Self-Awareness in College Students: A Systematic Literature Review

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Abstract

Background: Recently, self-awareness has drawn attention in educational settings due to its benefits for improving students' health. The purpose of this systematic literature review is to offer a fairly representative state-of-the-art of the most recent research on the self-awareness of college students topic, in order to highlight the successes made to date, the outstanding issues, and the challenges that still need to be resolved.

Objective: In order to create a quantitative summary of self-awareness among college students in the literature, this study analysed published studies and abstracts. There have been various studies done on the hindrances impede self-awareness but there has been very limited research done in college students and what can be done to improve them. This article will aid in examining the research gap in this field and offer suggestions for future study areas.

Method: Compiled studies on self-awareness in college students' academic lives and investigated how self-awareness is cultivated and incorporated in educational settings. The 31 studies that have been chosen as primary studies from 144 studies. These students were analyzed from multiple perspectives, such as aspects, types, and approaches amongst them.

Study design: Examined every piece of published research on this literature from the Research gate, ACM Digital library, PubMed, Sciencegate and Taylor & Francis Group, literature search engine since 2015.

Results: Findings have demonstrated that students in educational environments that display erratic and unpredictable behaviour have benefited from self-awareness. It endows with the capacity to shape results. Self-awareness in college students aids in making wiser decisions, bring greater clarity and intention, also boosts self-confidence and liberates from presumptions and prejudices. There is no universally accepted definition of self-awareness, despite recent attempts to define it in college students. Analysis showed that gaining self-knowledge and insight to support personal development is an objective of self-awareness. However, it is generally advised that education settings focus more on encouraging self-awareness when developing the curriculum or supplementary services offered to students.

Conclusion: According to a survey, self-awareness is still a developing skill for college students. But there is a growing interest in using self-awareness as a basis for better arguments, which will help the students to become more self-aware, modify their lifestyles, and improve their health. There are many unresolved issues and unanswered questions that outline potential study avenues.Self-aware students are capable of managing stress, forging bonds with others, and exhibiting dependability, flexibility, and self-assurance. Still, as far as dynamic knowledge management is concerned, there are still a great deal of unresolved problems.Giving students chances to get involved with careers and exercises at the university level is necessary to help them accurately establish an understanding of their profession, support young people in improving their awareness and health, and create healthier learning environments.

Keywords: self-awareness, education settings, insights, growing interest, potential study avenues.

1 Introduction:

A wonderful phase of life is college life. It offers endless possibilities for personal growth and productive interactions [1].By giving students the necessary resources for stress management and their emotional reactions to stress, certain universities have created conducive space for health benefits [2].

Competencies of students include their capacity for learning, for working both alone and collaboratively, and for resolving complex, interdisciplinary challenges [3]. Self-awareness is viewed as a fundamental skill in medical education [4] and the best technique is used in pharmacy school to raise self-awareness [5]. Opportunities exist in feature to inoculate self-awareness in engineering students as well [3].

Emotions and a strong sense of self-awareness have a tremendous influence on the educational process of students [6]. Students review, reshape, and rethink their blended learning, identify their particular learning preferences quickly, and are willing to embrace and adopt novel training methods [2]. Self-awareness serves in controlling the psychological and interpersonal qualities that distinguish students who are the most effective in social life and those who are not engaged in academic mostly arise from the latter [7].

The importance of self-awareness among college students has increased recently. Across a range of health care educational disciplines, as pharmacy, nursing, and orthodontics, self-awareness has been identified as a key element of emotional intelligence, effective collaboration professional and cultural competence, self-efficacy and career development.

For psychological insight and self-understanding, self-awareness, and the skill to observe one's feelings, are essential [8]. Self-awareness mainly fits under the paradigmatic categories of behaviors, relations, and feelings [9].Students who are self-aware can handle stress and build relationships with others [10]. Students are identified to be trustworthy, versatile, adaptive, and self-assured [11].

Research on the idea of self-awareness in college students has shown that people can make an effort to comprehend the aspects of life relating to their personal strengths and flaws [12]. Self-awareness is important in all area of life, but it's especially important when adapting to college life [1].

