

SELF-CONSCIOUSNESS AND LEARNING STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS

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DOI: <https://doi.org/10.56293/IJMSSSR.2025.5505>

IJMSSSR 2025

VOLUME 7

ISSUE 2 MARCH – APRIL

ISSN: 2582 – 0265

Abstract: This study aimed to determine which domain of self-consciousness best influences learning strategies of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on self-consciousness and learning strategies of students were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of self-consciousness is very high, the level of learning strategies of students is very high, there is a significance on the relationship between self-consciousness and learning strategies of students, and domain of self-consciousness best influences learning strategies of students is Public Self-Consciousness.

Keywords: Self-Consciousness, Learning Strategies of Students Educational Management, Quantitative Research, Philippines

1. Introduction

Self-consciousness is the ability to understand one's feelings, thoughts, and actions. Students essentially need to have a better self-awareness as this helps them improve their social functioning. When students exhibit a good deal of self-awareness, they can recognize better how other people see them and they can make necessary adjustments for better social acceptance (Luo, Shi, Zhang, Peng, Zhang & Zeng, 2021).

A good sense of self-consciousness helps students develop important learning strategies. This is because these students know how they learn best, and they recognize their learning strengths and weaknesses which will guide them to foster strategies that will allow them to maximize their learning. Having the much-needed level of self-awareness truly helps students advance themselves in any task they engage (Fallah Nodehi, Boroomandfar & Moussavi, 2020).

However, even students recognize the importance of self-consciousness, there are still many from them who lack awareness of their strengths and weaknesses. As a result, these students hardly know how they can thrive in their academic matters and in life and this has affected their learning strategies. In the remote class, teachers note of the several number of students who do not have an initiative to learn and cope with their requirements (Aljawarneh, 2019).

In the local context, there are students who care less about their academic requirements. They do not possess an increased degree of learner's autonomy through showing initiative in learning processes and understanding learning and content standards resulting to poor mastery of competency which eventually made them lag behind with other learners.

The problem-situations mentioned are the experiences of the students on learning strategies. The need to address the problem will ensure greater learning opportunities for the students. Hence, the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding self-consciousness and learning strategies of students as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domain of self-consciousness best influences learning strategies of students. Specifically, this study sought to answer the following objectives:

1. To describe the level of self-consciousness in terms of:
 - 1.1. Private Self-Consciousness;
 - 1.2. Public Self-Consciousness, and
 - 1.3. Social Anxiety.
2. To ascertain the level of learning strategies of students in terms of:
 - 2.1. Planning Stage;
 - 2.2. Doing Stage, and
 - 2.3. Reflection Stage
3. To determine the significant relationship between self-consciousness and learning strategies of students.
4. To determine which domains of self-consciousness best influences learning strategies of students.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between self-consciousness and learning strategies of students.
2. No domains of self-consciousness best influences learning strategies of students.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Self-Consciousness

Presented in Table 1 is the level of *Self-Consciousness* with the overall mean of 4.47 with a descriptive equivalent of *very high* indicating that all enumerated indicators were oftentimes manifested.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *Private Self-Consciousness* obtained the highest mean score of 4.68 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows:

I'm always trying to figure myself out, I think about myself a lot, I often daydream about myself, I never take a hard look at myself, I generally pay attention to my inner feelings, I'm constantly thinking about my reasons for doing things, I sometimes step back (in my mind) in order to examine myself from a distance, I'm quick to notice changes in my mood, and I know the way my mind works when I work through a problem.

Table 1. Level of Self-Consciousness

Indicator	SD	Mean	Descriptive Level
Private Self-Consciousness	0.65	4.68	Very High
Public Self-Consciousness	0.63	4.46	Very High
Social Anxiety	0.52	4.26	Very High
Overall	0.49	4.47	Very High

The indicator *Public Self-Consciousness* obtained the highest mean of 4.48 with a descriptive rating of very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I'm concerned about my style of doing things, I care a lot about how I present myself to others, I'm self-conscious about the way I look, I usually worry about making a good impression, Before I leave my house, I check how I look, I'm concerned about what other people think of me, I'm usually aware of my appearance.

Social Anxiety obtained a mean score of 4.26 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: It takes me time to get over my shyness in new situations, It's hard for me to work when someone is watching me, I get embarrassed very easily, It's easy for me to talk to strangers, I feel nervous when I speak in front of a group, and Large groups make me nervous.

Level of Learning Strategies of Students

Presented in Table 2 is the level of *Learning Strategies of Students*. Computations revealed an overall mean score of 4.46 or *very high*, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Planning Stage* obtained a mean score of 4.60 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I start setting goals for myself, I plan the steps I need to complete, I am sure I will be good at doing it before I begin, I think I will do good, and I will feel good after I have done it.

Table 2. Level of Learning Strategies of Students

Indicator	SD	Mean	Descriptive Level
Planning Stage	0.72	4.60	Very High
Doing Stage	0.68	4.46	Very High

Reflection Stage	0.61	4.34	Moderate
Overall	0.74	4.46	Very High

Doing Stage obtained a mean score of 4.46 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I remind myself of the steps while I am working, I think about what the final version of my work will look like, I give all my attention to the task I am doing, I turn the task into smaller, easier steps, and I keep a record of how well I am doing.

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.398 with a probability value of 0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Self-Consciousness* and *Learning Strategies of Students* revealed a computed r-values ranging from .184 to .285 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Self-Consciousness* led to the increase in *Learning Strategies of Students*.

Table 3. Significance of the Relationship between Self-Consciousness and Learning Strategies of Students

Self-Consciousness	Learning Strategies of Students		Remarks
	R	p-value	
Private Self-Consciousness	.184	.001	Significant
Public Self-Consciousness	.148	.010	Significant
Social Anxiety	.285	.001	Significant
Overall	.398	.001	Significant

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Self-Consciousness on Learning Strategies of Students

Presented in Table 4 is the regression analysis showing the predictive ability of *Self-Consciousness* on *Learning Strategies of Students*. The analysis shows that when *Self-Consciousness* was regressed on *Learning Strategies of*

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Learning Strategies of Students

<i>Learning Strategies of Students</i>				
	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Self-Consciousness				

Constant	1.4973	0.3759	1.38	0.000
Private Self-Consciousness	-0.04728	0.08274	-0.1	0.463
Public Self-Consciousness	0.97925	0.08269	1.17	0.001
Social Anxiety	0.08375	0.06926	0.38	0.824
R	0.728			
R²	0.629			
F	58.21			
p	0.000			

Students, it generated an F-value of 58.21 with 0.01. The value of this regression is 58.21 with 0.01. It can be stated that *Self-Consciousness* influenced *Learning Strategies of Students*. Among the indicators of *Self-Consciousness* only one gave significant influence on *Learning Strategies of Students*, which is *Public Self-Consciousness*, $t=1.17$, $P=0.001$.

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of self-consciousness is very high, the level of learning strategies of students is very high, there is a significance on the relationship between self-consciousness and learning strategies of students, and domain of self-consciousness best influences learning strategies of students is Public Self-Consciousness.

The results of this study revealed that the level of self-consciousness is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Social Anxiety. Meanwhile, the study revealed a very high level of learning strategies of students. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Reflection Stage.

The study found a significant relationship between self-consciousness and learning strategies of students. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that the domain of self-consciousness best influences learning strategies of students is Public Self-Consciousness. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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