DIMENSION OF IDENTITY DEVELOPMENT AND EMOTION AWARENESS OF STUDENTS

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Abstract: This study is aimed to find out the relationship between dimension of identity development and emotion awareness of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on dimension of identity development and emotion awareness of students were used as source of data. Using mean and Pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a high level of dimension of identity development of students. This means that the provisions relating to dimension of identity development of students is embodied in the item is often manifested. The study found to exhibit a high level of emotion awareness of students. This indicates that the provisions relating to emotion awareness of students are embodied in the item is often manifested. The results of the study also confirm that there is a significant relationship between dimension of identity development and emotion awareness of students. This implies that the higher the coping resources, the higher is the emotion awareness of students. Thus, the null hypothesis of no significant relationship between dimension of identity development and emotion awareness of students was rejected.

Keywords: Dimension of Identity Development and Emotion Awareness of Students, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

Emotion self-awareness is the capacity to identify and comprehend one’s own thoughts, feelings, and emotions. It is an essential component of emotional intelligence since understanding oneself and how one affects others is necessary to uphold healthy relationships, foster trust, enhance communication, and develop a variety of other soft skills. In a similar vein, helping students become emotionally self-aware enables them to comprehend how their feelings and physical experiences affect them, other people, and their surroundings (Arguedas et al., 2016; Boyatzis, 2018).

Students who are conscious of their own emotions are better able to prevent or resolve disputes, communicate about their feelings more clearly, and get over difficult emotions more quickly. They align their self-image with a broader reality because they are aware of how others perceive them. They have realistic self-confidence since they are aware of their talents and weaknesses. Additionally, it helps students define their beliefs and sense of purpose, which enables them to make more definite decisions about their path of action (Boden & Thompson, 2015; Rubin et al., 2019).

However, some students do not have a sense of emotional self-awareness. As a result, they struggle with decision-making, flexibility, interpersonal skills, and other areas because they are innately poor in emotional self-awareness. Oftentimes, these students fail to use their emotional intelligence skills making them more likely to turn to other and they are less effective in managing their mood. One common occurrence in the classroom that shows this behavior is the daily petty quarrel among the students. Teachers oftentimes note one student bullying others by keeping their books or simply teasing them. This behavior is clear manifestation that the students lack of emotional skills which alarm the teachers (Eren, 2018; Alen, 2023).
Commonly in every classroom, it is difficult for students with low emotional awareness to regulate, comprehend, and communicate their feelings. Because they are angry and unable to comprehend their feelings, they would behave badly. They frequently and irrationally lose control of their emotions which result to behavioral problems in the classroom. In a regular classroom, nearly about one-fourth of the students display this behavior making it challenging for teachers to manage (Estrada et al., 2018; Di Leo et al., 2019).

Today, the researcher has rarely come across with a study on the emotion awareness of students in the local context. It is in this context that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help improve practices on the variable under study.

**Research Objectives**

This study aims to find out the relationship between dimension of identity development and emotion awareness of students. Specifically, this study sought to answer the following objectives:

1. What is the extent of dimension of identity development of students in terms of:
   1.1 commitment making;
   1.2 exploration in breadth;
   1.3 dentification with commitment, and
   1.4 exploration in depth?
2. What is the extent of emotion awareness of students in terms of:
   2.1 differentiating emotions;
   2.2 verbal sharing emotions;
   2.3 bodily awareness;
   2.4 acting out emotions;
   2.5 analyses of emotions, and
   2.6 attending to others’ emotions?
3. Is there a significant relationship between dimension of identity development and emotion awareness of students?

**Hypothesis**

The null hypothesis was treated at 0.05 level of significance.

H01. There is no significant relationship between dimension of identity development and emotion awareness of students.

**2. Methods**

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

**3. Results**

**Level of Dimension of Identity Development**

Shown in Table 1 is the level of Dimension of Identity Development with an overall mean of 4.10 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.
For the indicator commitment making obtained a mean score of 4.09 or high.
For the indicator exploration in breadth obtained a mean score of 4.11 or high.
For the indicator identification with commitment obtained a mean score of 4.11 or high.
For the indicator exploration in depth obtained a mean score of 4.07 or high.

