

## Relationship between Self-Awareness Techniques and Moral Values of Students at the University Level

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**This article may be cited as** Masood, A., Shaheen, M. N. K., & Naeqeb, H. (2025). Relationship between Self-Awareness Techniques and Moral Values of Students at the University Level. *ProScholar Insights*, 4(3), 1-12.  
<https://doi.org/10.55737/psi.2025c-43095>

**Abstract:** Morality prompts individuals to think about the consequences of their actions, particularly the impact they may have on other people. The basic purpose of this study was to examine the relationship between Self-awareness Techniques and Moral Values of students at the university level. In this study, the gender difference regarding self-awareness techniques and moral values was also probed. The current study was quantitative in nature, and a descriptive approach was used. In descriptive research, a cross-sectional survey technique was used to collect data. The population of the study consisted of twelve hundred twenty-one (1221) students of the Faculty of Social Sciences & Humanities (FSS&H), University of Kotli, Azad Jammu and Kashmir (UOKAJ&K). The researchers selected three hundred (300) students as a sample in this study using a stratified random sampling technique. A self-developed questionnaire was used based on a five-point Likert Scale. The questionnaire consisted of three sections, i.e. i) Demographic information, ii) Self-awareness techniques and iii) Moral Values. The researchers personally visited the students of UOKAJ&K and collected the data. The responses were analysed by using different statistical techniques (mean, Frequency, Percentage, standard deviation, independent sample t-test and Pearson's correlation). Female university students use more self-awareness techniques and demonstrate stronger moral values than males. Universities should hold seminars and counselling sessions, especially for male students, to foster self-awareness and moral development at the university level. It is concluded that developing self-awareness techniques in university students positively influences their moral values; educators and parents are encouraged to nurture these skills for enhanced morality.

**Keywords:** Awareness, Self-awareness Techniques, Moral Values



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## Introduction

The concept of awareness is comparative. A person is said to be in this condition when they are aware of information and are directly presented with it in order to facilitate a wide range of behavioural actions. Awareness may be focused on an internal state, such as instinctual feeling, or on external occurrences by way of sensory perception. Peripheral, sensory, and self-awareness are the three categories of awareness (Ambali & Bakar, 2014).

Being self-aware is having the capacity to concentrate on oneself and how one's behaviour, ideas, and feelings match or deviate from internal values. A highly self-aware person can control his/her emotions, evaluate himself/herself objectively, match his/her actions to his/her ideals, and accurately perceive how other people perceive him/herself. It is a unique ability since a lot of us tend to explain our situations with emotion-driven clarifications. Self-

awareness paves the path to personal development since it enhances one's capacity for making judgment calls and solving problems (Lawrence et al., 2018).

Eurich (2018) asserts that self-awareness consistently falls into two main groups. Firstly, internal self-awareness pertains to the degree to which pupils can perceive their own values, interests, and spirits, as well as how well they fit in with their surroundings, respond (in terms of ideas, emotions, actions, abilities, and shortcomings), and influence others. Understanding one's own perception as well as that of others is the second type of external self-awareness. Thankfully, self-awareness is a learned skill that can be developed (Bashshur & Moore, 2015).

The phrases "moral" and "value" are the two key terms in the phrase moral values. Morality is the set of rules that a person follows based on what they believe to be right or wrong. Values, on the other hand, are required but measured characteristics. The fundamental elements of a person's personality are their moral principles. Based on a combination of different and integrated practices, these personality personas control people's decisions and judgments by using their own understanding of what is good and bad (Friedland & Jain, 2022).

Moral standards are important at every stage of a student's life, yet the majority of adults have ideals that are instilled in them as youth. They establish the cornerstones of each student's education. Most individuals think morality comes naturally to us. This suggests that pupils already possess some of them and do not need to learn them. Rather, biological or hereditary factors dictate a student's moral ideals. It is still necessary to learn moral ideals, even when other individuals may disagree (Knapp et al., 2017).