Knowledge of oneself and the insight of oneself are essential principles [4]. Students who have a training opportunity learn through developing self-awareness and use their skills and abilities to address their inadequacies, which allow them to make greater utilisation of their potential [15]. Those who are highly conscious of how their culture affects them will be more inclined to see the personal application of cultural circumstances [14].

Studies that specifically purport to employ self-awareness in college students looks into and examines (i) How to define and characterize self-awareness? (ii) What aspects and criteria determine a college student's awareness of themselves? (iii) What are the types and interconnected parts of self-awareness? (iv) What are the approaches in student self-awareness? (v) How self-awareness interventions support students? (vi) How will be self-awareness in authentic leadership? and (vii) How self-awareness manifests in college students?

The growth of self-awareness is a popular topic in modern cultures across many disciplines and countries.Education programs in the fields of health care (training for physicians, nurses, and pharmacists), business (public administration, entrepreneurship, and corporate leadership programs), undergraduate student development, training, clinical and counseling psychology, and social work include personal growth.This article aims to describe the conceptualizations and applications of self-awareness and, more particularly, the development of self-awareness, in educational psychology.

Contemplating the vital ideas of self-awareness in career planning for college students [13].Current initiatives that support and enhance students' health seem to be successful [17].For college students, authentic leaders with self-awareness are more sensitive to input from others and better at implementing them into their actions [18].

Reviewing the self-awareness manifest, implement, criteria, and interconnect components with regard to college students. A paper that examined various features, dimensions, interventions, and methods.

Critical-reflectivity is conceptualized as the relationship between the capacity for reflection and reflexivity and the capacity to recognize and evaluate the effect of the setting utilizing inquiries from learners have used when, what, how, and where structures. Examples of reviews that are focused on this concept include self-awareness reviews and reviews that are critical of oneself [19].When developing self-awareness in educational contexts, Bloom's Taxonomy is useful in helping achieve a variety of learning objectives and goals [20]. Many factors, such as education and entrepreneurship, can contribute to an increase in self-awareness [21].Moreover, initiatives are required to give students opportunity to engage [22] before and during their time in college, such as commenting on the introduction of embodied training to raise students' self-awareness [17].In order to identify students' learning difficulties in higher education, self-awareness is extremely important [13]. Students grow more self-aware of their individual cycles of learning and inquiry, learn from their mistakes, and their verbalization and work texture change, which is evident in their work on the conceptualization of processes at the level of processes [2].The acts and interactions' anxiety-inducing character also exhibited the students' self-awareness [9] and the delivery of education to raise students' self-awareness and encourage lifestyle change [11].Empathy is connected with the self-awareness component [25].The individual's awareness will make it simpler to control any actions engaged in by college pupils [12].This study on self-awareness and adaptability in college students was created with the intention of enhancing the students' capacity to handle the demands of college life [1].

2 PROTOCOL FOR REVIEW

Briefly discussed the research technique that was employed to carry out this systematic review in this section. The review's main goal is to provide a review of the condition in study and practice on college students' self-awareness. The research questions of this study include the following:

RQ1. How to define and characterize self-awareness?

RQ2. What aspects and criteria determine self-awareness of a college student?

RQ3. What are the types and interconnected parts of self-awareness?

RQ4. What are the approaches in student self-awareness?

RQ5. How self-awareness interventions support students?

RQ6. How will self-awareness be in authentic leadership?

RQ7. How self-awareness manifests in college students?

A concise summary of the review process and the major steps is provided below.

3. REPORTING THE REVIEW

Provides the primary study data analysis findings in this part, along with the conclusions and research question resolutions.

3.1 Examining the Primary Studies. Analysis of the Primary Studies provides information about it's publication types and years. Also highlighted are research teams working in the area of self-awareness.

About the publishing type and year of the primary studies, this section provides a description.

3.1.1 The Quality Assessment's Results. Published in journals and conferences, all of the original research. Most studies exceed averagely in their ability to meet the requirements for quality assessment. They ensure an overall calibre of the literature review and represent the extent of the excellent quality and consequences of the chosen studies.

3.1.2 Publishing Formats. A massive number of investigations was presented at conferences and in publications. Noticed that concepts and answers are still being discussed at conferences, and a few of them have developed and been published in journals, which suggest that this field of study is still in the process of evolving. Many technical studies are present, which highlight both the hands-on work done in this area and the crossover between research and practice.

