



Self-Awareness Learning in Relation to Educational Development of Students in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study examined the relationship between self-awareness learning and the educational development of students in public elementary schools in the Panabo District, Division of Davao Del Norte. A non-experimental quantitative research design with a correlational method was employed, with 133 student respondents selected through universal sampling. Data analysis included the use of mean, Pearson's r, and regression analysis. Findings indicated that students sometimes manifested self-awareness, and their educational development was similarly moderate. Results showed a significant relationship between self-awareness learning and students' educational development, with specific domains of self-awareness significantly influencing educational outcomes. These findings suggest that enhancing self-awareness can be a valuable tool in educational practices. Teachers may benefit from attending seminars and professional development

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programs offered by DepEd to strengthen their instructional strategies. By building teaching capacity, educators can foster an environment that promotes students' self-awareness and supports comprehensive educational development.

Keywords: Self-awareness learning; educational development; public elementary schools; Philippines.

1. INTRODUCTION

Educational development involves policies and strategies implemented by governments and institutions to enhance educational quality and accessibility. These efforts address critical areas such as funding, curriculum design, teacher training, and assessment methods (Gustian et al., 2024). Additionally, ensuring equity and inclusion is central to educational development, focusing on strategies to reduce disparities in access and opportunity for learners from various socio-economic backgrounds, ethnicities, genders, and abilities (Mezzanotte, 2022). Discussions often emphasize approaches to support marginalized groups, ensuring all students have access to quality education.

Innovation in teaching and learning methodologies is another essential facet of educational development. It includes integrating technology, adopting flipped classroom models, using project-based and personalized learning, and promoting experiential learning to enhance student engagement and outcomes (Fullan, 2014). As the world becomes increasingly interconnected, educational development frequently adopts a global perspective, considering cross-cultural differences in education, benchmarking outcomes internationally, and exchanging best practices across borders (Waham et al., 2023).

In light of rapid technological advancement and evolving job markets, lifelong learning and skill development are vital aspects of educational development. Conversations focus on the role of education in fostering critical thinking, creativity, communication skills, and adaptability for future challenges (Poquet & De Laat, 2021). This responsibility extends beyond schools and governments, involving collaboration with communities, businesses, non-profits, and other stakeholders. Community engagement in education promotes parental involvement, provides mentorship, and leverages local resources to support learning initiatives (Abiddin et al., 2022).

Assessment and accountability are also central topics in educational development, with

ongoing debates on standardized testing, alternative assessment methods, data-driven decision-making, and mechanisms to ensure transparency within educational systems (Kogan, 2022).

Self-awareness, a key component of personal development, is the ability to recognize and understand one's own thoughts, emotions, beliefs, motivations, and behaviors. It includes awareness of personal strengths, weaknesses, values, and identity, enabling individuals to assess how their actions impact themselves and others. Self-aware individuals engage in reflective practices, allowing them to learn from experiences and identify behavioral patterns (Carden et al., 2022).

Internal self-awareness enables individuals to accurately identify and understand their feelings and motivations, while external self-awareness focuses on how others perceive one's actions and behavior. This self-knowledge is essential for emotional intelligence and effective communication, enabling better decision-making, emotional management, healthier relationships, and alignment with personal values (Showry & Manasa, 2014). In the U.S., self-awareness is recognized as foundational for personal growth and is developed through introspection, mindfulness, feedback, and self-assessment (Pretorius & Plaatjies, 2023). In Davao City, self-awareness is also viewed as essential for personal and emotional growth, supporting effective communication and decision-making (Kohn, 2024).

The researcher believes that self-awareness is integral to students' educational development. By fostering self-awareness, students can achieve more meaningful learning and better navigate barriers to education. This study seeks to explore the relationship between self-awareness and educational development among public elementary students, aiming to inform strategies that encourage parental and educator involvement in promoting student growth. The study's outcomes may serve as a valuable resource to further enrich educational practices and address learning barriers.

