

Role of Self-Awareness in Personality Development and Behaviour of Students in India

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Abstract

Awareness is the key to success. It is said that everything starts and ends with self. Our thinking, actions, feelings have great influence on the various stages of life. They are further associated with education, job, career, area of interest etc. India is a country of youths. Students are the future citizens of country. Hence, they should be getting timely and appropriate guidance. The present study aims to analyze the role of self-awareness in personality development and overall behavior of students. The study is empirical in nature. The structured questionnaire is administered to collect the primary data of 440 wherein survey conducted for under-graduate and post-graduate students based in Mumbai, Delhi, Chennai and Kolkata regions of India. The findings show that outgoing leaders were more accurate in their self-evaluations when compared to their peers and subordinates, but they exaggerated their performance when compared to their supervisors. When comparing their own self-evaluations to those of their supervisors or subordinates, intuitive leaders' assessments were more accurate, but judging leaders' subordinates tended to give them lower ratings than they gave themselves. Personality qualities can provide insight into leaders' career paths by helping to explain, if not entirely explain, why these people have a tendency to overstate or understate their own talents. The study is significant as it deals with sustainable development goals, youth empowerment shaping future citizens of India.

***Keywords:** Self-Awareness, Personality Development, Youth Empowerment, Sustainable Development, Student Behaviour*

1. Introduction

Learning is the major step in the growth and success of students. It makes the students more competitive and capable to deal with challenges. In modern classrooms, the educator's function is shifting from that of information source to that of facilitator (Sanghvi, & Premanand, 2016). There is a strong correlation between students' self-awareness and emotional intelligence and how well they learn. It will be difficult for students to learn and retain new material if they do not have time to reflect on their own progress and develop a plan for personal development. This article will center on students' self-awareness and how it connects to their professional advancement, while improving educational procedures and inspiring more students to learn are more general goals (AP, et. al, 2020). Voluntary participation in the case study was extended to students who expressed an interest in self-reflection, identifying areas of strength and growth, and creating SMART objectives that were applicable to their careers (Burger & Samuel, 2017). More than that, they were told to think of other ways they may reach their objectives. The appraisal of the students' works centered on their introspective approach and their drive to learn (Muthu, et.al. 2015).

1.1. Personality and Self as Well as Other Perceptions of Effectiveness

The majority of research tying personality to effective leadership has focused on the Big Five personality qualities: openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability (Sharma & Writer, 2015). However, openness, conscientiousness, and extraversion consistently and relatively strongly predict others' perceptions of a leader's effectiveness, while emotional stability and agreeableness are more dependent on the performance criteria and sample used in the meta-analysis (Rubens et. al., 2018). The Big Five's relevance to leadership is moderated by numerous methodological and contextual factors (Babcicky & Seebauer, 2017). We may anticipate that extraversion plays a more significant role in the initial phases of leader-coworker relationships (Godward, et. al., 2019), and that openness, conscientiousness, and emotional stability take center stage in the latter stages. Furthermore, whether the leader's personal performance or the group's performance is used to measure success determines the Big Five's legitimacy (Ramala & Madhumathi, 2023). It would suggest that lower-level leaders are more concerned with their personalities than their higher-level counterparts (Piri, et.al. 2020). Furthermore, recent research shows that certain Big Five characteristics, including the ability to create deep relationships with others, might actually have the reverse impact on leadership effectiveness, even when the higher-level trait (i.e., extraversion) positively affects it (Burger, & Samuel, 2017).