**Table 1. Level of Dimension of Identity Development**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment Making</td>
<td>4.09</td>
<td>High</td>
</tr>
<tr>
<td>Exploration in Breadth</td>
<td>4.11</td>
<td>High</td>
</tr>
<tr>
<td>Identification with Commitment</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Exploration in Depth</td>
<td>4.07</td>
<td>High</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.10</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**Level of Emotion Awareness of Students**

Shown in Table 2 is the level of Emotion Awareness of Students with an overall mean of 4.14 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

For the indicator differentiating emotions obtained a mean score of 4.15 or high.
For the indicator verbal sharing emotions obtained a mean score of 4.16 or high.
For the indicator bodily awareness obtained a mean score of 4.13 or high.
For the indicator acting out emotions obtained a mean score of 4.11 or high.
For the indicator analyses of emotions obtained a mean score of 4.15 or high.
For the indicator attending to others’ emotions obtained a mean score of 4.14 or high.

**Table 2. Level of Emotion Awareness of Students**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiating Emotions</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Verbal Sharing Emotions</td>
<td>4.16</td>
<td>High</td>
</tr>
<tr>
<td>Bodily Awareness</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Acting Out Emotions</td>
<td>4.11</td>
<td>High</td>
</tr>
<tr>
<td>Analyses of Emotions</td>
<td>4.17</td>
<td>High</td>
</tr>
<tr>
<td>Attending to Others’ Emotions</td>
<td>4.12</td>
<td>High</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.14</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**Significance on the Relationship between Dimension of Identity Development and Emotion Awareness of Students**

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.288 with a probability value of p<0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of dimension of identity development and
emotion awareness of students revealed a computed r-values ranging from .371 to .288 with probability value of p<0.01 which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant difference between dimension of identity development and emotion awareness of students is rejected.

Table 3. Significance on the Relationship between Dimension of Identity Development and Emotion Awareness of Students

<table>
<thead>
<tr>
<th>Pair</th>
<th>Variables</th>
<th>Correlation Coefficient</th>
<th>p-value</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV and DV</td>
<td>Dimension of Identity Development and Emotion</td>
<td>0.288</td>
<td>0.000</td>
<td>Reject</td>
</tr>
<tr>
<td></td>
<td>Awareness of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of dimension of identity development of students. This means that the provisions relating to dimension of identity development of students is embodied in the item is often manifested.

The study found to exhibit a high level of emotion awareness of students. This indicates that the provisions relating to emotion awareness of students are embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between dimension of identity development and emotion awareness of students. This implies that the higher the coping resources, the higher is the emotion awareness of students. Thus, the null hypothesis of no significant relationship between dimension of identity development and emotion awareness of students was rejected.

The results of this study revealed that the dimension of identity development is high. The researcher recommends (1) that the teachers may help students improve in the aspect of exploration in depth by integrating varied classroom activities, when necessary, so that students will be able to be guided with what they will pursue when they grow up.

The researcher also recommends (2) to the School Guidance Counselor to conduct or strengthen the conduct of career week in schools and they start at the young age so that students will be exposed to different careers that will help them establish goals in the future.

The study found to exhibit a high level of emotion awareness of students. The researcher recommends (3) to students to improve in the aspect of acting out emotions by explaining to them that suppressing their anger is not a good way. Likewise, the researcher also recommends (4) to the School Guidance Counselor that they may conduct activities in school that will help students identify measures to manage their emotions so that they will acquire a good sense of self-awareness and apply it.

The results of the study also confirm that there is a significant relationship between dimension of identity development and emotion awareness of students. The researcher recommends that the school head may ensure that the school has line-up activities that will help students develop their identity of self development and their emotion awareness.

The researcher also recommends (5) to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to dimension of identity development and emotion awareness of students.
REFERENCES