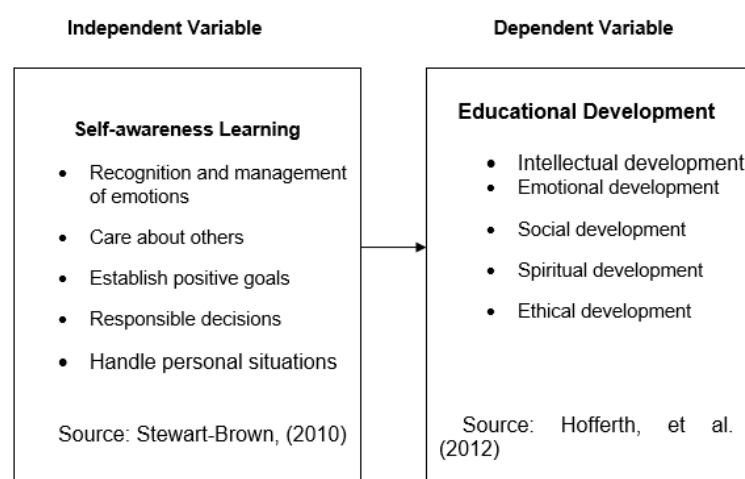


Fig. 1. Conceptual framework of the study

1.1 Research Hypothesis

1. There is no significant relationship between self-awareness learning and the educational development of students in public elementary schools.
2. The domains of self-awareness learning do not significantly influence the educational development of students in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design, utilizing a correlational approach to examine the relationship between self-awareness learning and educational development. A descriptive survey method was used to gather both tangible and intangible data, reflecting the current status of these variables. The descriptive correlational method, as is appropriate for research aiming to describe the existing relationships between variables without manipulating any conditions (Pregoner, 2024).

This research design is particularly suitable for studies that aim to explore the significance of relationships among variables. Correlational studies in a descriptive framework are often conducted in natural settings and do not attempt to introduce, modify, or control any aspects of the phenomenon. Consequently, this method was chosen to focus on measuring the degree of relationship between self-awareness learning

and educational development, specifically examining which domains of self-awareness may significantly influence educational development in public high schools (Pregoner & Baguio, 2024).

2.2 Research Respondents

The respondents in this study were students from public elementary schools. To select the sample, the researcher employed a clustered random sampling method. This process involved first identifying the population, consisting of students across ten sections out of a total of twenty sections, and then randomly selecting 20% of the students from each of these sections to represent the population. Students were chosen through a lottery method within each section to ensure unbiased selection. This approach aligns with universal sampling, which is appropriate when the population is divided into relatively homogeneous groups, each sharing common characteristics. In such cases, each group (or stratum) can be sampled independently by selecting an equal number of elements from each group, thus ensuring representative coverage of the population.

2.3 Research Instrument

The researcher employed a validated and pilot-tested researcher-made questionnaire. The questionnaire was formulated based on various readings, references, related literature, and questionnaires adopted from the different authors of the self-awareness quotient. The indicators of the independent and dependent variables were

carefully chosen and improved after several consultations and discussions with the adviser. The important points necessary to represent the essence, substance, and purpose of the study were chosen. The final copy was validated by the panel of experts who all hold doctoral degrees specializing in the field of education.

Final revision was made by incorporating the corrections, comments and suggestions given by the experts before administration for pilot testing. The instrument was pilot-tested to other Grade 10 sections who were not involved in the study. The Cronbach alpha reliability test yielded an overall result of .784 for the 50 items. This result was reliable since it was within the acceptable range of 0.70 to 1.00. The final form of the questionnaire was constructed, which consisted of twenty-five items for the independent variable: recognition and management of emotions, care about others, establishing positive goals, responsible decisions, and handling personal situations; and the other twenty-five items were for the variable on educational development.

2.4 Data Gathering Procedure

Data collection for this study followed a structured procedure. First, the researcher obtained an endorsement from the Dean of the Graduate School. Using this endorsement, permission was sought from the school's division superintendent to conduct the study with elementary school students. Once approval was granted, a letter of permission was sent to the school principal to schedule the administration of the questionnaire. Arrangements were made in collaboration with the principal and the advisers of the ten selected sections. Each adviser signed an attendance sheet to confirm their participation in the orientation sessions provided for students by section and their assistance in administering the questionnaire. The principal then issued a Certificate of Appearance to verify the researcher's adherence to ethical standards and honesty in data collection. The data collected were subsequently tallied, tabulated, analyzed, and interpreted with the assistance of a statistician.

2.5 Data Analysis

The following statistical tools were used in this study:

Weighted Mean was used to measure the level of self-awareness learning and educational development of students.

Product Moment Correlation Coefficient or Pearson r was used to determine the relationship between the level of self-awareness learning and educational development in public elementary schools.

Regression Analysis was used to determine the influence of the domains of socio-self-awareness learning on the educational development of students.

3. RESULTS AND DISCUSSION

3.1 Level of Self-awareness Learning among Public Elementary School Students

As shown in Table 1 is the self-awareness learning of the students, namely: recognition and management of emotions, which has a mean rating of 3.17 or moderate descriptive equivalent; care about others yielded a mean rating of 3.22 or moderate descriptive equivalent; establishing positive goal has a mean rating of 3.10 or moderate descriptive equivalent, responsible decision with a mean rating of 3.10 and handle personal situation has mean rating of 3.13 or moderate descriptive equivalent.

