



The Impact of Self-Awareness on Students' Academic Success in Nyamagana Public Secondary Schools

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Abstract : The purpose of this research was to investigate how self-awareness could influence secondary school students' academic success in Nyamagana District, Mwanza in Tanzania. This study was anchored by emotional intelligence theory, and utilized a mixed research design that engaged both quantitative and qualitative research approaches. But also, the study employed explanatory sequential design. Data were obtained from a total of 166 participants: students, teachers, and education officers, using questionnaires and semi-structured interviews as data generation tools. Findings revealed that self-awareness is an important contributory factor in students' academic achievement suggesting that it enables students to identify their own strengths and weaknesses, formulate achievable goals, and select effective approaches for learning. Self-aware students had a better academic performance, good time management, and made intentional and well-thought-out academic decisions. Teachers also believed that self-awareness informed reflection, accountability and engagement with students. In general, this study demonstrates that self-awareness is an important predictor of academic success, and therefore schools are urged to implement self-awareness and emotional intelligence programs into teaching and learning to enhance the educational experience

Keyword : self-awareness, academic success and public secondary schools

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INTRODUCTION

Rodríguez-Jiménez et al. (2022) found that self-awareness in the education system can be helpful to students in many ways, including improving students' relationships and stress management. In addition, self-awareness can help students improve decision-making in what happens in the future, and enhance their self-confidence. On a self-aware level, students can use their senses and experience to understand their emotions and decide on their educational future. Also, self-awareness allows teachers to notice their biases, teaching strategies, and emotional responses to circumstances, and they can create a favorable learning environment (Eurich, 2018). Documentary method was applied in the research to collect information about self-awareness. However, an explanatory sequential design was used in this current research to measure the relationship between self-awareness and student academic performance.

Academic success reflects how well students meet their educational goals, which can be assessed through grades, standardised test scores, and graduation rates. These metrics indicate a student's mastery of curricular content and ability to meet educational standards (Salami & Spangenberg, 2024). Although students' self-awareness influences learning abilities and performance, it is important to recognise that it is one of

many factors contributing to a student's overall success.

Globally, the research indicates that students who have greater self-awareness are more likely to have a deeper understanding of their learning processes which allows them to reflect on their strengths and weaknesses, and make modifications to their strategies. For example, Abdullah et al. (2024) at Mindanao State University-Sulu found that self-aware STEM students were better able to exercise control and enhancement of academic outcomes regardless of age or gender. Additionally, processes of iterative feedback that encouraged reflection have also been shown to foster student self-awareness that ultimately resulted in improved academic performance by engaging students in learning and monitoring their progress (Khan et al., 2023). Academic self-concept, which is intrinsically linked to self-awareness, has also been recognized as a significant variable that influences both motivation and subject selection, which influences performance and future education pathways. Collectively, this literature suggests that fostering self-awareness in secondary education can facilitate students taking ownership of their own learning and which ultimately contributes to enhanced academic performance.

Various African contexts have correlated self-awareness with improved educational attainment by influencing students' ability to monitor their strengths, weaknesses and

learning strategies. A study in Kenya found that student self-assessment, a key aspect of self-awareness, augmented academic performance and its contribution to quality education by helping learners become aware of their progress (Oloo, 2020).

In Tanzania, a validation of the Academic Self-Concept Scale also found that students with high self-awareness were more likely to select the right subjects, stay motivated and develop positive attitudes towards learning, all of which contributed to their academic success and future aspirations (Mussa, 2023). Moreover, reflective practices and feedback mechanisms were shown to further deepen students' understanding of their learning voyage, facilitating continual performance improvement across secondary schools (Khan et al., 2023). These findings indicate that self-awareness training into educational systems across Africa could provide students the agency and tools to be more autonomous and more effective learners to in turn improve academic achievement and academic standards on the continent.

