

The Study of Self-Awareness and Academic Achievement of On-Probation Undergraduate Students by Using U-ARE Self-Awareness Program

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Abstract

The purposes of this research were to compare the self-awareness and academic achievement of on-probation undergraduate students before and after receiving the U-ARE Self-Awareness Program and to compare the self-awareness and academic achievement of on-probation undergraduate students between the experimental group receiving the U-ARE Self-Awareness Program and the control group receiving self-awareness information. The sample group in this research were 40 on-probation undergraduate students or equivalent in the academic year 2021 in Prince of Songkla University, Hat Yai Campus who were enrolled and studying at Prince of Songkla University, Hat Yai Campus in the first semester of the academic year 2022. They were obtained by using the stratified-random sampling method and divided into two groups: an experimental group of 20 students and a control group of 20 students. The research tools were 1) U-ARE Self-Awareness Program in the form of 10 group activities, 2) information about self-awareness, 3) a self-awareness scale of 60 items of which the concordance (IOC) was between .80-1.00 and the confidence was equal to 0.86, and 4) student academic achievement results. The statistics used to analyze the data were mean, standard deviation and one-way multiple analysis of variance using Hotelling T2 statistics. The results showed that the students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than before the experiment at the .05 level of significance. In addition, the students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than that of those receiving information about self-awareness at the .05 level of significance.

Keywords: *Self-Awareness; Academic Achievement; Program; Undergraduate students; On-Probation.*

1. INTRODUCTION

The 21st century is the era of the digital world where everything happens quickly and can change all the time. It is an age where the world needs people who can adapt and cope

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with changes appropriately and creatively. In addition to learning skills career in terms of technology and communication, "Life Skills" are skills that are necessary for youth in the 21st century because they must be knowledgeable and capable as well as have good attitudes and mental health to be ready to face the changes in this era.

The World Health Organization (WHO) has published and defined life skills as competences consisting of knowledge, attitudes, and skills that enable individuals to deal with problems surrounding them, survive happily in the present social and cultural environment, and be prepared for future adaptation (World Health Organization, 2020). The objective is to make people know how to take care of themselves physically, emotionally, and mentally, emphasizing the importance of people knowing how to adapt and being ready to face social changes. This will result in being able to live happily in society and not being a burden to society.

One of the key life skills published by the World Health Organization is self-awareness skills which refer to the ability to search, know, and understand yourself; perceive yourself and your characteristics such as knowing your own advantages and disadvantages; and know your needs and what you don't want (World Health Organization, 2020). These skills help young people understand themselves in the face of stress or situations. They are also an important foundation for developing other skills such as communication, relationship building, decision-making, empathy for others, etc. They are very important and necessary in life. This is because if a person is aware of himself and how he is at a particular moment, it will enable him/her to express himself/herself or act appropriately. Therefore, these skills should be developed and promoted because they are important in planning life goals, be it education, living, and career in the future. For school-age youth, self-awareness is a process that helps them to review, learn, and develop their potential and abilities, which is an important result of self-discovery, accumulated knowledge, various experiences including feelings and self-inflicted values that help promote academic achievement (Punphoo, 2017). Academic achievement indicates the outcomes of education management which reflects the intellectual abilities of learners and represents the value of the curriculum, teaching and learning activities, as well as knowledge and competence of instructors and administrators. This will make the learners have the right judgment and develop efficiency and effectiveness by developing self-awareness. Regarding the self-awareness components, many researchers have proposed that self-awareness consists of four components. The first component is self-understanding. According to Maslow (1987), the highest level of self-development that any person can reach is true self-knowledge and understanding. Those who truly know and understand themselves can understand the world and the environment that guide their lives to bring happiness and success better than others. The second component is self-acceptance. Mualifah et al. (2019) said that people who accept themselves well have self-confidence and self-respect. They have the ability to accept and distinguish criticisms or listen to various stories in order to develop themselves effectively according to their potential. The third component is self-reflection. Hemtanon and Ampansirirat (2020) found that reflective learning styles help develop self-awareness in the realization of the roles of mentoring, thinking development, positive feelings about oneself, awareness of one's own strengths and weaknesses, and guidelines for self-development. The fourth component is self-esteem. In Chantarakan (2016), it was stated that self-esteem is important in the learning process of people in their surrounding environment, and it is an intrinsic motive of people to show desired behavior steadily and consistently. These components of self-awareness are important catalysts for personal change. Self-awareness is particularly important in studies that indicate educational outcomes through academic achievement. No research has yet been conducted in which the four components of self-awareness have been developed as an experimental tool to compare self-awareness and academic achievement, especially in higher education. The higher education environment and learning system is very different from those of secondary education. Therefore, students who study at this level need to adjust themselves as the changes can affect their

