

Self-Perceptive Awareness and English Learning Attitude of Grade 10 Students in Panabo Central District

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Abstract. This study determined the relationship between self-perceptive awareness and the English learning attitude of Grade 10 students in Panabo Central District, Panabo City. Using a non-experimental quantitative descriptive-correlational design, the study involved 202 Grade 10 students selected through stratified random sampling during the 2023-2024 school year. Data were gathered using adapted survey questionnaires measuring self-perceptive awareness in terms of factual skills, practical knowledge, and situational understanding, and English learning attitude in terms of behavior toward learning, understanding of concepts, and feelings toward learning. Mean, Pearson product-moment correlation, and linear regression were used in analyzing the data. Findings revealed that students' self-perceptive awareness was extensive overall ($M = 3.49$), while their English learning attitude was moderately extensive overall ($M = 3.27$). Self-perceptive awareness had a significant positive relationship with English learning attitude ($r = .667$, $p < .05$). Regression analysis further showed that the model was significant ($F = 126.091$, $p < .05$), explaining 44.20 % of the variance in English learning attitude. Factual skills and practical knowledge significantly predicted students' English learning attitude, while situational understanding did not. The findings suggest that strengthening learners' awareness of their thinking processes, learning strategies, strengths, and weaknesses may support more positive attitudes toward English learning. The study recommends integrating reflective practices, self-awareness activities, and strategy-based English learning support into classroom instruction.

KEY WORDS

1. self-perceptive awareness
2. English learning attitude
3. metacognition
4. Grade 10 students
5. descriptive-correlational research

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1. Introduction

Critical thinking has become an important concern in basic education because students are expected not only to remember information, but also to monitor, evaluate, and regulate their own learning. Self-perceptive awareness supports this process because it refers to students' understanding of their thoughts, strengths, weaknesses, emotions, and learning behaviors. In

English learning, this awareness is especially relevant because learners must plan how to understand texts, use strategies when communicating, and evaluate their progress in speaking, reading, writing, and listening. English continues to play a major role in education across countries. In the United Arab Emirates, English is used as a medium of instruction for Science

and Mathematics at the fifth-grade level (Alshamsi Alsheikh, 2020). In Malaysia, English is used in selected public and private universities as a medium for higher education (Rahman Singh, 2022). In the Philippine setting, English is also a major instructional language, and learners' performance in subjects that require English comprehension remains a continuing concern. Bautista et al. (2020) noted that elementary learners' performance in mathematics word problems written in English has implications for language policy and classroom instruction. Similarly, Astrid et al. (2022) emphasized the importance of higher-order thinking skills in English language teaching. Learners' attitudes toward English affect their motivation, participation, persistence, and confidence. A positive attitude may encourage students to participate in class, speak in English, and use English for academic tasks. A negative attitude, however, may lead to avoidance, anxiety, and lower participation. Previous studies show that learners with higher self-confidence and stronger awareness of learning strategies tend to demonstrate better language engagement and learning outcomes (Kim Lee, 2020; Zulfikar et al., 2019; Ramos Angus, 2024). In the research context, the researcher observed that some students struggled in academic subjects that use English as a medium of instruction. Student records and classroom observations suggested limited interest in reading and difficulty in tasks requiring English proficiency. Although international studies have examined self-awareness, metacognition, and language attitude, fewer studies have focused on self-perceptive awareness and English learning attitude among Grade 10 learners in Panabo City. This study therefore investigated the extent of students' self-perceptive awareness, their English learning attitude, the relationship between the two variables, and the domains of self-perceptive awareness that significantly predict English learning attitude.