Literature Review

1. Theoretical Review

The study employed emotional intelligence theory which developed by Stanley Greenspan in 1989, which refers to the individual's ability to identify, understand, and manage their own and others' emotions, and which affects behavior and performance

(Carracedo et al., 2023). Among its elements, self-awareness is critical in that it allows individuals to monitor their emotions, recognize their strengths and areas for growth, and manage behavior effectively to achieve personal goals. In educational settings, emotionally intelligent students with self-awareness are more likely to manage stress and be motivated and focused, and will therefore perform better academically (Shengyao et al., 2024). This theory is relevant to the current study in the sense that it may shed light on how the students' self-awareness impacted their respective academic success by building emotional regulation, resilience, and a positive disposition towards learning, which may have aided them in effectively coping with educationally-based challenges at Nyamagana secondary school.

2. Empirical Literature Review

The Contributions of Students' Self-Awareness to Students' Academic Success

Several body of empirical literature reviews have demonstrated the contributions of students' self-awareness to students' academic success. In Australia, Sohail and Akram (2025) explored the role of self-awareness learning in enhancing academic success in computational mathematics at a university in Australia. The study focused on self-awareness and reflection as self-awareness learning strategies, using an

e-portfolio-based intervention. The findings show that self-awareness leads to improved student engagement, motivation, and learning outcomes. This means that when students develop a deeper understanding of their learning processes and progress, they become more motivated and better equipped to take control of their studies. Self-awareness enables them to understand their strengths and weaknesses, so students can set more meaningful goals and monitor their academic journey, boosting their motivation and overall performance. The study employed an e-portfolio approach to collect data that lacked data from the field, this current study conducted a mixed research design to collect data means it filled the gap of collecting data from the field.

The study was conducted by Yuzarion et al. (2024) on the contribution of self-awareness to academic achievement in Indonesia. Researchers employed a quantitative method under an ex post facto design. From the data analysis field, the findings revealed that self-awareness made a highly significant contribution to academic achievement. Moreover, the combined influence of SRL, self-awareness, and spiritual intelligence significantly contributes to academic success, where these factors work together to enhance students' ability to manage their learning, stay motivated, and navigate challenges effectively. Therefore, the findings highlight the importance of integrating self-

awareness and other cognitive and emotional competencies into educational strategies to improve student performance. Still, it lacks the information on how self-awareness contributes to academic success. Therefore, this study was conducted to investigate the contribution of self-awareness to academic success.

Rubab et al. (2024) conducted research in Pakistan on students' social and emotional self-awareness skills. The research used a qualitative method, i.e., purposive sampling, observation of students, interviewing teachers, and interviewing heads to gather information. The research results showed that self-awareness, including feelings, thoughts, and values, is highly significant for students' decision-making. Self-awareness was emphasized by the study as the key to increasing students' academic and social growth. In summary, awareness allows students to reflect on their behavior and acknowledge areas where their actions comply with social norms, values, and moral codes. Besides, self-awareness allows students to make appropriate decisions, avoid acting rashly, and engage in responsible behavior. This means that self-awareness can allow students to understand their responsibilities and obligations in their own learning and social lives. Strong self-awareness among students is likely to guide them through difficulties with a feeling of responsibility, leading to

academic success and positivity in peer and teacher relationships.

In Nigeria, Derla and Baguio (2024) conducted a study on self-awareness learning and its impact on the educational development of students in public schools. The study utilized a non-experimental quantitative research design. The results indicated that students demonstrated moderate levels of self-awareness and educational development, with a significant correlation between self-awareness and students' academic performance. Specifically, self-awareness was found to have a positive influence on educational development. This study underscores the importance of enhancing self-awareness as a valuable tool in educational practices. It suggests that teacher professional development programs could be instrumental in improving instructional strategies to foster students' self-awareness and overall educational progress. In general, self-awareness contributes to better mental, physical, and spiritual health and enables individuals to navigate their personal and academic lives with a sense of purpose and authenticity. For students, a deeper understanding of themselves allows them to manage stress, regulate emotions, and build resilience in the face of challenges, ultimately enhancing their ability to succeed academically.

