how self-awareness has been developed and what are the constructs of self-awareness appropriate to the school contexts. This study was divided into 2 phases; training program establishment and mixed methods research.

PHASE I "The establishment of self-awareness training program"

There were 2 types of training activities existing by this study, on-site and mobile application. All activities had been created elaborately to enhance students' self-awareness and most were established by relying on the concrete theory of self-awareness. Both on-site activities and activities available on mobile application comprised 7 major activities.

The first phase of the study The domains of self-awareness can be categorized into 7 constructs as; Acceptance Attainment,

Preference-skills connection, Social value evaluation, Preference consciousness, Self-esteem, Pride, Awareness of strength and weakness

With these domains mentioned, there could be categorized into 3 major domains which

were surrounding environment (Acceptance Attainment and Social value evaluation), personality (Self-esteem and Pride), and self-consciousness (Preference-skills connection, Preference consciousness, and Awareness of strength and weakness) as shown in table 1.

Table 1: activities for certain domains

Domains	Relevant Activities
A. surrounding environment	No.1
1. AcceptanceAttainment	No.2
2. Social value evaluation	No.7
B. Personality	No.1
1. Self-esteem	No.3
2. Pride	No.5
	No.6
C. self-consciousness	No.1
1. Preference-skills connection	No.2
2. Preference consciousness	No.3
3. Awareness of strength and weakness	No.4
	No.5
	No.6
	No.7

There are 7 activities established aiming to enhance students' self-awareness and trigger their discovering of self particularly understanding their own favors, abilities, needs, skills, and other elements of study life and future career. All activities are in the forms of face-to-face workshops, as well as a mobile application. Concepts and research findings from the former study and from self-awareness theory of Shelley Duval and Robert Wicklund's (1972) were applied to establish the training program.

To create the training programs in a form of mobile application, all contents and algorithm passed the approval from 3

specialists. There were 7 activities and each activity included introductions, objectives, activities, and resources. The mentioned resources were video clips, worksheets, sets of pictures, short stories, self-assessment forms, key answers, and map for example. All resources were available for downloading via application (pdf. files).

Mobile Application

The mobile application of the supplementing activities was created based on the theory of self-awareness of Shelley Duval and Robert Wicklund's (1972). All 7 activities were verified by 3 specialists in the fields of

behavioral science, psychology, and education to claim their effectiveness of promoting 3 major self-awareness domains. The researcher had developed the algorithm

relying on the ideas and the theory before the mobile application was created and the algorithm was as following;