1.1. Review of Significant Literature—

Self-perceptive awareness involves the ability to recognize and understand one's thoughts, emotions, behaviors, values, and learning processes. Carden et al. (2022) described self-awareness as a process that allows individuals to examine their characteristics and use this awareness in behavior and interaction. In language learning, self-awareness and self-perception help learners understand their abilities, motivations, and learning experiences, which in turn shape strategy use, engagement, and persistence (Ramos Angus, 2024). This study conceptualized self-perceptive awareness using three domains adapted from Schraw and Dennison's (1994) metacognitive awareness framework. Factual skills refer to the learner's awareness of important information and intellectual strengths and weaknesses. Practical knowledge refers to awareness and use of strategies that help accomplish learning tasks. Situational understanding refers to knowing when and how to use specific strategies depending on learning conditions. These domains are aligned with the view that metacognition helps learners plan, monitor, and evaluate their learning (Jaleel Premachandran, 2016; Miller, 2017). English learning attitude refers to students' disposition, feelings, beliefs, and behaviors toward learning English. This study adapted Crivillare's (2019) framework, which includes behavior toward learning, understanding of concepts, and feelings toward learning. Students with positive attitudes toward English are more likely to participate, practice, ask questions, and value language learning as useful for academic and personal development (Al-Sobhi et al., 2018; Zulfikar et al., 2019). The emotional dimension of language learning is also important. Learners who experience confidence, interest, and enjoyment are more likely to persist in learning tasks, while anxiety or low confidence may reduce participation. Pekrun et al. (2023) explained that students' emotions are closely connected

with achievement situations and feedback. In the same way, English learning attitude may be strengthened when learners recognize their progress, understand their learning strategies, and feel capable of improving. The relationship between self-perceptive awareness and English learning attitude may be explained through Self-Determination Theory, which emphasizes the psychological needs for autonomy, competence, and relatedness (Deci Ryan, 1985). When learners become aware of their strengths, difficulties, goals, and strategies, they may feel more competent and autonomous in learning English. This may encourage more positive attitudes and sustained engagement.

1.2. Objectives of the Study—This study aimed to determine which domains of self-perceptive awareness significantly influence the

English learning attitude of students in Panabo Central District, Panabo City. Specifically, it sought to determine the extent of students' self-perceptive awareness in terms of factual skills, practical knowledge, and situational understanding; determine the extent of English learning attitude in terms of behavior toward learning, understanding of concepts, and feelings toward learning; examine the significant relationship between the two variables; and identify which domains of self-perceptive awareness significantly predict English learning attitude. The null hypotheses tested at the .05 level of significance were that there is no significant relationship between self-perceptive awareness and English learning attitude, and that none of the domains of self-perceptive awareness significantly influence English learning attitude.

2. Methodology

The study used a non-experimental quantitative design employing the descriptive-correlational technique. This design was appropriate because the study described the extent of self-perceptive awareness and English learning attitude and examined the relationship between them without manipulating the variables. Quantitative research allows the systematic measurement and analysis of numerical data (Bhandari, 2021), while correlational research examines the degree of association among variables (Creswell, 2019). The respondents were 202 Grade 10 students from Panabo Central District, Panabo City. They were selected through proportionate stratified random sampling to ensure representation across identified groups. The respondents were bona fide enrolled Grade 10 students who voluntarily participated in the study and provided the required consent. Two adapted survey questionnaires were used. The first measured self-perceptive awareness in terms of factual skills, practical knowledge, and situational

understanding. It was adapted from Schraw and Dennison (1994), with the original reliability reported at Cronbach's $\alpha = .976$. The second measured English learning attitude in terms of behavior toward learning, understanding of concepts, and feelings toward learning. It was adapted from Crivilare (2019), with the original reliability reported at Cronbach's $\alpha = .913$. Both questionnaires used a five-point Likert scale. The instruments were validated by experts and revised based on their comments before administration. The researcher secured the necessary permissions and observed ethical safeguards, including informed consent, voluntary participation, confidentiality, privacy, and the right to withdraw. After approval, the questionnaires were distributed to the respondents during the second quarter of the 2023-2024 school year. The collected data were encoded, organized by indicator, and analyzed using SPSS. Mean was used to describe the extent of the variables, Pearson product-moment cor-

relation was used to determine the relationship between self-perceptive awareness and English learning attitude, and linear regression was used to identify the domains of self-perceptive awareness that significantly predicted English learning attitude.