Ferreira et al. (2023) researched enhancing awareness of self in social

work student education using critical reflectivity in South Africa. Documentary review was used in the study. From the research, self-awareness enhances reflective and reflexive learning processes. Reflective self-awareness helps the students reflect on their actions, feelings, and mindset objectively to become familiar with strengths and weaknesses and enhance their academic achievements. Supervision and journaling are certain practices that allow them to reflect deeper on their learning process. Reflexive self-awareness takes a step further by allowing them to connect personal experience with academic problems, developing empathy, critical thinking, and interpersonal skills. It also makes the learners understand how their identity and social life shape their learning, optimizing a more integrated approach to learning tasks. Lastly, self-awareness empowers learners to become more motivated towards learning, improving problem-solving, and academic performance.

In a study in Kenya, Kimanzi, Muiuru, and Thinguri (2023) investigated the impact of students' self-awareness on academic behavior, particularly academic dishonesty among Makueni County public secondary schools. Researchers employed a mixed approach using questionnaires and interviews to collect data. The results indicated that highly self-aware students were less likely to be dishonest when taking examinations. These learners were

better aware of their values, decisions, and future goals, which kept them oriented and committed to moral academic behavior. The researchers highlighted that enhanced self-knowledge through life skills training and counseling can increase students' integrity and academic performance. It means that students not only become better aware of themselves with self-awareness, but responsible learning and academic performance are facilitated.

In Tanzania, Serwanga and Atuheire (2021) studied understanding self-awareness in the Tanzanian context. The study's methodology was ethnographic, and the findings emphasise that self-awareness enables students to understand their responsibilities within their academic environment and the broader societal context, leading to greater accountability and motivation. In addition, as students identify their values, abilities, and areas for improvement, they are better equipped to make informed decisions, set realistic academic goals, and seek support when necessary. Ultimately, self-awareness fosters a sense of purpose and direction, driving perseverance, self-discipline, and a more proactive approach to learning, all contributing significantly to academic achievement.

METHODOLOGY

The study utilized a mixed research design that incorporated the

use of both qualitative and quantitative methods, with more emphasis on the quantitative since it provided room for in-depth understanding (Creswell & Creswell, 2023). An explanatory study design, which involved two phases quantitative data collection through questionnaires and subsequently qualitative through semi-structured interviews to identify and support the major findings, was utilized. The research was conducted in Nyamagana District, Mwanza, a district that has 31 public secondary schools and mixed academic performance, thus suitable for investigating the correlation between emotional stability and academic performance. The population of interest was 12,744 and included students, teachers, school administrators, Ward Education Officers (WEOs), and a District Education Officer (DEO). 166 participants (94 students, 62 teachers, 6 school heads, 3 WEOs, and 1 DEO) were sampled from the population using Yamane's (1967) and Mugenda and Mugenda's (1999) formulae through simple random, convenience, and purposive sampling techniques. Teachers and students were filled questions from questionnaires, while education officers and school heads were interviewed using semi-structured interviews. Validity for the tools was determined through expert review and pilot study, and reliability through test-retest procedure and Cronbach's Alpha (0.786 for teachers and 0.726 for students), both indicating

high internal consistency. Quantitative data were analyzed through SPSS version 26 using descriptive statistics, while thematic analysis was used for qualitative data. Ethical principles were strictly upheld, like obtaining permits, informed consent, confidentiality, voluntary involvement, and proper referencing to maintain academic integrity.