Knowing oneself well means understanding one's moral principles, which are the cornerstones of a person's character. An increased understanding of self-awareness can enhance the efficacy of moral principles. Greater self-awareness is also necessary for personal development and can enable moral principles to empower students, teachers, and coworkers. Highly self-aware students may add value by always bettering themselves. An increased knowledge of one's own self leads to a greater appreciation of moral ideals (Friedland & Jain, 2022).

Morality is an essential element of a functional society. Self-awareness allows you to correct yourself. This study investigates the relationship between self-awareness techniques and moral values at the university level, hypothesising that a lack of self-awareness contributes to declining morality. In an increasingly complex society, developing the value of morality through self-awareness can help students resolve moral issues with respect. This topic has an opportunity to boost feelings for one another, obligation and respectful actions, which are essential abilities for upcoming leaders and citizens. That is why the topic, "Relationship between self-awareness techniques and moral values of students at the University level", was selected for research.

### Objectives of the Study

The objectives of the study were:

1. To identify basic self-awareness techniques used by students at the university level
2. To find out the moral values practised by students at the university level.
3. To examine the relationship between self-awareness techniques and moral values at the university level.

### Research Questions

The research questions of the study were:

1. Which self-awareness techniques are used by students at the university level?
2. What is the effect of gender on self-awareness techniques?
3. Which moral values are practised by students at the university level?
4. What is the effect of gender on moral values?
5. What is the relationship between self-awareness techniques and the moral values of students at the university level?

### Hypotheses of the Study

The hypotheses of the study were:

**H<sub>0</sub>1:** There is no significant difference between the mean score of male and female students with regard to self-awareness techniques.



**H<sub>0</sub>2:** There is no significant difference between the mean scores of male and female students with regard to moral values.

**H<sub>0</sub>3:** There is no relationship between self-awareness techniques and the moral values of students at the university level.

## Literature Review

This section presents an orientation to the theoretical background of the research. The review begins with an overview of awareness and also includes in-depth information about self-awareness. Moreover, this review includes different self-awareness techniques that improve student self-awareness. Further, the concept of moral values and their types are also described.

## Awareness

Awareness is really about being tuned in to our surroundings. It is like understanding the dynamics of a situation and recognizing how our actions can affect those around us and their things. When students start to pay attention to their own opinions, feelings, and behaviors, they begin to get a clearer picture of who they truly are. This kind of self-awareness is super important for personal growth and development. It helps people make better choices in life (Ray, 2023).

## Concept of Self-awareness

Self-awareness is really about students understanding who they are. It is not just about the good stuff; it's also knowing their flaws, their beliefs, and what drives them. When students really get a grip on all this, it opens up a world of possibilities for making meaningful changes in how they act and what they stand for. When they pay attention to their thoughts, words, feelings, and actions, it is like they are laying the groundwork for a better future. Research shows that when people have a clear view of their own personalities, they tend to feel more confident and creative. They also tend to make better choices, forge strong relationships, and communicate more clearly. They are less likely to lie, cheat, or cut corners. These self-aware folks often become great employees who get those promotions, and, honestly, they make for effective leaders too (Eurich, 2018).

## Self-awareness Techniques

A lot of students can really benefit from self-awareness techniques to boost their understanding of themselves. These techniques can enhance both how they perceive themselves and how they relate to the world around them. It's kind of essential for students to tap into this self-awareness to make the most of its advantages (Manokha, 2018). So, let's dive into some of those techniques.

## Set Personal Boundaries

Setting personal boundaries is really important for students trying to figure themselves out. But it can be tough—especially when they are surrounded by toxic people. It is like one person is all about growth, and the other just wants to bring you down. When students become more self-aware, they start to realise that establishing those boundaries is not just good for their own peace of mind and health. It also helps keep their loved ones happy. So, it is a win-win situation (Scarino, 2013).

## Trust in Gut Feeling

Students often rely on their gut feelings when they are faced with decisions. It is like that inner voice saying, "Hmm, something does not feel right here." When they trust that instinct, it can really help them make better choices. Plus, leaning into those gut feelings can boost their confidence and improve their judgment. It is all connected, really. When you listen to what your instincts are telling you, you not only feel certain of yourself but also sharpen your decision-making skills (El-Hussein & Fast, 2020).