3.1.3 Publication Years. With the exception of a very small number of studies dispersed over the years beginning in 1997, it can be seen from examining the pattern of publications over time that the interest in self-awareness began in 2005. The number of publications has increased since 2005, yet it hasn't increased consistently over time. Note that all publications from 2015 to 2022 were searched for. The rise in publications is between the years of 2018 and 2020.

3.1.4 Study design. A search of all published articles on this subject from the Research gate, ACM Digital library, PubMed, Sciencegate and Taylor & Francis Group, literature search engine since 2015.

3.2 Defining and Characterising Self-Awareness in College Students (RQ1)

Computational self-awareness is a fast-evolving notion, and numerous definitions have been developed. Reviewing the definition of the notion reveals that there continues to be a lack of consensus. Based on their general perceptions of this term in college students, various authors in the literature gave a clear description of self-awareness in their works. The few clear definitions of self-awareness that can be found in the source studies are included in Table 1.

Table 1 shows - Definitions of Self-Awareness

Study	Definitions
[23]	"Self-awareness as a result, focusing on the student's capacity to reflect on their own personal views, prejudices, motivations, and emotions."
[24]	"Becoming aware of new things, events, and thoughts that are both inside of and outside of the self is considered to be the objective level of awareness."
[5]	"The alignment of one's internal and outward impressions of oneself is termed self-awareness."
[22]	"Self-awareness is a more general notion that focuses on a person's perception of themselves and if that perception is accurate."
[13]	"The skill of recognizing their talents and shortcomings in order to succeed in higher education and achieve their job aspirations."
[25]	"Understanding oneself allows for the expression of attitudes and views toward others, according to the term of "self-awareness."
[7]	"The person's capacity to focus attention either on his ego or on anything outside of it (the environment), and this attentional focus results in a situation of transitory assessment."
[26]	"Introspection is a mental exercise that contributes to self-awareness. This characteristic shows the cognitive investigation of one's own emotions, ideas, attitudes, values, behaviors, and outside feedback."
[16]	"Technique is a shift in self-consciousness, including an enhanced awareness of fleeting conditions of mental and physical health as well as automatic behaviors and patterns of responsiveness."
[27]	"The core of a person's value system is self-awareness, self-discovery, success, and self-fulfilment, and it is widely acknowledged that these are related to centralism."

The reviewed literature additionally shows the lack of agreement on such a definition which encompasses all facets of self-awareness.

The traits that enhances the authenticity and the hedonistic health, which are fundamentally humanistic objectives, include heightened mind of deeply held convictions and functioning in line with all these values [20].As the foundation of self-regulation, self-awareness is possibly the most essential cognitive capacity [28].

3.3. What aspects and criteria determine self-awareness in college students? (RQ2)

This inquiry determines to examine the conclusions reached by using self-awareness in the studies. The primary studies have firmly shown why self-awareness is a valuable quality for college

students. Retrieved on all investigations, it was discovered that recognizing one's own internal emotional feelings is a key factor in self-awareness [12]. Fatigue or an unstable emotional state can indicate academic burnout, which students may experience. Since that the condition is intellectual in nature, its severity may be determined by self-awareness. The degree of motivation is determined by self-awareness, which is demonstrated by the students' efforts in their work and by how long they resist challenges [24] and the determination to go beyond the related challenges. There are six prerequisites. (1) Creating and implementing strategies with clear achievement goals (2) Drive, by engaging in or overseeing all steps that may assist a business to develop (3) Organizing, arranging, and assessing the success potential (4) A critical-thinking mind that is more receptive to the views, concepts, and perspectives of everyone else (5) Emotional in recognizing, evaluating, regulating, and allows us to control is well possessed and (6) Feeling emotion is the act of perceiving the extenuating factors [21].