success in their studies. Each year, there are many students who have to leave their student status because their academic achievement is lower than the criteria set by each institution. These students are called on-probation undergraduate students. Many students who receive the status of on-probation undergraduate students is one of the reasons why they have to drop out or lose their student status (Tinto,1975). It directly affects the students, that is, students who are on-probation undergraduate students will become unsuccessful and lack self-confidence, which causes frustration, results in students having increased health and mental problems, which affects their personality. This situation may prevent this group of students from completing their studies or they may graduate but not according to the duration specified by the curriculum (Loiwirat, 2015), thus decreasing the value and ability to learn of students as well as negatively affecting students, parents, universities, society and the nation. From the lack of self-awareness among students, which is a catalyst for change both mentally and physically, self-awareness is very important in education (Nunart, 2018). It is also important and necessary in life because they will be able to express or act in various things appropriately if they are aware of who they are and how they are at that moment. But if a person lacks self-awareness, the ability to understand their own emotions, thoughts, feelings, and actions will be impaired and have a negative impact on interactions and building human relationships with other people (Boonyaprapun, 2020). Therefore, developing self-awareness in students, which is one of the skills in the modern world for youth, is necessary to ensure that upon graduation students will be able to enter the labor market in line with the needs of the labor market and reduce educational waste (Janyam, 2020).

For the above reasons, the researcher was interested in studying self-awareness and academic achievement of on-probation undergraduate students by using U-ARE Self-Awareness Program to compare self-awareness and achievement of students receiving the program. The educational outcomes of students receiving the program can contribute to the enhancement of self-awareness and academic achievement which helps reduce, prevent, or manage problems of on-probation undergraduate students leading to the right and context appropriate decision to drop out. The results can be applied as a guideline for supervising, helping, planning for student development, and developing self-awareness so that students have appropriate academic achievements and remain in the institution until graduation. In addition, the results can contribute to the development of a clear direction of operation benefiting education management development, suitable curriculums consistent with the needs of all relevant sectors which will benefit students, parents, universities, and the nation in the future.

2. MATERIALS AND METHODS

Population and sample

The population in this research were on-probation undergraduate students or equivalent in the academic year 2021 in Prince of Songkla University, Hat Yai Campus who were enrolled and studying at Prince of Songkla University, Hat Yai Campus in the first semester of the academic year 2022, totaling 170 students. They were classified into four categories based on their fields of study, consisting of 12 health sciences, 26 social sciences, 34 administration and management and 98 science and technology students.

The sample group in this research were on-probation undergraduate students or equivalent in the academic year 2021 in Prince of Songkla University, Hat Yai Campus who were enrolled and studying at Prince of Songkla University, Hat Yai Campus in the first semester of the academic year 2022. The samples were 40 students divided into two groups: an experimental group of 20 students and a control group of 20 students. They were obtained from three-step stratified-random sampling. In the first step, sampling groups were randomly selected from their fields of study, namely science and technology, health sciences, social sciences, and administration and management by using their

answers to the self-awareness questionnaire. In the second step, similar characteristics of the samples were randomized. The experimental and control groups were arranged considering the distribution of the samples. Simple random sampling was used by drawing lots to assign the samples to two groups. The first drawing was an experimental group, and the second drawing was a control group. The experimental group received the U-ARE Self-Awareness Program which was a program in the form of a total of 10 group activities, and the control group received information about self-awareness. In the third step, purposive sampling was conducted by defining the inclusion criteria as a specified sample group and the sample group which was willing to cooperate.

Research tools

1. U-ARE Self-Awareness Program is used for the experimental group as a self-awareness development program for students. Data were collected through document analysis and three focus group discussions. Twelve purposively selected participants were classified into three groups: 1) six undergraduate students on-probation, 2) three academicians, and 3) three psychologists. Inductive analysis was used to summarize the synthesis of documents, while descriptive analysis was used to describe the results of focus group discussions.