## Observe Self-talk

Students have really figured out how to quiet that nagging inner critic. It is interesting — we all have those little voices in our heads. They say all sorts of things, often not very nice. Those inner critics can really get under our skin, making



us feel down and sometimes even pushing us to tears. It is tough. So, it is super important for students to pick up some self-awareness techniques. That way, they can start to change the narrative and, hopefully, turn that inner voice into something a little kinder (Carnegie, 2022).

### **Label the Feelings**

Self-awareness techniques can really help students manage their emotions. It is not always easy, but learning how to identify and label their feelings is super important. When students get a grip on their emotions, it opens up a whole new world for them. Suddenly, it is much simpler to start putting names to what they are feeling. Honestly, developing self-awareness is such a valuable tool for students; it really aids them in effectively recognising and understanding their emotions (Kemppainen, 2020).

### **Emotional Triggers**

Being self-aware really helps people understand their feelings better. Students often put in the work to figure out what sets off their emotions. When they can spot those emotional triggers, it is a game-changer. Instead of just reacting impulsively, they learn to respond more thoughtfully (Puente & Bender, 2015).

### **Connected with Core Values**

Students really ought to connect with what truly matters in life. It is all about those core values. And when we talk about self-awareness techniques, they should definitely stay within certain limits. When students face the choice of chasing after better career opportunities at the cost of family life, that's a huge moment. Their final decisions in those situations really show what they value most. It is like a mirror reflecting their true priorities. How do we balance ambition and personal life? It is a tough call, but it is so important to stay grounded in what really counts (Harman & Sealy, 2017).

### **Expression through Journaling**

Students love journaling! It gives them the flexibility to plan things their way and can be used for all sorts of purposes. Honestly, there is something really special about reflecting on their day through writing. When they jot down their thoughts, it helps them remember what they did and how they felt—like a little snapshot of their day. It is not just about keeping a diary; it is a way to connect the dots between their experiences and emotions. It makes it so much easier to look back and see how far they have come (Abtahi et al., 2020).

### **Self-Value**

When students truly believe in their own worth, it really shows. They walk into situations with this confidence and dignity that is hard to miss. And honestly, when they value themselves, it's like they unlock this ability to build self-respect. They learn how to set healthy boundaries, not just for themselves but also for the people around them (Puente & Bender, 2015).

### **Avoid distraction**

Being a student today can feel like navigating a minefield of distractions. Seriously, there is so much vying for your attention! It is crucial to really tackle those distractions if you want to hit your goals. But here is the thing—students often need some guidance or training to help them stay on track and keep their focus sharp. After all, whether it is facing an exam or pursuing a dream, staying centred on what you want can make all the difference in finding success (Wilson et al., 2018).

### **Practice Self-discipline**

Self-discipline is something that anyone can really pick up. For students, it can be a game-changer—helping them become more aware of themselves and their habits. Honestly, these two skills go hand in hand. When you practice self-discipline, you're not just sticking to a routine; you're also getting to know yourself better. It's like a two-for-one deal on personal growth! (Gelles et al., 2020).



### **Intuitive Guidance**

Intuitive guidance really feels like a soft touch that helps students figure out their feelings and experiences. It is like tapping into a well of wisdom, offering that much-needed clarity and direction when things get a bit overwhelming. Honestly, it is invaluable for helping students find their way through relationships, make tough decisions, and tackle all those other important parts of life (Labban et al., 2020).

### **Apologise when Necessary**

Students really do stumble quite a bit in their lives. It is part of growing up, but what is crucial is that they learn to be aware of their mistakes. Self-awareness techniques can be super helpful for that. Recognising when you have messed up is the first step. And let us be honest, saying "I'm sorry" can really go a long way. It is not just about the apology, though; it is about shifting your mindset and learning how to move forward. So, owning up to mistakes and changing your attitude is definitely the way to go (Sharma, 2021).