3. Results and Discussion

The results are presented according to the research objectives. The discussion focuses on the extent of self-perceptive awareness, the extent of English learning attitude, the relationship between the two variables, and the predictive influence of self-perceptive awareness domains on English learning attitude.

3.1. Self-Perceptive Awareness—In terms of factual skills, students obtained a category mean of 3.51, described as extensive. The highest item was understanding intellectual strengths and weaknesses ($M = 4.22$), while the lowest was being good at organizing information ($M = 3.15$). This suggests that students generally recognize their strengths and weaknesses, but still need support in organizing learning information effectively.

Table 1. Self-Perceptive Awareness in Terms of Factual Skills

Statement	Mean	Descriptive Rating
Understanding my intellectual strengths and weaknesses.	4.22	Very Extensive
Knowing what kind of information is most important to learn.	3.24	Moderately Extensive
Being good at organizing information.	3.15	Moderately Extensive
Being good at remembering information.	3.43	Extensive
Mean	3.51	Extensive

In terms of practical knowledge, students obtained a category mean of 3.69, also described as extensive. The highest item was awareness of strategies used when studying ($M = 4.24$), while the lowest was having a specific purpose for each strategy used ($M = 3.14$). This indicates that students are aware of learning strategies, but may need more explicit guidance in selecting strategies with clear purposes.

Table 2. Self-Perceptive Awareness in Terms of Practical Knowledge

Statement	Mean	Descriptive Rating
Trying to use strategies that have worked in the past.	3.27	Moderately Extensive
Having a specific purpose for each strategy I use.	3.14	Moderately Extensive
Being aware of what strategies I use when I study.	4.24	Very Extensive
Finding myself using helpful learning strategies automatically.	4.11	Extensive
Mean	3.69	Extensive

In terms of situational understanding, students obtained a category mean of 3.26, described as moderately extensive. The highest item was learning best when knowing something about the topic ($M = 3.46$), while the lowest was using different learning strategies depending on the situation ($M = 3.02$). This indicates that students have some awareness of learning conditions, but need further practice in adapting strategies across varied tasks.

Table 3. Self-Perceptive Awareness in Terms of Situational Understanding

Statement	Mean	Descriptive Rating
Learning best when I know something about the topic.	3.46	Extensive
Using different learning strategies depending on the situation.	3.02	Moderately Extensive
Using my intellectual strengths to compensate for my weaknesses.	3.43	Extensive
Knowing when each strategy I use will be most effective.	3.13	Moderately Extensive
Mean	3.26	Moderately Extensive

Overall, students' self-perceptive awareness was extensive ($M = 3.49$). Practical knowledge had the highest mean ($M = 3.69$), followed by factual skills ($M = 3.51$), while situational understanding had the lowest mean ($M = 3.26$). This pattern suggests that strategy awareness is more evident than flexible strategy application. The result supports the view that metacognitive learners are more capable of monitoring their learning and identifying areas for improvement (Miller, 2017; Naimnule Corebima, 2018).

Table 4. Summary of Self-Perceptive Awareness of Students

Indicator	Mean	Descriptive Equivalent
Factual Skills	3.51	Extensive
Practical Knowledge	3.69	Extensive
Situational Understanding	3.26	Moderately Extensive
Overall	3.49	Extensive

3.2. English Learning Attitude—In terms of behavior toward learning, students obtained a mean of 3.47, described as extensive. The highest item was feeling confident to speak English in front of other students ($M = 4.27$), while the lowest was being able to pay attention during studying English ($M = 2.72$). This suggests that students may show confidence in some speaking situations, but sustaining attention during English study remains a challenge.