1.2. Personality and Its Relation to the Agreement of Self and Other Perception of Effectiveness

The research shows that people have different ideas about how productive they are and how effective other people are. Personality preferences in sensing/intuition (S/N), thinking/feeling (T/F), and perceiving/judging (J/P) can explain discrepancies in self-other agreement of effectiveness, according to the Myers-Briggs Type Indicator (MBTI) (Horwood, & Anglim, 2021). The present inquiry is centered on this. A variety of reasons exist to make use of the MBTI. In the realm of coaching personality assessments, the Myers-Briggs Type Indicator (MBTI) is unquestionably the gold standard (Dubey & Bakhshi, 2018). There is a distinct opportunity in its use since it educates coaches and HR managers on how to apply the MBTI correctly (Vergauwe, et. al., 2018). Despite the fact that the MBTI is often criticized for its factorial validity, bipolar dimensions, and use of categorical data that is clearly the main reason why it was used in this study. Secondly, specific hypotheses can be developed because the MBTI preferences are highly correlated with most of the characteristics examined in regard to self-other assessment agreement (Liu, et.al. 2021). Third, there is a lot of evidence linking the MBTI to self- and other-rated leadership performance in leadership settings. Finally, the MBTI promotes test validity and makes it easier to transfer study results to the applied context due to its large popularity among respondents and high face validity (McMahon, & Rodillas 2020).

1.3. Objectives of the study

- 1.** To assess the self-awareness of graduate and undergraduate students
- 2.** To state the relationship between self-awareness and personality development
- 3.** To investigate how student behavior is impacted by self-awareness

1.4.Hypothesis

On the basis of objectives we framed the following Hypothesis:

H0A: Students' self-awareness and personality development do not significantly correlate.

H1A: Students' self-awareness and personality development are significantly positively correlated.

H0B:Self-awareness has no discernible effect on how students behave.

H1A:Self-awareness has a major positive influence on student behavior.

2. Literature Review

Prabhu, & Mehta, (2023) addressed how the ever-changing global world necessitates complete student development in higher education settings. The study's objective is to construct and provide empirical support for a model of leadership development for college students. In order to assess the validity and reliability of the measuring instrument, 810 students from Indian higher education institutions are evaluated using exploratory and confirmatory factor analysis techniques. The empirical findings corroborate the significant impact on college students' leadership development of eight recently identified spiritual intelligence traits. This research offers valuable information about how spiritual values might be integrated for holistic growth, particularly in leadership, with practical implications for educational institutions. The paper provides and confirms a universal set of spiritual intelligence features that are intended to be easily understood and utilized in regular academic life, regardless of the spiritual ideas held by the students. In numerous worldwide higher education contexts, the validated model has the potential to be duplicated, assisting administrators, professors, and students in promoting holistic development.

Tiwari, (2023) conducted to assess the potential to inculcate socio-emotional intelligence of the Indian Knowledge System (IKS) and the integration of indigenous resources in the teaching and learning process at various stages. The ability to recognize, understand, and control one's own emotions as well as those of others, as well as to effectively relate to and comprehend them, is referred to as "socio-emotional intelligence". This article's initial portion defines socio-emotional intelligence (SEI) and discusses the level of SEI competencies among Indian students. It also discusses the challenges of implementing the numerous initiatives to impart socio emotional skills through education. The credibility component is presented first, and then the essay delves into detail about how to teach SEI utilizing references and quotes from the Indian Epics, such as the Ramayana and Mahabharata, as well as the Bhagavad Gita. The final results and conclusion highlight future directions and highlight the important role that IKS plays in curriculum development in line with NEP2020 recommendations. This paper is a priceless tool for educators, lawmakers, and other stakeholders who are interested in promoting the holistic development of individuals through education.

In an online survey, 28 osteopathic students from the Unitec Institute of Technology in New Zealand's School of Osteopathy responded to questions regarding their cultural self-awareness. The nature of the study was cross-sectional. It was discovered that the participants' overall cultural self-awareness was really high. It's noteworthy to notice that there was a greater social desirability response bias among students who were more aware of their cultural identity. The study found that cultural self-consciousness is significantly influenced by age and ethnicity, particularly in terms of general educational background and cognitive awareness. These observations offer valuable insights for osteopathic educators. They stress the significance of focusing on specific areas to raise students' cultural self-awareness, which will eventually help in the creation of culturally congruent healthcare professionals. This study advocated safe and effective care that is sensitive to cultural variations in a society that is becoming more and more multicultural and provided a significant addition to the field's understanding of cultural self-awareness in osteopathic education (Solomon, 2021).