### **Set Goal to Capitalise Strength**

A lot of students struggle with recognising their own strengths, mainly because they lack a bit of self-awareness. It is kind of a shame when they do understand what they are good at, it can really help them reach their goals. But understanding their weaknesses is just as important. It is not just about knowing what you excel in; it is also about figuring out where you need to put in some extra effort. By focusing on those areas, they can really improve and get the most out of their studies. So, both strengths and weaknesses play a crucial role in a student's journey (Brewer & Devnew, 2022).

### **Use Reflective Questions**

Reflective questions really help students become more aware of themselves. Sometimes it is just crucial to pause and reflect through questioning. When students engage in this practice, it can truly illuminate their lives. They start to recognise their strengths, which is awesome, but it also opens their eyes to the areas where they might need to improve. It is all about personal growth. So, by asking the right questions, they can figure out what they are good at and what they need to work on (White et al., 2018)

### **Provide Regular feedback**

Getting feedback is really crucial for students who want to boost their external self-awareness. When students reach out for feedback, they can actually tap into how others perceive them. So, do not hesitate to ask for feedback! It is tough to know what others are thinking without it (Sturm et al., 2014).

Now, this discussion brings us to some interesting research questions. Specifically, we are curious about the self-awareness techniques that university students are using. So, we set out to answer a few key questions during this research.

RQ1: Which self-awareness techniques are used by students at the university level?

RQ2: What is the effect of gender on self-awareness techniques?

### **Moral Values**

Moral values are those belief systems and principles that guide us when we're faced with decisions. They really lay the groundwork for a student's life. It is crucial, especially at a young age, to instil good moral values and to encourage positive behaviour in all students. Honestly, these values play a significant role at every stage of a student's journey (Kaur, 2015).

### **Types of Moral Values**

Moral values are available in different kinds, such as:

#### **Respectfulness**

Respect plays a huge role in a student's life. At its core, it is all about treating people well. It is not just about saying nice things; it involves respecting their belongings, their personal space, and even their opinions and beliefs. When



students really show that they care—like when they treat others with dignity and take the time to listen thoughtfully—that is when you can tell they are genuinely respecting those around them (O'Grady, 2016).

### **Responsibility**

Being a responsible student really boils down to being consistent. It is about owning up to your actions and, yes, even your mistakes. When students take responsibility, they are not just looking out for themselves; they are also being mindful of how they interact with others. It is about being careful in those dealings—treating classmates and teachers with respect and consideration. That is what it means to truly embody responsibility in a school setting (Duran & Jongsma, 2021).

### **Care**

Caring is all about showing kindness and being concerned for those around us. It is not just about being nice, though; it also involves being cooperative and thoughtful in our actions. Plus, when we care, it helps students really connect with and understand how others are feeling. It is like putting yourself in someone else's shoes (Winham, 2022).

### **Cooperation**

Cooperation really boils down to joining forces to reach shared goals. It is about being open to compromise, lending a hand to others, and sometimes even making sacrifices. When students work together, they can tackle problems more effectively and find solutions without stepping on anyone's toes. It's all about that teamwork (Huxham & Vangen, 2013).

### **Fairness**

Fairness is all about treating everyone equally, which means giving everyone the same opportunities and not playing favourites or giving anyone special treatment. Honestly, it is super important for students to embrace fairness, not just in their own situations but also when interacting with others. After all, we all want to feel valued and respected (Al-Rosyid, 2019).

### **Loyalty**

Loyalty is all about being there for someone or something, no matter what. Loyal folks really stick around, even when things get tough. It is like, when you show that kind of support, it can really lift someone's spirits. Plus, it helps shape a student's character in a big way. It is about building trust and resilience (Al-Rosyid, 2019).

### **Integrity**

Integrity is all about being honest and sticking to your principles. When students have integrity, they find the strength to make the right choices, even when no one's around to see it. Plus, it helps them forge solid relationships with their peers and truly value the hard work that others put in. Better connections and a little more appreciation in our lives are what we all want (Noelliste, 2013).