In terms of understanding of concepts, students obtained a mean of 3.22, described as moderately extensive. The highest item was studying English makes students able to create new thoughts ($M = 3.78$), while the lowest was thinking and analyzing content in English as an easy task ($M = 2.25$). This indicates that students recognize the cognitive value of English, but many still experience difficulty analyzing English-language content.

Table 5. English Learning Attitude in Terms of Behavior Toward Learning

Statement	Mean	Descriptive Rating
Speaking English anywhere makes me feel confident.	3.12	Moderately Extensive
Studying English helps me to have good relationships with friends.	3.42	Extensive
Being able to give opinions during English lessons.	4.13	Extensive
Being able to make myself pay attention during studying English.	2.72	Moderately Extensive
Having to speak in my English class, I feel relaxed.	3.18	Moderately Extensive
Feeling confident to speak English in front of other students.	4.27	Very Extensive
Mean	3.47	Extensive

Table 6. English Learning Attitude in Terms of Understanding of Concepts

Statement	Mean	Descriptive Rating
Studying English is important because it will make me more educated.	3.26	Moderately Extensive
Being good at English helps me study other subjects well.	3.45	Extensive
Studying English helps me get new information that I can link to my previous knowledge.	3.29	Moderately Extensive
Applying the knowledge from the English subject in my real life.	3.31	Moderately Extensive
Studying English makes me able to create new thoughts.	3.78	Extensive
Thinking and analyzing content in the English language is an easy task for me.	2.25	Less Extensive
Mean	3.22	Moderately Extensive

In terms of feelings toward learning, students obtained a mean of 3.13, described as moderately extensive. The highest item was being able to like studying English ($M = 3.89$), while the lowest was studying English is interesting ($M = 2.10$). This suggests that students may generally accept English learning, but interest and confidence need to be strengthened through more meaningful and supportive classroom experiences.

Table 7. English Learning Attitude in Terms of Feelings Toward Learning

Statement	Mean	Descriptive Rating
Feeling proud when studying the English language.	3.35	Moderately Extensive
Doing activities in English is enjoyable.	3.62	Extensive
Being able to like studying English.	3.89	Extensive
Studying English is interesting.	2.10	Less Extensive
Studying the English subject makes me feel more confident.	2.56	Less Extensive
Knowing English is an important goal in my life.	3.28	Moderately Extensive
Mean	3.13	Moderately Extensive

Overall, students' English learning attitude was moderately extensive ($M = 3.27$). Behavior toward learning received the highest mean, while feelings toward learning received the lowest. The findings imply that learners may participate in English tasks, but their conceptual

confidence and emotional engagement are not yet consistently strong. This supports Zulfikar et al. (2019), who described language learning at-

titude as a combination of cognitive, emotional, and behavioral tendencies.

Table 8. Summary of English Learning Attitude of Students

Indicator	Mean	Descriptive Equivalent
Behavior Toward Learning	3.47	Extensive
Understanding of Concepts	3.22	Moderately Extensive
Feelings Toward Learning	3.13	Moderately Extensive
Overall	3.27	Moderately Extensive

3.3. Relationship Between Self-Perceptive Awareness and English Learning Attitude—The correlation analysis revealed a significant positive relationship between self-perceptive awareness and English learning attitude ($r = .667$, $p < .05$). Each domain of self-perceptive aware-

ness was also significantly related to English learning attitude: factual skills ($r = .507$, $p < .05$), practical knowledge ($r = .455$, $p < .05$), and situational understanding ($r = .234$, $p < .05$). This means that students with stronger awareness of their learning processes tended to report more positive attitudes toward English learning.

Table 9. Relationship Between Self-Perceptive Awareness and English Learning Attitude

Variable	<i>r</i> -value	<i>p</i> -value	Interpretation	Decision
Factual Skills	.507*	.000	Significant	Reject H_0
Practical Knowledge	.455*	.000	Significant	Reject H_0
Situational Understanding	.234*	.001	Significant	Reject H_0
Overall Self-Perceptive Awareness	.667*	.000	Significant	Reject H_0

Note. * Significant at $p < .05$.