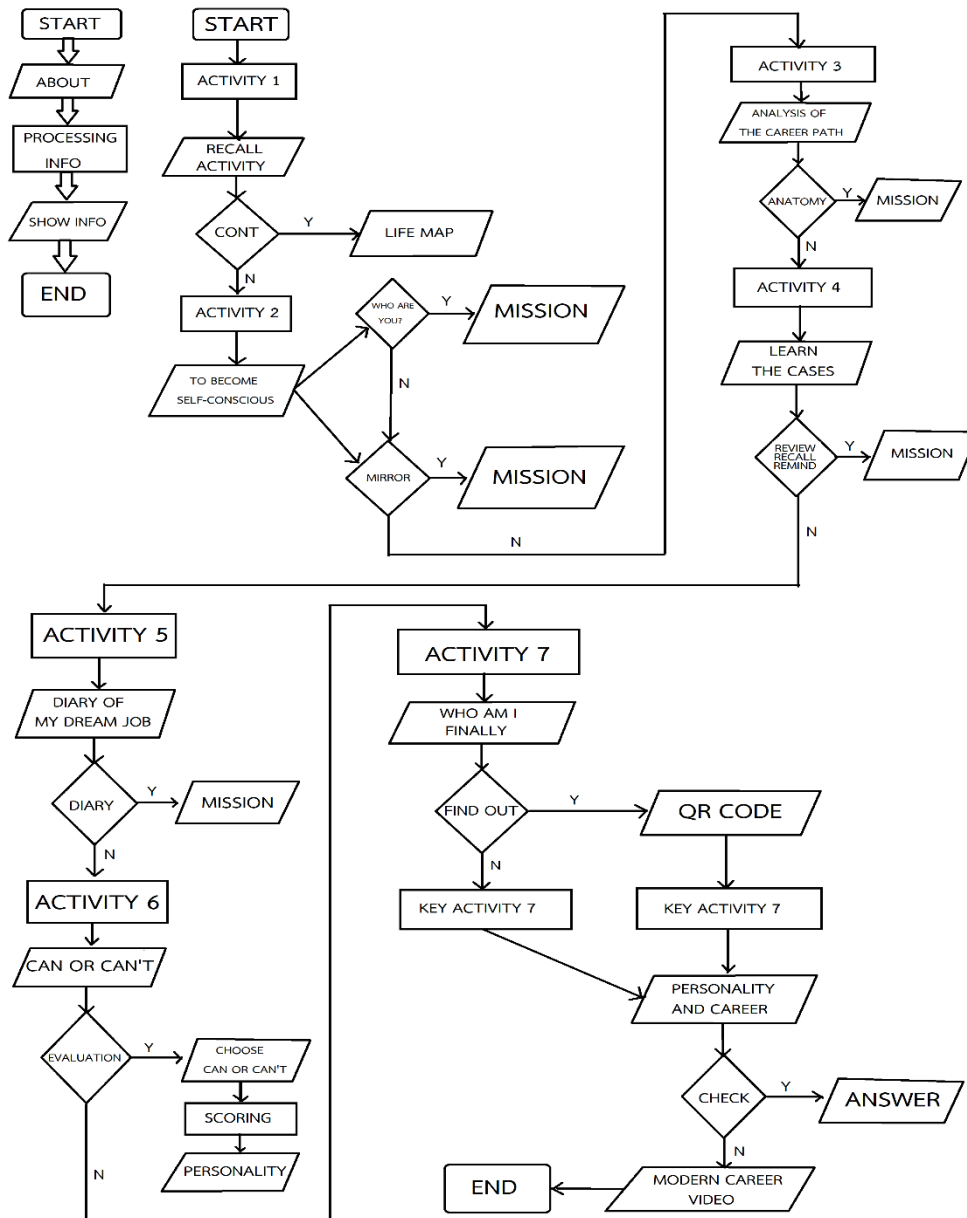


Figure 1: Algorithm of Mobile Application as supplementary task to promote self-awareness

Table 2: Activities of the training program

Activity	Objectives	Related Domains
No.1 Recall Activity	1. To apprehend their identities via thoughts, experiences, and competencies. 2. To allow the participants to connect their thoughts, experiences, and competencies for planning the career goals.	A, B, C
No.2 To become self-conscious	1. To encourage the participants to evaluate selves and societies. 2. To promote the participants' self-awareness in terms of preferences and skills.	A, C
No.3 Analysis of the career path	1. To motivate the participants to analyze their strengths, weaknesses, opportunities, and threats of their skills and personality. 2. To propose a variety of careers to the participants.	B, C
No.4 Learn the Cases	1. To inform the participants to learn and comprehend precisely the ways of each kind of current jobs. 2. To encourage the participants to revise themselves leading to actual self-awareness.	C
No.5 Diary of my dream job	1. To foster the participants to write a diary reflecting their pride and value. 2. To encourage the participants to set study and career goals	B, C
No.6 Can or Can't	1. To self-evaluate skills and competencies of the participants.	B, C

	2. To reveal personalities of the participants.	
No.7 Who am I Finally	1. To evaluate and understand the participants' pride, skills, and personalities. 2. To foster the participants to demonstrate identities and direct those values of certain identities to the thoughts, experiences, and competencies community.	A, C

Note. A = perception of surrounding environment, B = personality, and C = self-consciousness

Table 2 illustrates all activities in the training program which were launched into 2 forms, on-site trainings and mobile application in Android. Also, the demonstration of the objectives of each activity and the domains to be developed are available in table 2. The researcher was willing to create both on-site training program and the mobile application because of the continuous practice and repetitive drills on self-awareness required to strengthen self-awareness of the participants as the findings shown in the second phase of this research study.