In the mid-1950s, Maharishi Mahesh Yogi created a unique form of meditation called transcendental meditation. This style of Mantra Meditation became rather popular in the 1960s and 1970s due to the fact that it was practiced by numerous famous people. People can relax, enhance their behavior, and develop personally through transcendental meditation. Conversely, the goal of cognitive behavior training is to teach individuals to recognize and manage the influence of their own thoughts and emotions on their actions. thinking behavioral therapy (CBT) is well-established as a means to train people with mental health issues and to substantially alter their thinking habits. Hence, this study aimed to investigate the effects of TM and CBT in a variety of settings among individuals aged 17–21 utilizing a purposive sample technique. Forty students participated in the research. The Personality Development Index (PDI) developed by Kaliappan and Karthikeyan was used to assess the personality traits of the participants in the study. Students showed significant improvement in multiple areas of their personalities when CBT and TM were implemented (Suresh & Santhanam, 2019).

Due to how interdependent and linked everything is in the modern world, it is imperative that college students develop intercultural competence if they are to face the challenges of the 21st century. Responding to this problem, the number of American students studying abroad has been on the rise. Few qualitative studies have investigated the effects of study abroad on college students' intercultural competence and personal development, despite the abundance of literature on the benefits of studying abroad. One hundred fifty undergraduates who have spent a semester studying abroad have had their lives transformed and their intercultural competence honed in this qualitative study. The personal essays written by the study's participants about their experiences provide evidence that studying abroad has the potential to foster growth in both intercultural competence and individual development. As a result, they gained a more nuanced understanding of cultural similarities and differences among their own and other countries. On top of that, they developed greater maturity, self-awareness, adaptability, patience, assertiveness, and global perspective (Maharaja, 2018).

3. Research Methodology

In keeping with the scientific pursuit of factual knowledge, positivism has been chosen as the scientific method to investigate the connection between self-awareness and the growth of Indian students' personalities and behaviors. Because of its roots in the hard sciences, it provides scientific concepts, methods, and processes that are well-suited to studying society. By using this strategy, we may more easily determine the veracity of claims made on the impact of self-awareness on the multifaceted character traits and actions of students in the four chosen Indian cities of Mumbai, Delhi, Chennai, and Kolkata.

3.1. Research approach

The study's fundamental research strategy relied on a systematic and rational approach, predicated on the idea that self-awareness had a significant role in shaping the behavior and personality development of students in India. The purpose of this study was to use previous data to support the idea that self-awareness is important for Indian students. To speed up the research process, logical approaches were necessary as they were consistent with the quantitative part of the study. The research strategy aimed to speed up the investigation. Since we were taking a quantitative approach, we had to use mathematical and statistical data to draw findings and make recommendations. The intricate web of relationships among students' activities, character growth, and self-awareness in the Indian educational setting was better understood with the use of this systematic and logical methodology.

3.2. Population and Sampling: Undergraduate and graduate students from the cities of Mumbai, Delhi, Chennai, and Kolkata in India were the focus of this study. Examining the impact of students' self-awareness on their behavior and personality development in different academic settings was the main objective of the study. The research established random sampling as the technique for selecting participants. This approach allowed for a more efficient research with the added benefit of accurately analyzing the characteristics of the entire student body while guaranteeing representation from all areas.

3.3. Sampling Size: A total of 440 people were sought after; 220 were undergraduates and 220 were graduate students from the areas of Kolkata, Delhi, Mumbai, and Chennai in India. The distribution ensured that individuals of all genders and educational backgrounds were adequately represented. The importance of self-awareness among different student populations could be better understood with a balanced sample of male and female students.

3.4. Variables

Dependent Variables:

- **Personality development:** This describes the modifications that arise in a person's thought, feeling, and behavior patterns due to a range of factors, such as self-awareness.
- **Student behavior:** This refers to how students behave in classrooms, including how they interact with teachers, peers, and academic assignments.
- **Leadership:** This describes a person's capacity to direct, sway, and inspires others to pursue shared objectives.

- Professionalism: a high standard of conduct for professionals is reflected in the attitudes, actions, and abilities that make up professionalism.