3.4 What are the types and interconnected parts of self-awareness? (RQ3)

More precisely, there are many ways to use self-awareness with college students, some of which are broader and pertain to helping students to achieve greater. Regarding the former, researchers took several forms of self-awareness: Self-awareness can take on two forms: 1. Self-awareness: The person is only aware of himself when it comes to other people's non-shared motivations, feelings, and emotions. 2. Public self-awareness, in which a person focuses all of his/her thoughts and emotions on social interactions [24]. There are two interrelated components that make up public consciousness: (1) the conceptual level, which comprises ideology and encompasses people's broad views of life and community. And (2) the stage of normal awareness, which incorporates social psychology and people's immediate responses to the impacts of reality as we know it and daily life [29].

3.5. What are the approaches in student self-awareness? (RQ4)

The methods were designed to increase the self-awareness of students through both direct and indirect methods. Indirect approaches concentrated on teaching practical expertise with the hope that self-awareness would improve, while general steps employed discussions in small groups and the individual counseling centered on students' emotions in response to care situations [4.] Examine potential areas for improvement with regard to developing more self-aware executives using a non-explicit approach [18].Professional approaches to self-awareness are consistent with implicit conceptualizations of "self," or a "feeling of personal identity," as well as with presumptions about "the kind of person one is." [19].

3.6 How self-awareness interventions support students? (RQ5)

Only a small number of researches have employed interventions as their main point of inspiration for developing self-awareness. Generally speaking, the primary sources of inspiration for all studies are nature and sciences that are inspired by it. In order to encourage a change in behavior during subsequent group interactions, individualized intervention aids students in becoming self-aware of their unique communicative tendencies while working in groups [30]. To promote and improve the health of pupils, a Dancing Movement Therapy intervention was put into place [17]. By incorporating the human-centered design concepts taught to students, they can develop a system of values that respects the well-being of others by placing an emphasis on humanity, healthcare, autonomy, security, and satisfaction [3].

3.7 How will be self-awareness in authentic leadership? (RQ6)

Self-awareness is essential for college student's leadership effectiveness, and genuine leaders act as role models for genuine followers who have become more dependable and engaged and who produce more "sustainable" and "verifiable results." Those who have an accurate self-perception are described as competent, needing achievement, and needing control, which enable them to respond to input from others and modify their leadership actions more effectively, making them more effective leadership [18].

3.8 How self-awareness manifests in college students? (RQ7)

Self-awareness learning reduces stress, tiredness, anxiety, and regression. Self-awareness encompasses past, present, and future thinking, therefore some evidence suggested that humans have a special ability to dissociate fundamental cognitive structures from the present and place them in multiple temporal locales (i.e., create higher order cognitive representations of objects) (metarepresentations) giving the development of three separate patterns of things: previous, current, and futuristic thinking (self-awareness), which determine how personality and behavior manifest and are expressed. Hence, it stands to reason that self-awareness, which manifests in behavior and personality, can, likewise, alter the condition of personality [31].

4 CHARACTERISATION AND DISCUSSION

Report on the review's limits and potential risks to its validity in this section, summarizes the key findings, and discusses about how they affect the research.

4.1 Self-Awareness in College Students: Characteristics

This includes information that was taken from the original studies, so it represents the current state of the field. Consideration of the areas in the literature that requires additional development, as indicated in the following sections, could be helpful in addition to the study of the primary studies.

4.2 Observations in general

The evaluation's goal was to address the seven research questions. The following are the main conclusions of this systematic review:

RQ1 Reviewing the definition of the notion reveals that there continues to be a lack of consensus. The foundation of self-regulation and possibly the most important mental talent is self-awareness.

RQ2. The investigations indicated that the factors and desire for using self-awareness were clearly established. Identification of one's own internal emotional feelings is one of the characteristics of self-awareness. The degree of motivation is determined by self-awareness, which is shown in pupils' work efforts and how long they persevere in the face of challenges.

RQ3: The various forms and related components of self-awareness. In most research, interconnected sections are not fully described. However, these inspirations had produced works that had been challenged for having a partial focus on realizing self-awareness rather than a holistic one.

RQ4 Self-awareness techniques have been thought to help students in academic contexts. According to analysis, college students' awareness of themselves vary from centrally regulated to completely apart. Yet, the preponderance of strategies includes self-awareness in learning environments.

RQ5 Several studies have employed interventions as their main source of self-awareness motivation. Research has to be more in line with the extent of the self-awareness intervention with college students.