Data Analysis

PHASE II-“The effect of the training program an intervention”

Quantitative part

This phase of the study employed the quasi-experimental research. All 45 participants were pre-tested by the questionnaires on self-awareness. They, then obtained the mobile application (a final product of the research) and some equipment needed from the researcher. Homeroom teachers and the researcher had worked together to provide the participants with clear instruction and inform them how the application worked. To complete the tasks on-site and ones comprised in the application, the participants were required at least 3 months

Table 3: The details of the participants

Background		Frequency	Percentage
Gender	Male	18	40
	Female	27	60
Total		45	100

Age (year)	13	-	
	14	6	13.3
	15	37	82.2
	16	2	4.5
Total		45	100

After the participants attained the pre-test measurement, the researcher and research assistants started the activity by giving an introduction first. They were, then given the equipment and other warm-up activities. The participants were introduced to download application named “self-awareness kit” in order to keep practicing their self-awareness by themselves during a week. The training program was designed to work as loops beginning with the introduction, followed by warm-up activities as well as the core activities for each training day; there were around 2 days a week in average. Approximately 3 months were required to complete the loops of the training as demonstrated in table 4.

Table 4. The schedules of the training program

Day	On-site activities	Further from mobile application
1	-Pre-test on self-awareness -Warm-up activities -Introduction -Activity no.1 “Recall Activity”	-Activity 1
2	-Hear from you (previous assignment) -Activity called “Know the rules, get the tool” -Workshop of activity “Potential Map”	-Activity 1 (worksheet)
3	-Warm-up activities -Introduction -Group brainstorming -Activity no.2 “who are you?”	-Activity 2
4	-Making up story (previous assignment) -Introduction -Workshop of activity no.2 “The Mirror”	-Activity 2 (reflection)
5	-Warm-up activities -Introduction -Video clips of modern careers -Activity no.3 “anatomy”	-Activity 3
6	- Hear from you (previous assignment)	-Activity 3 (reflection)

	-Group Discussion -Workshop of activity no.3 "Analysis of the career path"	
7	-Revision week -Group activities	-Activity 5
8	-Warm-up activities -Meet a team of e-sport professionals -Q and A activity	-Activity 5
9	-Warm-up activities -Introduction -Activity no.4 "Investigation of Careers"	-Activity 4 -Activity 5
10	- Hear from you (previous assignment) -Flip chart - Workshop of activity no.4 "review recall and remind"	-Activity 4 -Activity 5
11	-Meditation and brain gym -Group activity "Diary of my dream job" - Activity called "photo shoot"	-Activity 5
12	-Introduction -Outdoor activity from activity no.5 called "map-diary"	-Activity 5
13	-Warm-up activities - Activity no.6 "Career and Personality"	- Activity 6 -Activity 5
14	-Introduction - Workshop of activity no.6 "can or can't" -self-evaluation	-Activity 6 -Activity 5
15	- Activity no.4 "Who am I Finally" -Innovative workshop "The Exhibition of Selves" -Post-test on self-awareness	-Activity 7

According to table 4, on-site activities had been conducted once or twice a week. The participants would complete all planned activities. Each week the research team and teachers who assisted our team to run the training activities discussed the tendency of self-awareness progress. During 6th week, the research team and the teachers drew a conclusion on how effective of each activity via group discussion. The reflection

(homework assignment available on the application) was gathered and analyzed on the purpose of accommodating the latter activities.

Results

When all activities in the program had been completed, the analysis of pre-test and post-test score was conducted. The findings

represented that the total mean score of pre-test of the participants was 2.7 (SD=.20). This indicated the level of self-awareness of the participants before attaining the training was low. After 3 months, they were post-tested and the level of total self-awareness score seemed higher which was 4.2 (SD=.23). The change in self-awareness score can be one of

the indicators used to certify the effectiveness of the training program.

Also, the results of self-awareness scores of pre-test and post-test were analyzed and compared to indicate whether the training programs worked well. The t-test was used to analyze in this step and the result was as in table 5

Table 5. Compare means between pre-test and post-test score on self-awareness

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-1.49	.27	.04	-1.57	-1.41	-36.54	44	.00

Table 5 indicated there was an enormous change in self-awareness level of the participants who had joined the training programs. The total mean score of the pre-test examination of grade 9th students was enormously lower than the post-test one. This reflected the effectiveness of the training program.

participants seemed to be more extrovert. As recorded by one research assistant:

“Tony (alias) expressed his ideas of self to the groupmates clearer than the first 3 weeks of the training program.”