Table 1. Level of self-awareness learning among public elementary school students

Indicators	Mean ($\bar{x}$)	Descriptive equivalent
Recognizing and managing of emotions	3.17	Moderate
Caring about others	3.22	Moderate
Establishing positive goal	3.10	Moderate
Responsible decision	3.10	Moderate
Handling personal situations	3.13	Moderate
Overall mean	3.14	Moderate

Collectively, the overall mean result of 3.14 or moderate descriptive equivalent means that self-awareness in the five indicators has sometimes been observed. Furthermore, it reveals that self-awareness of the students still needs to be worked on to boost self-esteem or build a strong emotional stress individual. This means that self-awareness learning is very important to the students.

This finding supports the study of Wen et al. (2021), who found that moderate levels of self-awareness among students often correlate with

occasional displays of self-regulation and confidence. Their research highlighted the importance of fostering self-awareness to help students build resilience and enhance their emotional well-being. They concluded that a focus on self-awareness education can be instrumental in assisting students to develop healthier self-esteem and better manage stress, especially in challenging situations.

Moreover, the finding aligns with the study of Cleary et al. (2017), which emphasized that self-awareness is a critical component of personal growth and emotional stability in students. Students with higher self-awareness tend to handle emotional stress more effectively and exhibit stronger self-esteem. Their study reinforces the importance of integrating self-awareness training into educational programs to support students' holistic development and to prepare them for the emotional demands of both school and life.

3.2 Level of Educational Development among Public Elementary School Students

As shown in Table 2 is the indicators of educational development. Intellectual development gained a mean of 3.25; emotional development with a mean rating of 3.13; social development with a mean of 3.13; ethical development attained a mean rating of 3.13; and spiritual development with a mean rating of 3.06. All the indicators are moderate in descriptive equivalent.

Table 2. Level of educational development among public elementary school students

Indicators	Mean ($\bar{x}$)	Descriptive equivalent
Intellectual Development	3.25	Moderate
Emotional Development	3.13	Moderate
Social Development	3.13	Moderate
Ethical Development	3.13	Moderate
Spiritual Development	3.06	Moderate
Overall mean	3.14	Moderate

Table 3. Significant relationship between the self-awareness learning and educational development

Variables		r- values	Degree of correlation	Computed t-value	P-value	Remarks decision
Self-awareness Learning (x)	Educational Development (Y)	0.83	High	7.31	0.00	Rejected

The overall mean rating of 3.14 with moderate descriptive equivalent means that educational development with respect to the five indicators is sometimes manifested. Moreover, it reveals that each indicator is essentially needed for the students' educational development.

This finding coincides with the study of Darling-Hammond et al. (2020), who noted that moderate levels of educational development in key areas are often observed when foundational skills and competencies are present but not consistently applied. They emphasized that fostering these core indicators is crucial for students' growth, as each contributes to a well-rounded educational experience.

Similarly, the finding corroborates with the study of York et al. (2019), which highlighted that the development of specific educational indicators plays a fundamental role in students' overall academic and personal success. Their research found that when each indicator is nurtured, students demonstrate stronger cognitive, social, and emotional growth.

3.3 Significant Relationship between Self-awareness Learning and Educational Development

As shown in Table 3 is the significant relationship between the self-awareness learning and educational development of grade 10 students with the use of the Product Moment Correlation Coefficient or Pearson r; the result reveals that the computed r-value for the self-awareness learning and educational development of students is 0.83 which denotes strong relationship with the p-value of 0.00 is less than the 0.05 @ level of significance. It is, therefore, statistically significant, with a significance level of $\alpha=0.05$. The result further reveals that there is a significant relationship between self-awareness learning and educational development of grade 10 students, which means that any changes in one variable (self-awareness learning) are strongly correlated with changes in the second variable (educational development).

Table 4. Significant influence of self-awareness on the educational development of students

Model	Sum of squares	Degrees of freedom	Mean square	F	Sig.	Remarks
Regression	39.600	1	39.600	3.46	0. 00*	Ho ₂ is Rejected
Residual	503.015	44	11.4322			
Total	542.615	45				

This finding supports the study of Mertens et al. (2022), who emphasized the importance of self-awareness as a foundational element in students' educational development. Their research indicated that increased self-awareness enhances students' ability to set personal goals, engage in self-regulation, and develop effective learning strategies, all of which positively impact academic growth.

Furthermore, the finding aligns with the study of DeMink-Carthew et al. (2020), which demonstrated a positive correlation between self-awareness and academic achievement. Students with higher levels of self-awareness tended to be more engaged in their learning and better equipped to manage academic challenges. Their study suggests that self-awareness not only improves students' understanding of their strengths and weaknesses but also encourages behaviors that contribute to educational development.