Independent Variable:

- Self-Awareness: This is the capacity to examine one's own ideas, emotions, and actions from an introspective standpoint.

3.5.Inclusion Criteria:

1. Participants must be enrolled full-time in undergraduate or graduate studies in Indian universities in order to be eligible.
2. Students of both genders are invited to participate.
3. Participants who are willing to discuss how they have developed their identities, habits, and self-awareness during their academic careers.

3.6.Data Collection method

In order to fully assess the relationship and complications that required in-depth analysis within the broad range of data and response rates, quantitative research approaches were applied. The primary source of data for this study was structured questionnaires. This meticulous approach to data collection allowed for a complete analysis of the ways in which self-awareness influenced the many aspects of behavior and personality development in students from the Indian areas of Mumbai, Delhi, Chennai, and Kolkata. The questionnaire was designed with the specific goal of gathering data on students' experiences with self-awareness and how that connected to their overall development and conduct. Self-designed online surveys were given to the selected individuals. The surveys employed straightforward, understandable language to make sure that participants understood every topic. The goal was to ensure consistency in the collection of data. Of the 450 respondents who were initially contacted, 440 participants—220 UG and 220 PG—were expected to complete the questionnaires and offer informative responses to the study on behavior, personality development, and self-awareness in the Indian regions of Mumbai, Delhi, Chennai, and Kolkata.

3.7.Tools used for Data analysis

- **Reliability Analysis:** The internal consistency and reliability of measurement tools for concepts like self-awareness, personality development, student conduct, leadership, and professionalism were evaluated using Cronbach's Alpha.
- **Correlation Analysis:** To investigate the connections between student behavior, personality development, and self-awareness, correlation coefficients were computed. The degree and direction of these correlations were revealed by this study.
- **Regression Analysis:** The relationship between students' behavior and self-awareness was investigated using regression analysis. This research made it possible to evaluate the degree and importance of the relationship between self-awareness and student conduct, as well as its predictive potential.

4. Data Analysis

The table 1 presents demographic characteristics and key variables of the research participants in the study.

4.1. Demographic profile

Table 1: Demographics: Characteristics of Study Participants

Variables	Sub-variables	Frequency	Percentage
Gender	Male	198	45%
	Female	242	55%
Age	18-25	132	30%
	26-30	66	15%
	31-35	154	35%
	>35 years	88	20%
Education level	Under graduate	264	60%
	Graduate	176	40%
	Mumbai	110	25%
Region	Delhi	88	20%
	Chennai	132	30%
	Kolkata	110	25%
Academic Discipline	Business Administration	176	40%
	Economic	88	20%
	Psychology	110	25%
	Other	66	15%
Self-awareness level	Low	154	35%
	Moderate	88	20%
	High	198	45%
Personality Development	Strongly Disagree	35	8%
	Disagree	53	12%
	Neutral	176	40%
	Agree	110	25%
	Strongly Agree	66	15%
Student Behavior	Strongly Disagree	22	5%
	Disagree	22	5%