### **Perseverance**

Perseverance really empowers students to push through all kinds of challenges. It fuels their determination, encouraging them to stay the course, remain persistent, and not throw in the towel when things get tough. Just think about it: some students manage to pursue their studies even in the face of disabilities. That is a powerful example of what it means to truly persevere (Howard & Crayne, 2019).

### **Compassion**

Compassion is really about how students can care for others and feel for what they are going through. It is not just about being nice or showing appreciation; sometimes it even means giving up your time or money to help out. They genuinely want to ease the pain of those who are struggling. A lot of times, showing compassion can be as simple as being there to listen to someone who needs to talk. It is amazing how just lending an ear can make a difference (Duarte et al., 2016).



### **Forgiveness**

Letting go of anger and resentment—that is really what forgiveness is all about. Sometimes students just seem to complain, and, honestly, it feels like they get even more upset when they try to forgive. When someone steps in to help, it is totally normal to feel some resentment or even anger. But holding onto those negative feelings is not going to help anyone. If they want to really move forward from their experiences, it is so important for students to figure out how to forgive. It can make a world of difference (Thomason, 2015).

### **Gratitude**

When people take a moment to really appreciate what they have, it is like a light bulb goes off. They start to see everything in life as a blessing, big or small. It is interesting—kids, for instance, seem to be a lot happier when they focus on the good stuff they already possess. Gratitude is not just about the sunny days, though; it is also about embracing the tough times. There is that saying, “Rejection is Allah's protection,” which really hits home. It reminds us that even when things don't go our way, there's often a bigger plan at play (Al-Rosyid, 2019).

### **Patience**

Having emotional self-control is key. It is all about keeping that anger or frustration in check, so things do not spiral out of control. People who are truly patient—they do not rush into decisions. When you are stuck in a long line at the grocery store, and the person ahead is taking forever. That was a perfect example of patience in action. Instead of getting all worked up or annoyed, those patient folks understand that everyone has their own pace. We all move through life differently, and that is okay (Benziman, 2022).

### **Kindness**

Showing kindness really reflects our ability to empathise with others. It is all about doing things that lift people up or make them feel good. Kindness goes hand in hand with generosity, doing things well, and lending a helping hand. Honestly, it is super important for students to show compassion in what they do and how they behave. It is not just about the big gestures; even the little things can make a huge difference (Gilbert, 2014).

### **Faithfulness**

Being dependable, trustworthy, and loyal—that is really what faithfulness boils down to. When we talk about faithfulness, we are looking at the absence of emotional or professional infidelity. It is like a clear sign that someone is truly committed. For students, it is super important to show trust—not just in their parents or teachers, but also in their friends and, trusting in themselves (McKaughan & Howard-Snyder, 2022).

### **Humility**

Being humble really helps students reach their potential. It is all about being modest and not thinking you are above anyone else. When someone embraces humility, they are open to both compliments and constructive feedback. It is like just being grounded and not feeling the need to boast about achievements (Davis et al., 2010).

So, this brings us to some interesting research questions. What moral values are actually being practised by university students? That is what we aimed to explore in this study. We really tried to dig into these questions during our research.

**RQ3:** Which moral values are practised by students at the university level?

**RQ4:** What is the effect of gender on moral values?

### **Relationships of Self-awareness and Moral Values**

Self-awareness really plays a crucial role in shaping our moral compass. If students are not tapped into their own self-awareness, they often struggle to grasp moral concepts. So, what exactly is self-awareness? Well, it is the ability to keep an eye on our own thoughts, feelings, and moods — basically, being in tune with ourselves. But practising self-awareness is not something that just magically happens; it takes intentional effort and mindfulness. That is why many character development programs kick things off by honing in on self-awareness and meta-cognition. They aim to boost students' ability to think morally (Miller & Verhaeghen, 2022).





This brings us to an interesting question: What is the connection between self-awareness techniques and the moral values of university students? That was the question we set out to explore in this research.