RQ6 To lead with authenticity, one must be self-aware. Several leadership styles to be adopted depending on the situation will be studied in the future.

RQ7 Self-awareness among college students is evident. The data gathered from the evaluated research are actually case studies that serve as solid evidence examples.

4.3 A Critical Analysis of the Status of the Art:

The drawbacks that were discovered throughout the evaluation and analysis of the literature are discussed below.

Emphasis on the need to consider results in their proper context. Researches specifically any suggestion that inner speech is not ever useful above and beyond self-awareness (apart from memory/attention control and evaluation/motivation, under the circumstances). The actual measures and questionnaires utilized also have some limitations on the study and the self-awareness measures that were appropriate; in-the-moment self-awareness and self-regulation testing would have increased correlations. Pointing to the fact that every strong theory or collection of research evidence should hold up to a different interpretation or execution of its constructs at the same time [16].

Although the students recognized the value of taking part in the interdisciplinary simulator in order to develop self-awareness and regulating when confronted with an unexpected event, there are certain study flaws to be aware of [9].

The research had a few drawbacks, including a limited selection from a single academic institution and the use of only students pursuing allied health degrees, which restricted the results to being generalized. The small sample size was also not thoroughly analysed. Due to insufficient sample size for structural equation modelling, the researcher was unable to apply it. Last but not least, a drawback was in the cross-sectional study design, which restricted the analysis of reason correlations from among the parameters [25].

• **Awareness of privacy.** Evidently, data collecting is the only foundation for the realization of computational self-awareness. This prompts questions regarding the authors of the acquired data's privacy. There is a trade-off between privacy and self-awareness in this situation. On the one hand, a scholar must gather more data if they want to become more self-aware. On the other side, privacy is compromised more when the data is gathered. Hence, in order to maximize both for self-awareness and anonymity, a balance is needed.

• **Realistic evaluation.** The majority of evaluations is carried out utilizing simulations and in the best-case scenario, illustrative case studies. This might be attributed to the expense and difficulty of creating and testing large-scale actual self-awareness. Despite the possibility that this is true, the majority of assessment methods is just proof-of-concept experiments that offer little in the way of real-world application or other researches. In other terms, the literature still calls for a tested, useable self-awareness application in the real world.

4.4 Implications for research

The purpose of this systematic review on self-awareness in students is to look at how computational self-awareness has been incorporated into recent research to improve the educational capacities of students. The first thorough review of the pertinent literature is provided in this publication. In general, the review offers a rather comprehensive state of the pertinent literature to improve the academic performance, personal development, and effectiveness. Analysis showed that gaining self-knowledge and insight to support personal development is an objective of self-awareness. The results can help researchers who are interested in conducting additional research to advance academic self-awareness. The stated problems can lead future study in the right directions to look for answers.

4.5 Limitations and challenges to validity

The primary restrictions and threats to the validity of this review relate to the bias in study selection, inaccurate data extraction, and incomplete study analysis.

• **Absence of pertinent studies.** Because the search was only focused on conceptual (abstract, title, and keywords), it's possible that some studies might have been missed that explicitly referenced self-awareness in college students but didn't include it in the title, abstract, or keywords. Although the researchers of the publications specify the meta-data, it is reasonable to rely on how successfully the digitized resources categorize and index the papers. Studies have been gathered from databases that are essentially academic indexing services and have not taken into account the other sources, including online sites, that may have handled self-awareness in particular sector study and would have intriguing findings.

• **Research on bias in selection.** In relation to the original studies' selection, preventing selection bias. Choose the top 100 results, sorted by relevance, for instance, if there are more than 100 search results. Resolution to promote and enhances student health and career planning.

• **Inaccurate data extraction.** Many factors, including the researcher's background, subjectivity, and the manner in which the authors presented their methods and findings, can add inaccuracy into the data extraction process and also can held in-depth, any misunderstandings that might have brought about the assumption that this inaccuracy won't have a big impact.