3.4 Significant Influence of Self-awareness on the Educational Development of Students

As shown in Table 4, the influence of self-awareness learning on the educational development of grade 10 students was achieved by the use of linear regression analysis. The result indicates that the F –ratio is 3.46 with a probability value of 0.00, which is lesser than a 0.05 level of significance. It is, therefore, statistically significant at a significance level of $P=0.05$. Hence the decision that the null hypothesis is hereby rejected, therefore self-awareness learning significantly influences the educational development of grade 10 students.

This finding validates the theory of Social Cognitive Theory, which posits that self-awareness and self-regulation are crucial for personal development and learning. According to Bandura (1989), students who actively reflect on their actions, goals, and performance are more

likely to engage in behaviors that foster academic success. The significant influence of self-awareness on educational development in this study supports the idea that self-reflective practices help students take charge of their learning, thereby enhancing their educational outcomes.

Similarly, this finding aligns with the Self-Determination Theory, which emphasizes the role of self-awareness in fostering intrinsic motivation and personal growth. Deci and Ryan's (1980) theory, suggests that when students have a heightened awareness of their strengths, interests, and areas for improvement, they are more likely to take ownership of their learning and actively pursue academic goals.

4. CONCLUSION

Based on the overall findings of this research, the following conclusions are drawn:

The level of self-awareness learning of students in terms of the following domains namely: recognition and management of emotions; care about others; establish positive goals; responsible decisions; and handle personal situations, was moderate, hence sometimes observed.

The level of educational development of grade ten students in the following indicators namely: intellectual development; emotional development; social development; spiritual development; and ethical development, was moderate, which means it sometimes manifested.

The result further revealed that there was a significant correlation between self-awareness learning and the educational development of students, which means that any changes in self-awareness learning were strongly correlated with changes in educational development. Self-awareness

learning significantly influences the Educational development of students.

The domains of analysis on self-awareness learning significantly influence educational development. This indicates that the null hypothesis is rejected. This implies that the higher self-awareness learning is, the better the influence on the educational development of students in public elementary schools.

5. RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations are offered for consideration:

The school administration can foster educational partnerships between teachers and parents to build positive, effective relationships. Administrators should explore strategies to form a collaborative professional learning community that promotes strong parent involvement, especially for students with diverse and special needs. As educational staff have in-depth knowledge of the learning environment's culture and underlying beliefs, they hold a responsibility to share these insights with parents to support student growth.

To support learning beyond the classroom, school officials can implement strategies that guide parents in enriching educational experiences at home. Equally, it is essential to involve parents in school decisions that affect their children's education. Schools may consider hosting reorientation sessions during PTA meetings to reinforce parents' foundational responsibilities. School administrators should continue to investigate ways to enhance parents' positive attitudes toward their children's education and emphasize the link between parental engagement and students' emotional, social, literacy, and academic performance. Programs that enable parents to strengthen their children's perceptions of cognitive competence should also be promoted, and further research into effective engagement strategies is encouraged.

Teachers play a crucial role in creating a caring classroom environment by using cooperative and supportive activities, positive discipline, and role modeling. Strategies such as role-playing, games, and storytelling can deepen students' understanding of empathy and social responsibility. Extending these approaches to the

entire school and involving the community can further support this goal. Teachers are encouraged to experiment with various pedagogical methods to address diverse student needs.

Both teachers and parents should continue working together to address educational challenges, encouraging students to manage emotions, care for others, set positive goals, make responsible decisions, and resolve personal issues. Teachers may develop intervention programs, including home visits, reading programs, parent-teacher conferences, and remedial programs, to support students facing educational challenges, which could significantly enhance student performance and development. Additionally, parents should be informed of the benefits of consistent school attendance.

Assigning meaningful homework is another way teachers can promote family and community engagement. Well-designed assignments not only support learning but also allow parents to understand and discuss their child's educational development. Homework also fosters collaboration among families, schools, and the community, providing a valuable support network for students.

For sustained impact, parents and guardians may need to become more socially and politically engaged to advocate for educational experiences that yield meaningful outcomes. Parents should regularly monitor their child's work and assignments. Lastly, a similar study is recommended to explore additional indicators of teacher-parent collaboration in educational development, which could provide insights beyond the scope of this research.

CONSENT

In this quantitative study, rigorous ethical protocols were followed to protect participants' privacy and confidentiality. Before data collection, informed consent was obtained, and participants received a clear explanation of the study's purpose and the confidentiality safeguards. Personal identifiers were not collected; instead, each participant was assigned a unique code for data analysis. All data were stored securely on encrypted servers with restricted access, limited solely to the research team. Results were presented in aggregate form to ensure individual responses were untraceable.

Furthermore, statistical analysis was conducted in a manner that minimized any potential for identifying participants, ensuring complete privacy protection.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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