Qualitative part I: Observed behaviors

During the program, the researcher and the research team had observed the participants. The observation was attentive on the change of their ideas, attitude, and opinion towards self. Observed and recorded by the researcher and research assistants, the

Most observed phenomena of participating behavior of the participants were reflecting the progress of perceiving self as the example of recorded message, the participant showed a sign of developing self-awareness as he had learned to comprehend actual self. As a result of the progression, he could exhibit his values, beliefs, attitudes, skills, needs, and favors to others.

Motivation was also one emerging phenomenon indicating the attention of rehearsing mind to promote self-awareness of the participants. In first 3 to 4 weeks, some participants had missed handing in homework on self-awareness, the supplementary assignment on mobile application (optional); however, after 4 weeks of the training program, approximately 90% of the participants submitted the assignment on time without any request from the teachers or the research team. This sign reflected the increasing perception of values of achieving self-awareness as well as the motivation to develop their self-awareness. According to the collected observation forms, the contents in the records partly determined the intrinsic motivation of the participants. Without attaining any reward or prize, most participants continued submitting the supplemental tasks (from the mobile application) especially the routine diary of activity 5 called "Diary of my dream job". Due to the self-determination theory of motivation by Ryan and Deci (2000), it is a theory of motivation aiming to explain goal-directed behavior of the individuals. Intrinsic motivation demonstrates autonomous behavior regulated by inherent interest, enjoyment and satisfaction. From the observed evidences, most participants signaled the intrinsic toward accomplishment since they were pleasure to enjoy the training program in order to accomplish the goal, self-awareness.

Another aspect from observing the participants' progress was self-concept. The observation had been regularly conducted on the purpose of triangulation. Apart from the researcher, 2 research assistance and 2 homeroom teachers were included in this

mission. On the half way of the training program, the participants had experienced several training activities from this research study and the records mostly revealed that they could explain themselves more precisely and express their self-image since the activity 3 "Anatomy" and activity 4 "Investigation of Careers" were able to elicit their self-concept as the record from the research assistants and the homeroom teacher said;

"Most participants can demonstrate who they are and show their own identity by connecting their drawing and explaining rationally."

"Some are so excited and willing to exhibit their attitudes, beliefs, and values towards selves eagerly which are coincided with their created assignment."

The statements mentioned could mirror the headway of perceiving their physical characteristics, personality traits, and social roles. Moreover, the statements depicted how the participants valued themselves. According to Rogers (1980), there were three different parts of self-concept which were self-image, self-esteem, and ideal self. All parts had been represented in all participants during attending the training activities; therefore, the conclusion could be drawn from the observed evidences that the training program had a potential to promote self-awareness of the participants.

Qualitative part II: In-depth perspectives to in-depth comprehensions

After completing all on-site activities as well as supplementary assignment from mobile application created by the researcher, focus group discussion was held after 2 weeks of

the training program. There were 11 participants engaged in the focus group discussion selected by purposive sampling with the criteria of being individuals with high scores on post-test and ones with the widest gaps between pre-test and post-test scores.

The discussion ran by the researcher and one research assistant who acted as the facilitators. The main topics of the focus group discussion were to discover the factors influencing the development of self-awareness and to evaluate the effectiveness of the self-awareness training program. The findings from the data analysis embraced 2 major parts: the related factors promoting self-awareness and how effective was the training program.

Part I: the related factors promoting self-awareness

The first evident concurrent statements indicating one of the factors generating the competency to establish or develop an individual's self-awareness were the opinions of all participants about their surrounding environments. Most illustrated that during some training activities, they recognized the substantial influences of surrounding environments triggering their self-awareness as some said;

“When I was around 13 or in secondary school, I was selected to be the prefect of the class and most friends started calling me prefect; therefore, I personally think being accepted by surrounding people could be the initial point of self-awareness.”

“My family always supports me in trying whatever I am interested in. For example, they enrolled a cooking course for me just after I said I want to be a chef.”

These sample statements revealed that surrounding environments could help promote or initiate self-awareness of an individual.