**RQ5:** What is the relationship between self-awareness techniques and the moral values of students at the university level?

### Methods and Procedures of the Study

For this research, a quantitative approach was taken using descriptive methods. The data was gathered through a cross-sectional survey technique, focusing on all the students from the Faculty of Social Sciences and Humanities at UOKAJK. So, the entire student body made up the study's population. To select a sample, the researcher used a method called proportionate stratified random sampling. This basically means they picked 25% of students from both male and female groups randomly. They developed a questionnaire that featured a five-point Likert scale and was divided into three sections. To ensure everything was on point, two educational experts validated the questionnaire. Before rolling it out, the researchers did some pilot testing to make sure the questionnaire was accurate and user-friendly. They handed out 30 questionnaires to students for this trial run. The reliability of both sections was checked using Cronbach's Alpha, and thankfully, the results were acceptable ( $\alpha=0.853$ ). Data collection involved personal visits. Then, the researchers analysed data using the Statistical Package for the Social Sciences (SPSS). They looked at frequencies, percentages, mean scores, Pearson's correlation, and conducted independent sample t-tests. That's a lot of analysis, but it was crucial for understanding the results.

### Results

Analysis related to the Self-awareness techniques used by students is presented as follows:

**Table 1**

*Self-awareness Techniques*

S. No.	Self-Awareness Techniques	Mean
01	Personal Boundaries	4.47
02	Gut Feelings	4.13
03	Observe Self-talk	4.08
04	Label the feelings	3.58
05	Emotional Triggers	4.00
06	Connected with core values	3.90
07	Expression through journaling	1.80
08	Self-value	3.95
09	Avoid distraction	3.92
10	Practice self-discipline	4.06
11	Intuitive Guidance	2.00
12	Apologise when necessary	4.00
13	Set a goal to capitalise on strengths	3.92
14	Use reflective questions	3.91
15	Provide Regular Feedback	3.98

Looking at Table 1, it seems like most of the students were on board with a bunch of statements about stuff like personal boundaries, trusting your gut, paying attention to self-talk, and even labelling feelings. They also agreed on things like emotional triggers, self-value, staying focused, practising self-discipline, saying sorry when it is needed, setting goals to make the most of their strengths, asking reflective questions, and giving regular feedback. The average scores back this up, too — they are clearly leaning toward agreement on those points.

On the flip side, when it comes to expressing themselves through journaling and intuitive guidance, there was a noticeable disagreement. The mean scores here reflect that sentiment pretty well — it's clear that many respondents just didn't vibe with those ideas.





**Table 2**

*Gender Difference Regarding Self-Awareness Techniques*

Gender	N	Mean	SD	t	df	p
Male	118	53.95	8.835	-2.805	298	.005
Female	182	56.82	8.538			

The results in Table 2 indicate the results of an independent sample test regarding gender differences with regard to self-awareness techniques. The  $p=.005$ , which was smaller than  $.05$ , showed that there was a significant difference in the mean scores of male and female students regarding self-awareness techniques. The results also revealed that the mean score of males ( $M=53.95$ ) and females ( $M=56.82$ ) was not the same, which also showed that male and female students at university use different self-awareness techniques. As the mean value of females was higher than that of their counterparts, it is established that females were using more self-awareness techniques than males.

### Moral Values

Analysis related to moral values found in students is presented as follows:

**Table 3**

*Moral Values*

S. No	Moral Values	Mean
1	Respectfulness	4.10
2	Responsibility	3.92
3	Care	3.96
4	Cooperation	3.94
5	Fairness	3.97
6	Loyalty	3.95
7	Integrity	3.91
8	Perseverance	3.91
9	Compassion	3.43
10	Forgiveness	3.91
11	Gratitude	3.87
12	Patience	3.82
13	Kindness	3.85
14	Faithfulness	3.64
15	Humility	4.08

Table 3 indicates the results the respondents agreed with the statements relating to Respectfulness, Responsibility, Care, Cooperation, Fairness, Loyalty, Integrity, Perseverance, Compassion, Forgiveness, Gratitude, Patience, Kindness, Faithfulness and Humility. Furthermore, the mean score of respondents also reflects their opinions in favour of the statements.