The findings support the idea that self-aware learners are better able to identify their strengths and weaknesses, select learning strategies, and monitor their progress. This awareness can help learners approach English tasks with more confidence and purpose. The result is aligned with Li and Gu (2018), who emphasized the role of self-awareness in learners' understanding of their language skills, study techniques, and cognitive processes.

3.4. Influence of Self-Perceptive Awareness on English Learning Attitude—The regres-

sion analysis showed that the overall model was significant ($F = 126.091$, $p < .05$). The R^2 value of .442 indicates that self-perceptive awareness explained 44.20 % of the variance in English learning attitude. Factual skills ($B = .162$, Beta = .233, $p = .000$) and practical knowledge ($B = .293$, Beta = .406, $p = .000$) significantly predicted English learning attitude. Situational understanding did not significantly predict English learning attitude ($B = .093$, Beta = .106, $p = .081$).

Table 10. Influence of Self-Perceptive Awareness on English Learning Attitude

Predictor	B	Beta	SE	p-value	Decision
Factual Skills	.162*	.233	.044	.000	Reject H_0
Practical Knowledge	.293*	.406	.045	.000	Reject H_0
Situational Understanding	.093	.106	.048	.081	Accept H_0
R^2	.442				
F-value	126.091*				
Model p-value	.000				

Note. * Significant at $p < .05$.

The strongest predictor was practical knowledge, suggesting that students' awareness and use of learning strategies may be especially important in shaping their attitudes toward English. Factual skills also contributed significantly, indicating that students who understand their strengths, weaknesses, and important learning information are more likely to develop positive English learning attitudes. Situational un-

derstanding, although significantly correlated with English learning attitude, did not significantly predict the outcome when considered together with the other domains. Since the study used a descriptive-correlational design, the findings should be interpreted as statistical prediction rather than proof of direct causation. Other factors not included in the model accounted for 55.80

4. Conclusions and Recommendations

4.1. Conclusions—Grade 10 students in Panabo Central District have an extensive level of self-perceptive awareness. They generally show awareness of their factual skills and practical knowledge, but their situational understanding remains only moderately extensive. This means that learners are more aware of what they know and what strategies they use than of when to use specific strategies in changing learning situations. The students' English learning attitude is moderately extensive. They show the strongest manifestation in behavior toward learning, but lower levels in understanding of concepts and feelings toward learning. This suggests that students may comply with or participate in English learning tasks, but their deeper confidence, interest, and emotional engagement need further development. Self-perceptive awareness has a significant positive relationship with English learning attitude. The findings indicate that as students become more

aware of their learning processes, strategies, strengths, and weaknesses, their attitude toward English learning also tends to improve. Factual skills and practical knowledge significantly predict English learning attitude, while situational understanding does not significantly predict it when the domains are analyzed together. Self-Determination Theory provides a useful lens for interpreting the findings. When learners develop awareness of their abilities and strategies, they may experience greater competence and autonomy, which can strengthen motivation and attitude toward English learning.

4.2. Recommendations—The Department of Education may strengthen programs that integrate self-awareness, emotional regulation, and reflective learning into English instruction. Teacher training may also include practical strategies for helping students identify learning goals, monitor progress, and evaluate the effectiveness of their learning strategies. School

administrators may promote a school culture that values reflection, resilience, and learner autonomy. Professional development activities can help teachers design classroom tasks that develop not only English proficiency but also students' awareness of how they learn. English teachers may incorporate reflective journals, strategy checklists, peer discussions, goal-setting activities, and self-assessment tasks in English classes. These activities can help students recognize their strengths and weaknesses, apply effective strategies, and connect English learning with personal and academic goals. Students may be encouraged to take an active role in monitoring their English learning. They can set clear goals, identify strategies that work for them, and seek help in areas where they experience difficulty. Future researchers may examine other factors that influence English learning attitude, such as English anxiety, teacher feedback, classroom environment, home support, and cultural self-awareness.

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