(Teerasantikul, Janyam, and Laeheem, 2023). It was developed based on concepts, theories, and relevant research, current state information and the desirable state of self-awareness of students in four components including self-understanding, self-acceptance, self-reflection, and self-esteem as show in Figure 1.

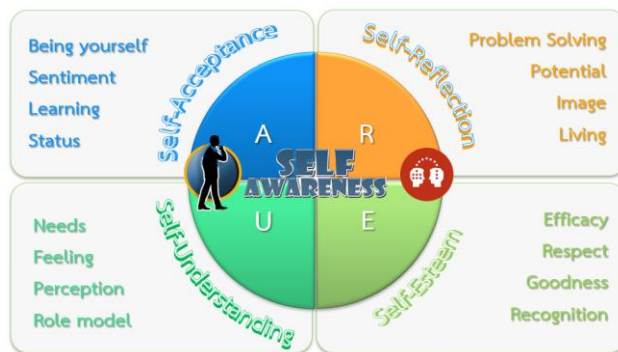


Figure 1: Components of U-ARE Self-Awareness Program

It was developed in the form of group activities. As shown in Figure 2, the “U-ARE Self-Awareness Program” consisted of ten group activities: 1) First orientation, 2) Recognize who I am, 3) Create a lot of stories, 4) That strength or limitation, 5) Yes, who I am, 6) Accumulated values, 7) To be number one, 8) Looking back on learned experiences, 9) Move forward through the future, and 10) Last orientation. All of the activities were at a high level in terms of appropriateness and possibility.



Figure 2: U-ARE Self-Awareness Program for experimental group

2. Information about self-awareness is a collection of information, knowledge and understanding of self-awareness in the form of text, images, and video materials for the control group. It consisted of four components including self-understanding, self-acceptance, self-reflection, and self-esteem as shown in the example in Figure 2.



Figure 3: Self-Awareness Information for control group

3. Self-Awareness Scale which measures the level of self-awareness in four components including self-understanding, self-acceptance, self-reflection, and self-esteem using a 5-point rating scale which was checked for content validity. The objective consistency index (IOC) was obtained for 60 items with the IOC value greater than 0.80. The self-awareness questionnaire was checked for reliability and the obtained Cronbach's alpha coefficient was 0.86.

4. Academic achievement refers to the overall grade point average (cumulative GPA) of until the end of the academic year 2022 of individual students in the sample group and the control group.

Research Processes

1. The details of the research was explained to the samples in both the experimental group and the control group.

2. Both the experimental group and the control group took the self-awareness scale created by the researcher to self-assess before participating in the research.

3. The academic achievement of the samples in both the experimental group and the control group was collected in the form of cumulative academic achievement until the academic year 2021, which was the academic achievement before participating in the research.

4. The U-ARE Self-Awareness Program was implemented on the experimental group and the self-awareness information was provided for the control group.

5. The original self-awareness scale was administered to both the experimental group and the control group for self-assessment after their participation in the research.

6. The academic achievement of the samples in both the experimental group and the control group was collected in the form of cumulative academic achievement until the academic year 2022, which is the academic achievement after their participation in the research.

7. The scores from the self-awareness scale and academic achievement both before and after participation in the research were analyzed by statistical methods using a packaged program to verify the hypothesis.

Data Analysis

After completing the experiment and data collection. The researcher proceeds as follows.

1. Calculate basic statistics including mean, standard deviation, self-awareness score and the academic achievement level of the sample groups.

2. Compare the self-awareness and academic achievement of on-probation undergraduate students before and after receiving the U-ARE Self-Awareness Program with one-way multiple variance analysis (One-Way MANOVA) using Hotelling T² statistics.

3. Compare the self-awareness and academic achievement of on-probation undergraduate students between the experimental group receiving the U-ARE Self-Awareness Program with the control group receiving self-awareness information with one-way multiple variance analysis (One-Way MANOVA) using Hotelling T² statistics.

3. RESULTS AND DISCUSSION

Results

1. Comparative analysis of self-awareness and academic achievement of on-probation undergraduate students before and after receiving the U-ARE Self-Awareness Program

Comparative data analysis of self-awareness and academic achievement of on-probation undergraduate students before and after receiving the U-ARE Self-Awareness Program was performed using one-way multiple ANOVA and Hotelling T² statistics.