RESULT AND DISCUSSION

Contributions of Students' Self-Awareness to Students' Academic Success

This aimed to assess the contribution of self-awareness to students' academic success. The researcher collected data from DEO, head teachers and WEOs using semi-structured interviews. Also, data were collected from teachers and students by using questionnaires to understand how being self-aware affects learning outcomes. The responses gathered helped to show the connection between self-awareness and academic success. The detailed findings for this objective are presented in tables and explanations below:

Table 1.
Students' Responses to Students' Self-Awareness on Students' Academic Success

Statements	SD F %	D F %	N F %	A F %	SA F %
1. I know my strengths and weaknesses in	4(4.3)	8(8.5)	10(10.6)	27(28.7)	45(47.9)

2. I set goals for my academic performance.	2(2.1)	10(10.6)	7(7.4)	23(24.5)	52(55.3)
3. Self-awareness is the key to helping students improve their performance.	2(2.1)	5(5.3)	3(3.2)	26(27.7)	58(61.7)
4. Being self-aware helps me to perform better in school activities.	0(0)	3(3.2)	6(6.4)	31(33.0)	54(57.4)

Source: Field Data (2025)

Table 1 above shows the students responses on the influence of self-awareness on students' academic success as explained below:

Self-Awareness Helps Students Understand Their Strengths and Weaknesses in Academic

Many students (45, 47.9%) strongly agreed that they understand their academic strengths and weaknesses. Another 27(28.7%) students agreed. This means that many students are aware of their academic abilities. Only a small number disagreed 8(8.5%) or strongly disagreed 4(4.3%), while 10(10.6%) were neutral. This means that when students are self-

aware, they can see which subjects or skills they do well in and which ones they need to work on. This helps them make better choices, ask for help, and improve their learning. It's like having a map showing where you're strong and need to grow. During interview respondents argued that self-awareness helps students understand areas of improvement so that they can perform better in their studies. Moreover, one of the interviewees shared that:

Self-aware students tend to understand themselves better than any other. They understand their weakness and strengths in their academic journey. This understanding helped them identify areas of improvement in their weakness to improve their academic performance in their studies. Teachers must make their students aware of their studies (HoS A, July 2025).

This implies that self-awareness allows students to recognize their strengths and weaknesses in learning, enabling them to identify areas for improvement and enhance their academic performance. Also, teachers are crucial in guiding students towards self-awareness, empowering them to make informed decisions about their learning and achieve success. In addition, this means that teachers should encourage their students to understand themselves in their studying journal through recognizing their strengths and weaknesses,

enabling students to improve and increase their hard work to achieve positive academic results. Rodríguez-Jiménez et al. (2022) support this finding, who argue that self-awareness empowers students to make better decisions and understand their emotions, leading to improved academic outcomes. Similarly, Yuzarion et al. (2024) also confirmed that self-awareness significantly contributes to academic achievement, especially when combined with other cognitive and emotional skills. Also, this is supported by emotional intelligence theory, which influences. In addition, this is supported by emotional intelligence theory, which emphasizes the importance of understanding and managing one's emotions, including strengths and weaknesses, to enhance learning outcomes. Generally, self-awareness plays a crucial role in empowering students to take control of their learning by recognizing their strengths, weaknesses, and emotional reactions. With the guidance of teachers, it can serve as a valuable asset for academic progress and personal growth.

Self-Awareness Enables Students to Set Academic Goals

More than half of the students, 52(55.3%), strongly agreed that they set academic goals, and 23(24.5%) agreed. This means that most students are actively planning and working toward academic success. A small group 10(10.6%) disagreed, and only 2(2.1%)

strongly disagreed. The neutral responses 7(7.4%) suggest that a few students may be unsure about their goal-setting habits. This means that students believe that self-awareness enables them to set their academic goals and a studying timetable. During the interview, respondents also argued that self-aware students tend to be punctual by setting their goals, which direct them in their studies. As one respondent argued that:

“When students understand themselves, they can establish attainable academic goals. For instance, if a student identifies a weakness in English but a strength in History, they can enhance their English skills by practicing more, seeking teachers' assistance, or participating in study groups. Simultaneously, they can maintain and enhance their proficiency in History. This self-awareness helps students set specific and achievable goals that contribute to their academic success” (D July, 2025).