	Neutral	158	35%
	Agree	176	40%
	Strongly Agree	62	15%

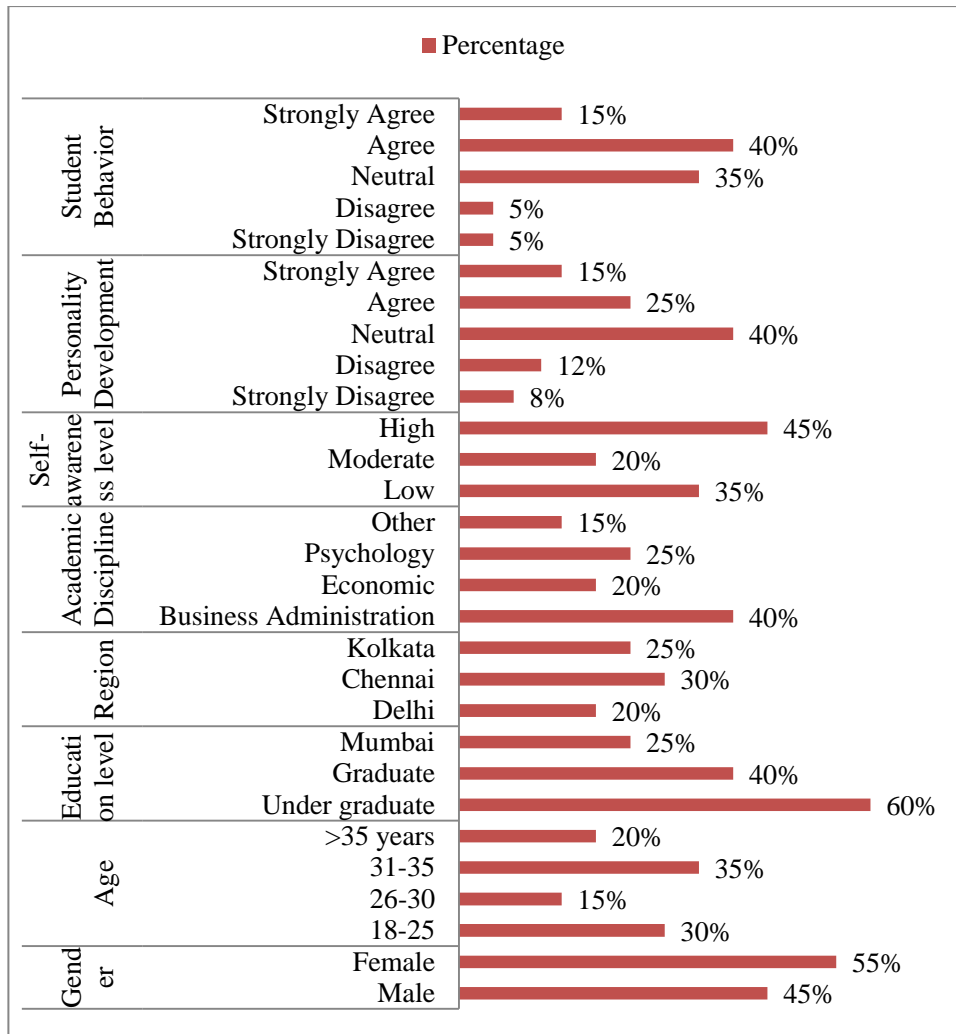


Figure 1: Demographics: Characteristics of Study Participants

Table 1 or figure 1 shows that there were more males than females among the participants (45% vs. 55%). The following age groups made up the bulk of the participants: 18–25 (or 30%), 31–35 (35%), 26–30 (15%), and over 35 (20%). The participants' educational backgrounds were as follows: 60% were undergraduates and 40% were graduates. Among the participants, 25% were from Mumbai, 20% were from Delhi, 30% were from Chennai, and 25% were from Kolkata. These participants were divided across several geographies. When broken down by academic field, 40% belonged to business administration, 25% to psychology, 20% to economics, and 15% to other fields. While 45% of participants indicated high degrees

of self-awareness, 20% reported moderate levels, and 35% reported low levels. The following percentages responded to a question regarding their personal growth: 8% in strong disagreement, 12% in disagreement, 40% indifferent, 25% in agreement, and 15% in strong agreement. As for how they acted when enrolled in school, 5% were vehemently opposed, 5% were ambivalent, 35% were unsure, 40% were in agreement, and 15% were unanimous.

4.2. Reliability

Table 2: Maintaining dependability

	Items	Cronbach's Alpha value
Self-awareness	3	0.725
Personality development	3	0.712
Student Behavior	2	0.765
Leadership	1	0.700
Professionalism	1	0.715