The preliminary agreement of the intragroup relationships of dependent variables was analyzed by using Bartlett's Test of Sphericity to examine the relationship between the values of the variables, self-awareness, and academic achievement. The correlation was found to be statistically significant at the .05 level ($p = .000$), which was in accordance with the preliminary terms of the polynomial variance test.

From the results of data analysis, it was found that on-probation undergraduate students who received U-ARE Self-Awareness Program had higher self-awareness and academic achievement after the experiment than before the experiment at the .05 level of significance ($F=4438.22$, $df=2$, $p=.000$) which is consistent with the hypothesis that after participating in group activities to develop self-awareness on-probation undergraduate students will have higher self-awareness and academic achievement than before the experiment as shown in Table 1.

Table 1: Comparison of self-awareness and academic achievement of undergraduate students with on-probation status before and after receiving the U-ARE Self-Awareness Program

Effect	Multivariate test	Value	F	df	Error df	p-value
Pre-Post	Pillai's Trace	.996	4438.22	2	37.00	.000
	Wilks' Lambda	.004	4438.22	2	37.00	.000
	Hotelling's Trace	239.904	4438.22	2	37.00	.000
	Roy's Largest Root	239.904	4438.22	2	37.00	.000

Bartlett's Test: Likelihood Ratio = .000, Approx. Chi-Square = 29.62, p = .000

Since it was twice-measurement in multivariate, the researcher analyzed the GLM Repeated Measure with Hotelling T^2 value when F was 4438.22 and was statistically significant at the .05 level as shown in Table 1. When the values were substituted in the equation $T^2 = \left[\frac{(n-1)p}{(n-p)} \right] F$ where n was the number of on-probation undergraduate students and p was the number of dependent variables, T^2 was equal to 9862.7. Upon consulting the .05 $T^2_{2,20}$ table, the value of T^2 is equal to 7.42. Since the calculated value was greater than the value obtained from the table, it can be concluded that after receiving the U-ARE Self-Awareness Program, on-probation undergraduate students had higher self-awareness and academic achievement than before the experiment as shown in Table 1.

2. Comparative analysis of self-awareness and academic achievement of on-probation undergraduate students between the experimental group receiving the U-ARE Self-Awareness Program and the control group receiving information about self-awareness by one-way multiple analysis of variance (One-Way MANOVA)

The preliminary agreement of the homogeneity of variance-covariance matrices of variables was tested using Box's M test of Covariance Matrices Equality of error variances. It was found that the variance-covariance matrix of on-probation undergraduate students who received group activities to develop their self-awareness and the control group who received information about self-awareness was different but statistically insignificant (Box's $M=17.51$, $F=5.50$, $p=.130$). That is, the variance-covariance matrices of variables were homogeneous.

The preliminary agreement of the intragroup relationships of dependent variables was analyzed by using Bartlett's Test of Sphericity to examine the relationship between the values of the variables, self-awareness, and academic achievement. The correlation was found to be statistically significant at the .05 level ($p=.000$), which was in accordance with the preliminary terms of the polynomial variance test.

The self-awareness and academic achievement of on-probation undergraduate students receiving group activities to develop self-awareness and those of the control group receiving self-awareness information were compared using Multivariate Analysis of Variance: One-Way MANOVA. It was found that self-awareness and academic achievement of on-probation undergraduate students who received group activities to develop self-awareness were higher than those of the control group receiving information about self-awareness at the .05 level of significance ($F=12.71$, $df=2$, $p=.000$) which is consistent with the hypothesis that after receiving the U-ARE Self-Awareness Program in the form of group activities to develop self-awareness development, on-probation undergraduate students will have higher self-awareness and academic achievement than the control group who received information about self-awareness as shown in Table 2.

Table 2: Comparison of self-awareness and academic achievement of on-probation undergraduate students receiving U-ARE Self-Awareness Program and the control group receiving self-awareness information

Effect	Multivariate test	Value	F	df	Error df	p-value
Group	Pillai's Trace	0.41	12.71	2	37.00	.000
	Wilks' Lambda	0.59	12.71	2	37.00	.000
	Hotelling's Trace	0.69	12.71	2	37.00	.000
	Roy's Largest Root	0.69	12.71	2	37.00	.000

Box's =17.51, F=5.50, p=.130

Bartlett's Test: Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.50,

Approx. Chi-Square = 22.95, p = .000

The hypothesis was tested using the Hotelling T^2 statistic when F was 12.71 and statistically significant at the .05 level as shown in Table 2. When the values were substituted in the equation $T^2 = \left[\frac{(n_1+n_2-2)p}{(n_1+n_2-p-1)} \right] F$ where n was the number of undergraduate students with pending probation status and p was the number of dependent variables, T^2 was equal to 26.11. Upon consulting the .05 $T^2_{2,20}$ table, the value of T^2 is equal to 7.42. Since the calculated value was greater than the value obtained from the table, it can be concluded that the students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than that of those receiving information about self-awareness as shown in Table 2.