This implies that self-awareness helps students take responsibility for their learning by setting realistic and achievable academic goals. When students understand their strengths and weaknesses, based on that awareness they can set goals and focus their efforts where improvement is needed and build confidence in their strong areas. This finding is also argued by Sohail and Akram (2025), who found that self-awareness and reflection help students monitor their progress and set

meaningful academic goals. The study argued that students were involved in self-awareness practices through e-portfolios became more motivated and better equipped to manage their studies. Similarly, Rodríguez-Jiménez et al. (2022) emphasized that self-awareness increases students' ability to make informed decisions and boosts their confidence, essential for effective goal-setting. Therefore, self-awareness is not just about knowing oneself; it's a powerful tool that helps students take control of their academic journey. By setting realistic goals based on personal insight, students become more disciplined, confident, and committed to their success. This underscores the need for teachers and schools to nurture self-awareness as a core skill in education.

Self-Awareness Is the Key to Helping Students Improve Performance

Most students, 58(61.7%), strongly agreed that self-awareness helps improve academic performance. Another 26(27.7%) agreed. This means that students clearly believe in knowing themselves to do better in school. Very few students disagreed 5(5.3%) or strongly disagreed 2(2.1%), and only 3(3.2%) were neutral. This means that self-awareness is the key to helping students improve performance because it enables them to recognize their strengths, weaknesses, emotions, and learning habits. When students understand themselves better, they can set realistic goals, adopt effective study

strategies, and seek help where needed. As one respondent argued that:

“Self-awareness is crucial in helping students enhance their performance as it enables them to recognize their strengths and weaknesses as learners. A self-aware student can pinpoint the subjects they excel in and the areas where they struggle. This approach fosters accountability, discipline, confidence, and goal-setting. As educators and school administrators, our responsibility is to steer students towards self-awareness so they can proactively work towards improving their academic performance” (HoS C July 2025).

The implication is that when students develop self-awareness, they become more responsible and active in their learning, which leads to improved academic performance. It means they can better set goals, manage their time, and seek help where needed, reducing failure and boosting confidence. For teachers and schools, it highlights the need to create an environment that encourages reflection and guidance so students can understand themselves and take the right steps toward success. Yuzarion et al. (2024) also confirmed that self-awareness significantly contributes to academic achievement, especially when combined with self-regulated learning and spiritual intelligence. These skills help students stay focused, motivated, and resilient, qualities that are crucial for setting and achieving academic goals.

Furthermore, Flavian (2016) highlighted that self-awareness fosters deeper learning and engagement, encouraging students to participate actively in educational activities that align with their goals. In addition, this is supported by emotional intelligence theory, which emphasises that self-aware students can regulate themselves to achieve their academic goals.

Self-Awareness Helps Students to Perform Better All School Activities

Most students (57.4%) strongly agreed that self-awareness helps them to perform better in all school activities, and 33.0% agreed. No students strongly disagreed, and only 3.2% disagreed. A small group (6.4%) were neutral. This shows that students strongly believe that being aware of themselves helps them improve in school. During the interview, respondents argued that self-aware students tend to perform better in the classes as they recognize their weaknesses and strengths. As one respondent argued that:

“When students know their strengths in certain subjects or areas, they can boost their confidence and maintain good performance. Self-awareness enables learners to set realistic goals, stay focused, and effectively manage their time. As school head, my responsibility is promoting and assisting students in cultivating self-awareness, enabling them to take control of their learning, participating all school activities and attain improved outcomes (W2, July 2025).

This implies that self-aware students can take charge of their own learning, and this leads to improved performance at school. This allows them to recognize where they need to work harder, seek assistance when required, and apply their strengths to benefit themselves to accomplish more. For teachers and education managers, this highlights the importance of cultivating self-awareness among students to be responsible, confident, and successful students. In addition, Serwanga and Atuheire (2021) discovered that self-aware students excel in goal-setting, time management, and study-related decision-making. This is consistent with emotional intelligence theory, which identifies self-awareness as an extremely crucial ingredient in helping one know their emotions, understand how these emotions influence their behavior, and apply this knowledge to steer their behavior. Thus, where students possess emotional intelligence, they can handle stress well, remain focused, and respond positively to learning difficulties. Moreover, this implies that a knowledge of the self can empower students with the confidence and mental clarity to self-direct their learning and achieve academic success.