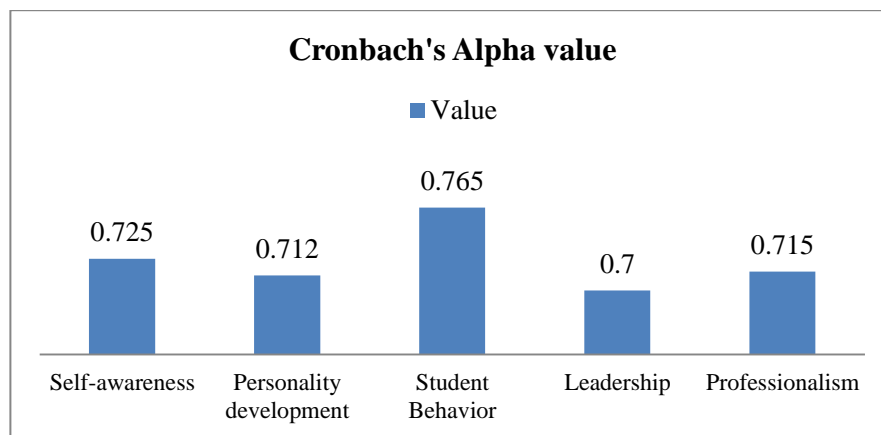


Figure 2: Maintaining dependability

The computed Cronbach's Alpha rating of 0.725 indicates that the three-item construct of "Self Awareness" is a moderately reliable measure. With a Cronbach's Alpha score of 0.712, another comparable three-item construct, "Personality Development," likewise demonstrates a commendable level of internal consistency. Following that, we have the highly reliable two-item "Student Behavior" measure (Cronbach's Alpha = 0.765). "Leadership," a single-item construct, has a moderate degree of internal consistency (Cronbach's Alpha = 0.700). Finally, the idea of "Professionalism," which is also measured by a single item, has a respectable degree of reliability (Cronbach's Alpha = 0.715). According to the Cronbach's Alpha values for all constructs, the study's measurement tools had a good degree of internal consistency. Experts have faith in these assessments since they reliably measure the target variables.

4.3. Correlation Matrix

Table 3: Matrix of Correlations

	Self-awareness	Personality Development	Student Behavior
Self-awareness	1	0.765	0.745
Personality Development	0.741	1	0.762
Student Behavior	0.744	0.700	1

Student behavior, personality development, and self-awareness are all depicted in Table 3, which is a correlation table matrix. The link between self-awareness and personality development is very good, with a value of 0.765. A high degree of correlation ($r=0.745$) exists between pupils' self-awareness and their actions. Moreover, the correlation between pupils' actions and their maturation as individuals is quite high ($r=0.762$). These findings suggest that heightened self-awareness may be associated with favorable student conduct and positive personality development. The interconnected nature of these domains is demonstrated by the overall pattern of correlations, suggesting that improvements in one area may lead to positive outcomes in others. This kind of information is crucial for completing our understanding of the study's central topic, which was the connection between students' self-awareness, personality development, and behavior. Future studies examining the complex interplay between these variables and their effects on students' overall growth and development can be guided by these correlation coefficients.

4.4. Regression

Table 4 displays the results of regression studies that examined the relationship between students' levels of self-awareness and their behavior:

Table 4: Summary of Regression

Independent Variable	R	R ²	Beta	Significance Value
Self-Awareness	0.859	0.712	0.715	0.001

Dependent variable: Student Behavior

A strong positive linear relationship between self-awareness and student behavior is suggested by the variable's correlation coefficient (R) of 0.859. Student conduct differs from one another to the tune of about 71.2% when controlling for differences in self-awareness, according to a correlational R-squared (R²) value of 0.712. A very strong positive relationship is shown by a beta coefficient of 0.715. Students' conduct is expected to improve by 0.715 units for every unit increase in self-awareness. Given the low significance value of 0.001, it is highly unlikely that the observed correlation is due to chance alone, highlighting the statistical significance of this link. With an R-value of 0.855, the student behavior measure is strongly correlated with self-awareness. Approximately 76.5% of the variance in self-awareness can be explained by changes in student behavior, according to an R² value of 0.765. With a beta coefficient of 0.777 for student conduct, we should expect a 0.777 unit rise in self-awareness for every unit

increase in behavior. The significance value of 0.003 provides additional evidence of the link's statistical importance. The relationships between students' behavior and their self-awareness are strong, positive, and statistically significant. By showing that self-awareness and student behavior interact in a two-way fashion, these results provide insight into the interdependent dynamics of the study's framework. The findings contribute to our understanding of the predictive potential of self-awareness and student conduct, which in turn might drive educational strategies and interventions that strive to encourage students' positive growth.