5. Inclusion/Exclusion Criteria

The articles had to meet requirements in order to be considered for the evaluation. Initially, the

papers had to talk about the concepts being studied in connection to the study of the pupils, who ranged from 15 to 25 years of age. Studies with both males and girls were taken into consideration. There were articles with qualitative, quantitative, and mixed analyses. The "gray literature" on the databases was added at last. Gray literature refers to unpublished research (such as conference proceedings); nonetheless, this was restricted to literature that could be retrieved from the databases consulted. Gray literature was suitable for making that the review the covered current information and also to help to prevent publication bias. Exclusion criteria - Students who experienced depression, mood swings, or any other psychiatric illnesses and were taking antidepressants were not allowed to participate in the study.

6. The Data Set

The PRISMA technique [33] was used to customize the screening approach, and figure 1 flow diagram illustrates the screening process and describes the data produced at each stage. A total of 144 articles were found in the initial search, which was narrowed down to just those that examined the constructs in the context of self awareness by looking at the title and abstract. The complete article was reviewed in cases where it wasn't evident from the abstract whether the piece fit the bill.There were 113 disqualified articles since they either discussed the notions in broader contexts (such as brain damage, ecology, addiction, etc.) or did not directly explore them, but just vaguely mentioned them. Strangely, only 31 articles were included to provide a study of the construct, despite the fact that many articles discussed the constructs. All the other publications used the terms without providing a definition or an explanation for how the terms should be understood. They also failed to include the tools, students in high school or college, sample sizes, ages, study courses, and graphs.
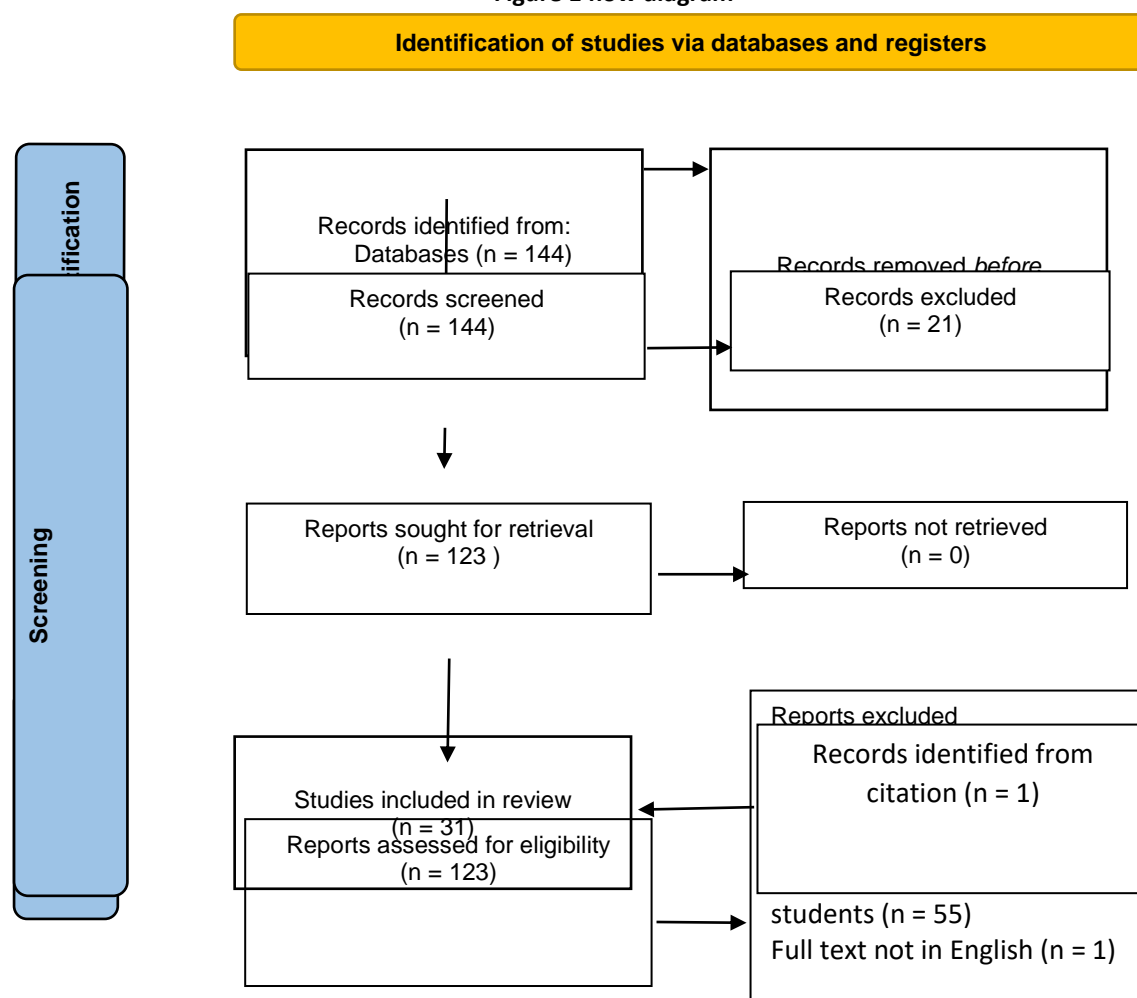
Figure 1 flow diagram