Table 2
Teachers' Responses to Students' Self-Awareness on Students' Academic Success

Statements	SD F %	D F %	N F %	A F %	SA F %
1. Most students understand their academic strengths and weaknesses.	5(8.3)	5(8.3)	11(18.3)	28(46.7)	11(18.3)
2. I encourage students to set academic goals.	1(1.7)	0(0)	3(5.0)	20(33.3)	36(60.0)
3. Self-awareness is the key to helping students improve performance.	1(1.7)	1(1.7)	2(3.3)	25(41.7)	31(51.7)
4. I use teaching methods that promote self-reflection.	0(0)	1(1.7)	5(8.3)	22(36.7)	32(53.3)

Source: Field Data (2025)

Table 2 indicates the teachers' responses on the influence of self-awareness on students' academic success as explained below:

Understanding Academic Strengths and Weaknesses

Among the responses, 28 teachers (46.7%) agreed, and 11 (18.3%) strongly agreed that students know their academic strengths and weaknesses. This totals 65% of students who perceive students as having some level of self-awareness. However, 11 teachers (18.3%) were neutral, while 5 (8.3%) disagreed, and another 5 (8.3%)

strongly disagreed. This means that self-aware and self-aware students tend to know the subjects or topics they are good at and the ones they struggle with. Hence, they can identify their academic strengths, such as areas where they perform well, their weaknesses, and where they face challenges or need more effort. During the interview, one respondent argued that:

"Most students understand their academic strengths and weaknesses, a crucial aspect of their learning journey. Knowing their strong subjects boosts their confidence and motivation to excel. Similarly, recognizing their weaknesses enables them to dedicate more effort to those areas, seek teacher assistance, or adapt their study routines for improvement" (HoS B, July 2025).

This implies that students, realizing their strengths and weaknesses in schoolwork, can be accountable for learning by themselves and plan to improve. It implies that they will be more likely to set realistic goals, focus on areas of improvement, and use their strengths to meet their achievements. Flavian (2016) implies that self-aware students become more engaged learners and perform better academically. This knowledge of oneself assists them in identifying their strengths and weaknesses that require additional effort. Similarly, Rubab et al. (2024) demonstrated that self-awareness assists students in

understanding their emotions, thoughts, and values, which influence their decision-making and academic behaviors. These findings agree with emotional intelligence theory to the extent that it is highly focused on self-awareness as an essential skill in knowing oneself and making effective choices. Therefore, by determining their strengths and weaknesses, students can make clear goals, ask for assistance where they need it, and utilize their strengths to enhance their performance in school. Additionally, self-awareness allows students to build confidence in areas of strength and work towards strengthening areas of weakness, allowing them to apply additional effort towards strengthening areas of weakness.

Encourage Students to Set Academic Goals

This statement received overwhelming support: 36 teachers (60.0%) strongly agreed, and 20 (33.3%) agreed, totaling 56 responses (93.3%) in favor. Only 3 teachers (5.0%) were neutral, and just 1 (1.7%) strongly disagreed. No one disagreed. These numbers show that nearly all teachers actively promote goal-setting, a key strategy for building self-awareness. This means that encouraging students to set academic goals is crucial, providing them with a clear direction and purpose in their learning journey. Goals help students stay focused, motivated, and organized, as they clearly understand what they are

striving to achieve. Setting goals enables students to track their progress, celebrate accomplishments, and pinpoint improvement areas.