The second relevant factor encouraging an individual to achieve their self-awareness was self-esteem. When ones have developed self-esteem, it must be feasible for them to comprehend selves as they perceive their own values and potentials to live their lives. Most coinciding statements exhibited in the same way as when ones felt gratified with themselves particularly during provided supplementary activities, it was possible for them to realize their strengths leading to the pride that was one component of being self-aware. The opinions from all participants during focus group discussion revealed an individual's self-esteem played a part in accomplishing self-aware as following;

“Sometimes I don't know what I am good at, but when I perceive my role like I am not the shadow of others, I start knowing that if I am not available for the team, the mission will seem impossible.”

“Pride is one element holding me straight and it reminds me how important and how good I am.”

“After your first activity, I have discovered my pride that I sometimes forget how important I am to the community.”

It can be referred from these statements from the participants that self-esteem and pride are factors allowing an individual to comprehend self. Also, to comprehend what one would like to be or would like to do for a living, self-esteem is one of the substantial keys to unlock the door to becoming self-aware.

The third factor leading to self-awareness achievement was consciousness of self. Once an individual conceives their skills, values, beliefs, or competency, he or she will be taken into the right ways of learning and experiencing the world, particularly to pursue dream job. Most participants represented their ideas that perception of own strengths and weaknesses would lead to self-awareness achievement as one said;

“It is important for an individual to achieve self-awareness by perceiving his own weak points and strong points to understand which way is the right one.”

From this statement, self-awareness achievement is partly resulted from comprehending own actual needs, strengths and weaknesses, and ability to connect the preference to skills. These factors required the right guidance from socialization agents or a specific training program.

Part II: how effective was the training program

All participants were asked to evaluate or share opinions and attitudes towards the

effectiveness of the training program they attended. Most said the activities provided them with a prospect and time to discover themselves. There were mostly positive opinions expressed in the way that each activity operated on-site and on mobile application was well-generated as one said;

“I really love the language use and message conveyed since they can drag me into the world of myself.”

The participants showed the positive opinions on the training program itself, for instance, the well-design of user interface on mobile application and the contents contained in both on-site activities and on the mobile application. Furthermore, some participants indicated that the instruments to evaluate personalities and relevant careers were effective and assisted them to make a connection between their personalities and future careers.

Discussions

Promoting self-awareness was one significant mission socialization agents must be in charge of. Not knowing what ones like or be acute at, they would be harder to pursue their actual dream, particularly the future career. Vast number of self-awareness activities, exercises, and tests were broadly available; however, this research had established the training program was partially based on self-awareness theory of Shelley Duval and Robert Wicklund's (1972). The research finding coincided with Soolgi and Sungjae's (2016), which studied on the effect of interventions designed to promote self-awareness of student nurses, and the result revealed the programs could enhance

effectively self-awareness of the participants. Most self-awareness training programs are established to enhance various groups of people including the disabilities. This experimental research conforms with other studies in the same group of the subjects such as students or adolescents, for example, Hatami et al. (2016) experimented on orphaned adolescents under the coverage of Imam Khomeini Relief Foundation. After applying the educational intervention, the result of the study revealed that self-awareness training directly could develop the samples' self-awareness skills. As coinciding with the previous studies, the programs designed for the quasi-experimental research could promote self-awareness of grade 9th students who were necessary to achieve self-awareness due to the major selection for further study. The final product of this study, mobile application, can be broadly utilized individually or adapted into several school activities which commendably promote students' self-awareness.

Conclusion

It is fortunate for students to achieve self-awareness due to today's high competition in both study life and career life. Some have passed several tests of selves which have been disturbed by uncontrollable arousals such as stress, hindrances, and conflicts. To overcome self-awareness, the training programs can be the effective tools for swelling the chance of perceiving self of individuals particularly students who had better comprehend their thoughts, skills, and values in order to select the right majors or jobs. This study aimed to establish self-awareness training which had an effective impact on grade 9th students' ability to understand their actual selves profoundly

and the findings disclosed the appreciating consequences of the use of the established training that emphasized on achieving self-awareness for the right decision on choosing majors or career paths.

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OPEN PRACTICES STATEMENT

None of the data or materials for the experiments reported here is available, and none of the experiments was preregistered.

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