Identification of studies via databases and registers

Identification

Records identified from:
Databases (n = 144)

Records removed *before*
Records screened
(n = 144)

Records excluded
(n = 21)

Screening

Reports sought for retrieval
(n = 123)

Reports not retrieved
(n = 0)

Studies included in review
(n = 31)
Reports assessed for eligibility
(n = 123)

Reports excluded
Records identified from citation (n = 1)

students (n = 55)
Full text not in English (n = 1)

Figure 1 flow diagram

CONCLUSION AND FUTURE WORK

The issues mentioned in this study can be the focus of future effort. This paper's main contribution is a systematic review and an investigation of the use of computational self-awareness principles in educational settings. The objective is to offer a fairly comprehensive state-of-the-art analysis of the most recent research on the topic of self-awareness among college students in order to identify the successes made thus far, the open issues, and the pending issues. Six primary data sources were taken into account by the study in order to carry out the research from which 144 studies were found and reviewed. 31 publications with methodologies that demonstrate acceptable relevance were found among them and chosen as primary investigations. The key conclusions demonstrate that there is an increased interest in incorporating self-awareness for better evaluation of students' skills and for college students to be leaders with self-awareness. Students who are self-aware are able to handle stress, build relationships with others, and are also reliable, flexible, and self-assured. However, there are still a lot of outstanding concerns and issues that need to be resolved, as dynamic knowledge management.

In order for students to precisely establish a comprehension of one's profession, support young citizens to improve their level of awareness and health, as well as create healthier educational environments, efforts must be made to give students, university, opportunities to engage with careers and exercises. Further investigation is required into students' self-awareness, career planning, learning achievement, and digital literacy, as well as those participating in non-academic study programs and vocational institutions.

Additionally, career planning research among students and students needs to be expanded with the inclusion of job literacy characteristics in order to assist students in making career decisions that are in line with particular talents, interests, and competencies, assisting pupils in developing their new identities as college students and potential professionals. The beginning of the pupils' path toward self-awareness is marked by their maturation and growth.

Future research on situational leadership will allow for the use of various leadership modalities at various times, resulting in the development of more self-aware leaders who will be better able to switch between modalities as the construction situation shifts, eventually make them extra effective leaders. In order to test if the interdisciplinary interactions evolve, the study might examine the effect of the practical component on self-awareness to every field or incorporate additional disciplines (such as medicine, pharmacy, or the clergy).

9. RECOMMENDATIONS

Based on the findings of the study: 1) Call on the universities to play a part in helping students—especially those with specialities in humanitarian fields—develop self-awareness and their capacity for cognitive integration. 2) Increase public awareness of the need to give students more responsibility in life by providing them more opportunities to improve their self-awareness and skilfulness. 3) Students should be encouraged to pay more consideration to the procedure of becoming more aware of self of the significance of this idea in various facets of their future selves. 4) A future study for college students might look at how silence impacts particular areas of students' lives, although research to focus on its effect on self-awareness rather than taking a broader view. 5) In order for college students to participate as active individuals in a society with democracy, they must be an essential part of the push for this development in education institutions.

Data Availability Statement:

The data supporting the self-awareness in college students: a systematic review is available upon request. Please contact Author: B.Padma Priya, mayilpsycounsel@gmail.com and Corresponding Author's Dr.P.Nivenitha, nivenitha.p@gmail.com

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