When variables according to self-awareness and academic achievement of on-probation undergraduate students were separated and a preliminary agreement on the homogeneity of variance in each dependent variable was considered, it was found that the variance in self-awareness and academic achievement of students receiving the U-ARE Self-Awareness Program and the control group receiving self-awareness information was significantly different at the .05 level (F=24.68, df=1, p=.000 and F=4.12, df=1, p=.049) as shown in Table 3.

Table 3: The results of the analysis of self-awareness and academic achievement of undergraduate students with on-probation status

Effect	Multivariate test	SS	df	MS	F	p-value
Corrected	Self-Awareness	1.39	1	1.39	24.68	.000
Model	Edu-Achievement	0.10	1	0.10	4.12	.049
Intercept	Self-Awareness	490.21	1	490.21	8717.23	.000
	Edu-Achievement	135.06	1	135.06	5560.58	.000
Group	Self-Awareness	1.39	1	1.39	24.68	.000
	Edu-Achievement	0.10	1	0.10	4.12	.049
Error	Self-Awareness	2.14	38	0.06		
	Edu-Achievement	0.92	38	0.02		
Total	Self-Awareness	493.73	40			
	Edu-Achievement	136.08	40			

Discussion

The results of the study of self-awareness and education achievement of on-probation undergraduate students by using the U-ARE Self-Awareness Program can be discussed as follows.

1. The U-ARE Self-Awareness Program was developed by the researcher as a group activity. It is a process or method organized to promote and strengthen interaction as well as exchange of knowledge among members using a variety of formats. It is one technique that helps group members learn about behavior, attitude, understanding others, understanding the problem and the correct way to solve it, and how to react in groups to stimulate and develop higher self-awareness. The result of the experiment was in line with Lio (2023) who did research on “Enhancing University Students Self-Awareness Through Group Guidance” which aimed to identify the ways in which group guidance enhances university students’ self-awareness. Group guidance activities were structured to enhance the self-awareness of university students. Data analysis showed that there was a significant difference between the pre-test and post-test mean scores for self-awareness, indicating that the implementation of group guidance effectively enhanced university students’ self-awareness. This study revealed how group guidance can be a useful tool for enhancing students’ self-awareness. The first issue covered in the group guidance that the study’s students received was the roles, responsibilities, and skills of a teacher, particularly personality competencies. Students learned about this issue and developed an awareness of the appropriate ways for teachers to display their personalities and talents. The students disclosed that under the guidance of the group, they started to recognize and comprehend the personality competencies that one has to possess and embody, such as responsibility and appropriately attire. It may be concluded that in addition to giving students more knowledge or comprehension, the group counseling services offered in this study make an effort to help them grow into positive, well-mannered as student teacher candidates. Because the information offered in group guidance may be viewed as a type of feedback that enables each student to consider, grow, and embody new norms of behavior and values in their self-awareness. Feedback makes them more aware of their attitudes and behavior (Nair, 2017). According to Savitri (2021), receiving feedback from others is a great opportunity to grow and increase self-awareness. Thus, it can be concluded that group guidance can enhance student self-awareness.

2. The students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than before the experiment. The analysis of the above basic data shows that the U-ARE Self-Awareness Program to enhance self-awareness and academic achievement of on-probation undergraduate students develops the basic and main capacity of humans to make changes or self-improvements for the better while avoiding behaviors that are detrimental to themselves and others. Therefore, efforts to enhance self-awareness, including group guidance activities, need to be undertaken. Based on the research of Yahaya et al. (2012), it was found that self-awareness informs a person of interest to identify his/her own feelings and how it affects his/her performance. This self-awareness is the key to sensitize a person of his/her own strengths and weaknesses. This self-awareness allows one to obtain self-confidence. In a study conducted by Holahan and Sears (1995) on more than 1000 people who have a high IQ from childhood until the time they retire, it was found that those who acquire self-awareness during the first year were more successful in their careers. Johnson (2009) agreed that emotional health is fundamental to effective learning. The most critical element of a student’s success is an understanding of how to learn. Students with self-awareness will definitely have very high academic performance. In addition, Dost, Hashemifardnya and Jalali (2017) investigated the effects of self-awareness instruction on Iranian pre-university students’ English achievement, the findings showed that instruction of self-awareness had positive impacts on their English achievement. The results indicated that their self-awareness improved through instruction