**Table 4**

*Gender Difference Regarding Moral Values*

Gender	N	Mean	SD	t	Df	p
Male	118	56.06	13.206	-2.462	298	.015
Female	182	59.65	10.903			

Table 4 indicates the results of an independent sample test regarding gender differences with regard to moral values. The  $p=.015$ , which was smaller than  $.05$ , showed that there was a significant difference in the mean score of male and female students regarding moral values. The results also revealed that the mean score of males ( $M=56.06$ ) and females ( $M=59.65$ ) was not the same, which also showed that male and female students use different moral values at the university level. As the mean value of females was higher than that of their counterparts, it is established that the moral values of female students were more developed than those of males.



**Table 5**

*Correlation between Self-Awareness Techniques (SAT) and Moral Values (MV)*

Variables	Mean	SD	R	p
SAT	59.00	9.756	0.776	0.000
MV	58.24	11.971		

Pearson's correlation analysis was used to test the hypothesis, i.e. there is no significant relationship between self-awareness techniques (SAT) and moral values (MV). The results given in Table 5 show that there was a significant relationship between students' Self-awareness techniques (Mean = 59.00, SD = 9.756) and Moral values (Mean = 58.24, SD = 11.971), as  $p = 0.000 < 0.05$ . Furthermore, the value of  $r = 0.776$  shows that there was a strong and positive relationship between students' Self-awareness techniques (Mean = 59.00, SD = 9.756) and Moral values (Mean = 58.24, SD = 11.971).

## Conclusions

The following conclusions are drawn on the basis of the results:

1. It looks like both males and females in school are pretty good at using different self-awareness techniques. Things like setting personal boundaries, tuning into gut feelings, and keeping an eye on their self-talk. They also label their feelings, recognise emotional triggers, connect with their core values, and practice self-discipline. They even know when to apologise and how to set goals that play to their strengths. The only techniques they seem to skip are journaling and intuitive guidance. Well, it seems they just do not have the time to write things down, and many feel they do not really need that intuitive nudge.
2. There is a noticeable difference in how self-awareness techniques are used by male and female students at university. It turns out, the females tend to use these techniques more often than the males. This could be because they are generally more in tune with themselves compared to their male counterparts.
3. On the moral values front, students are actively practising a bunch of them while at university. We are talking about values like responsibility, care, cooperation, fairness, loyalty, integrity, perseverance, compassion, forgiveness, gratitude, patience, kindness, faithfulness, and humility.
4. There is also a significant difference in how these moral values stack up between genders. Female students seem to have a stronger grasp of these values than male students. This might be due to the fact that they are just more aware of their own moral compass.
5. And finally, it seems there is a solid link between how well students practice self-awareness techniques and their moral values. In fact, the relationship is quite strong and positive, showing that the more self-aware they are, the more they embody those moral values.

## Recommendations

The following recommendations are drawn on the basis of the results:

1. It turns out that a lot of students are not really enjoying journaling as a way to express themselves. What if university authorities stepped in? They may set up some online journaling platforms or even create cosy spaces in libraries just for this purpose.
2. It seems like students often ignore their intuitive instincts. Parents may really help here. By taking the time to listen to what their kids are worried about or interested in, they may encourage them to dig deeper into their own feelings and thoughts.
3. As female students seem to be using self-awareness techniques more than their male counterparts, it might be a good idea for heads of departments to organise some seminars focused on self-awareness.
4. Another thing that stood out is that female students are practicing more moral values than male students at the university level. Teachers may play a key role here. By fostering an environment of respect and understanding of what is universally good, they can help male students develop a stronger sense of morality.
5. Lastly, as there is a solid link between self-awareness techniques and moral values among students, it might be beneficial for teachers, parents, and universities to focus on building self-awareness skills. That may really help in nurturing a stronger moral compass in students.



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