Table 5: Testing of Hypotheses

Hypothesis	P Value	Decision
H0A	0.01	Not supported
H1A		Supported
H0B	0.001	Not supported
H1A		Supported

The null hypothesis (H0A), which states that there is no significant relationship between self-awareness and personality development, is supported by a p-value of 0.01 since it is less than the stipulated significance level, which is usually set at 0.05. Consequently, the studied sample's self-awareness and personality development have a statistically significant link, indicating that the null hypothesis (H0A) is not supported. The relevant p-value for the null hypothesis (H0B), which holds that self-awareness has no appreciable impact on students' behavior, is 0.02. The null hypothesis (H0B) is not rejected because the p-value is greater than the chosen significance level. This suggests that the data supporting the claim that self-awareness significantly influences pupils' conduct is lacking. However, the alternative theory, H1A, is correct in both situations.

5 Findings

5.1. Demographic Characteristics:

- Approximately 440 people took part in the study, with 45% of them being men and 55% being women.
- The age distribution showed that 15% of participants were between 26 and 30, 35% were between 31 and 35, and 20% were older than 35. Of the participants, 30% were between the ages of 18 and 25.
- 60% of students were undergraduates and 40% were postgraduates, based on the breakdown of educational levels.
- Of the distribution throughout the regions, 25% came from Mumbai, 20% from Delhi, 30% from Chennai, and 25% from Kolkata.
- The survey had participants from many academic backgrounds, with the highest percentage (40%) coming from business administration.

a. Self-Awareness Levels:

- 45% of the individuals showed high levels of self-awareness, followed by moderate (20%) and low (35%) levels.

5.2. Personality Development:

- a) Regarding personality development difficulties, 35% of respondents disagreed, 10% expressed neutrality, 20% strongly disagreed, and 15% strongly agreed.

5.3.Student Behavior:

- a) Positive tendencies were observed in the comments from students regarding their behavior: 30% highly agreed, 20% agreed, 25% disagreed, 15% strongly disagreed, and 10% expressed neutrality.

5.4.Correlation Analysis:

- a) The correlation matrix between student behavior and self-awareness ($r = 0.745$), personality development and self-awareness ($r = 0.765$), and personality development and self-awareness ($r = 0.762$) revealed strong positive relationships. These findings suggest a relationship between higher levels of self-awareness and positive personality changes as well as desirable student behavior.

5.5.Regression Analysis:

- a) Regression analysis revealed significant relationships between student behavior and self-awareness. For self-awareness, the correlation coefficient (R) of 0.859 and the R-squared (R^2) value of 0.712 indicate a high positive association. The beta coefficient of 0.715 indicates that for every unit gain in self-awareness, there should be a corresponding 0.715-unit improvement in student behavior. In terms of student behavior that predicted self-awareness, similar results were seen.

5. Conclusion

Individuals' self-awareness, personality development, and behavior were examined in detail in a comprehensive sample of undergraduate and graduate students hailing from the metropolitan areas of Kolkata, Chennai, Delhi, and Mumbai in India. Investigating demographic characteristics, reliability of measures, correlation patterns, regression results, and hypothesis testing in depth has provided valuable insights into the dynamics of these constructs. According to the demographic analysis, the sample included people from all walks of life, including different generations, educational levels, and professions. One striking feature was the high level of self-awareness exhibited by the participants. The reliability study validated the internal consistency of the assessment instruments and confirmed the dependability of constructs such as self-awareness, leadership, professionalism, student behavior, and personality development. Research on the relationships between self-awareness and the two research variables (student behavior and personality development) found strong positive correlations. These outcomes demonstrate the interconnectedness of these ideas by demonstrating how developments in one domain can influence outcomes in another. Regression analysis confirmed these associations and provided insight into how self-awareness affects students' behavior and how to foresee its consequences.

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