of self-awareness activities which also corresponds to Punphoo (2017) who studied self-awareness towards learning goals, accomplishment and principles that promote success in learning of B.A. students of Faculty of Humanities, Mahachulalongkrajavidyalaya University and found relatively positive relationship between self-awareness towards study goals and accomplishment and principles at the 01. level of significance. Thus, it can be concluded that the students receiving the U-ARE Self-Awareness Program make changes or self-improvements for the better while avoiding behaviors that are detrimental to themselves and others to enhance self-awareness and academic achievement.

3. The students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than that of those receiving information about self-awareness at the .05 level of significance. The results are in the same direction as those of Teerasantikul, Suksawat and Na Ranong (2019) who studied the effects of an online individual counseling program to develop self-understanding of undergraduate students of Faculty of Engineering, Prince of Songkla University, Hat Yai Campus, Songkhla Province. It was found that after the experiment, the experimental group's mean score on self-understanding was higher than that of those receiving information about self-understanding at the .01 level of significance. This is consistent with Noosomton, Suanpairoth, and Puti (2012) who studied the effects of integrated teaching self-awareness activities and guidance activities enhancing self-understanding towards student. It was found that after the experiment, students who participated in counseling in an integrated teaching method and participated in guidance group activities to develop self-understanding had a higher self-understanding score than the control group that received normal teaching method with information as well. Meanwhile, the control group had a higher self-understanding score than before the experiment. Therefore, it can be said that although the control group received information about self-understanding which resulted in an increased self-understanding score, they were still unable to develop their self-understanding score to the same level as those receiving an integrated teaching method and guidance group activities. This is because receiving information is only perceiving information in one - way communication while an integrated teaching method and participation in guidance group activities are two-way communication which is effective and consistent with the lifestyle of the sample group. This is in line with the idea of Jansook and Jansook (2017) who studied communicative interaction. The researchers organized group activities to develop emotional intelligence by allowing students who participated in group activities to learn. using various techniques including small groups, role plays, example cases, small group simulation, discussion, observation, commenting and giving feedback to one another, a summary, and analysis. They tried to focus on having students participate and learn on their own as much as possible by trying to create a friendly atmosphere, be close and familiar, be sincere, avoid criticism, and praise. This resulted in the students having fun, intention and enthusiasm to participate in activities. In addition, each student received comments, suggestions, and practical applications in daily life including improving one's own behavior. This allows individuals to develop greater emotional intelligence and self-awareness, which is in line with the concept of Conole and Fill (2005) that the interactive communication style of interaction is the most effective form of communication in fostering understanding as well as increasing persistence in learning to develop self-awareness. In addition, by integrating tools and techniques in the sciences that are relevant to group activity participants, group members can understand the context in which the program is given more clearly.

4. CONCLUSIONS

The results indicate that the students receiving the U-ARE Self-Awareness Program, which was developed as a group activity for on-probation undergraduate students, had a higher level of self-awareness and academic achievement. Similarly, those

receiving information about self-awareness also had higher self-awareness and academic achievement. However, the students receiving the U-ARE Self-Awareness Program had a higher level of self-awareness and academic achievement after the experiment than that of those receiving information about self-awareness at the .05 level of significance. Therefore, if the students do not receive the U-ARE Self-Awareness Program, they will still have a moderate level of self-awareness and low academic achievement. Receiving such a program can facilitate students to develop self-awareness and academic achievement that can be increased.

Recommendations for further study are as follows:

1. Other variables that affect the awareness of on-probation undergraduate students and can be used to develop students' self-awareness such as curriculum, learning process, motivation for achievement should be studied so that the results obtained from research can be used to develop students' self-awareness as much as possible.

2. The program to develop self-awareness of on-probation undergraduate students should be tailored to other samples. It should then be included in the curriculum through the designation of learning objectives in every year of study to create continuous self-awareness of students.

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