“Teachers encourage students to set academic objectives because goal-setting gives them a sense of clear direction and meaning to their learning. With precise objectives, such as improving in a particular subject or getting particular grades, the students are more concentrated and are inspired to work hard. Goal-setting also allows students to monitor their progress, identify areas where they need help, and take responsibility for learning” (D July, 2025).

This means students become more focused, motivated, and responsible for their learning when they set academic goals. It helps them plan their studies, monitor their progress, and work on areas that need improvement, which leads to better academic performance. For teachers and education leaders, it implies the need to support and guide students in setting realistic and achievable goals to ensure continuous growth and success in their studies. Furthermore, Ferreira et al. (2023) highlighted the importance of self-awareness in student development, emphasizing reflective practices such as journaling. This self-awareness enables students to assess their progress and make informed decisions about their learning. These findings are consistent with emotional intelligence theory, which underscores

the role of self-awareness in goal-setting. Setting clear academic goals empowers students to take ownership of their learning, stay organized, and enhance their performance gradually. Therefore, teachers and education leaders should actively guide and support students in setting achievable goals as an essential strategy for fostering continuous growth and long-term success.

Influencing Students' Academic Success

Here, 31 teachers (51.7%) strongly agreed, and 25 (41.7%) agreed, making up a combined 93.4% who believe self-awareness is essential for academic improvement. Only 2 teachers (3.3%) were neutral, and 1 (1.7%) disagreed, while another 1 (1.7%) strongly disagreed. Self-awareness plays a big role in improving students' performance because it helps them reflect on their abilities and learning habits. When students recognize their strengths, they gain motivation and use them to succeed, while being aware of their weaknesses pushes them to find solutions and make improvements. This awareness guides them to manage their time better, choose effective study strategies, and seek help when needed. By understanding themselves, students become more responsible for their learning, which leads to steady progress and higher achievement. During the interview one respondent argued that:

“Self-awareness is the key to helping students improve performance because it allows them to understand their strengths and weaknesses. When students are self-aware, they can reflect on their learning habits and performance, identify areas needing improvement, and take steps to overcome challenges. This reflection encourages better planning, goal-setting, and disciplined study, ultimately leading to improved academic performance” (HoS F, July 2025).

The implication is that by being self-aware, students can recognize areas of academic strength and weakness and own the learning process. Such awareness allows them to set priorities for areas to improve on, make good judgments, and accept useful strategies, which ultimately leads to enhanced performance. Students and school leaders must guide students toward building such awareness to facilitate continuous academic growth. Based on Rubab et al.'s (2024) findings, it is argued that students who are better aware of their values, thoughts, and emotions are more inclined to make better decisions and take responsibility for learning. Through such awareness, they do not act impulsively and stay focused on educational accomplishments. Similarly, Ferreira et al. (2023) demonstrated that self-awareness, particularly through reflective practices, assists students in understanding their strengths and

weaknesses, preparing, and enhancing study skills. This concurs with emotional intelligence theory, where self-awareness is a main ability that enables individuals to know themselves and manage behavior. Therefore, when students possess self-awareness, they exhibit greater discipline, motivation, and resilience in overcoming academic challenges, ultimately leading to improved performance in school.

Self-awareness Promotes Self-Reflection

A total of 32 teachers (53.3%) strongly agreed, and 22 (36.7%) agreed, meaning 90% of respondents actively use strategies that encourage students to reflect on their learning. Only 5 teachers (8.3%) were neutral, and 1 (1.7%) disagreed. No one strongly disagreed. Self-awareness promotes self-reflection because students reflect on their learning sessions and study habits when they are self-aware. They consider their class participation, understanding of the material, and the effectiveness of their study methods. This reflection helps them identify what worked well and needs adjustment, such as improving concentration, time management, or trying new study techniques. During the interview, one respondent argued that:

Self-awareness promotes self-reflection among students, helping them think about their learning. When students reflect on what they know and struggle with, they can

make informed decisions about how to improve, seek help where necessary, and adopt better study strategies. This reflection encourages responsibility and motivation, which are essential for better academic performance (W1 July 2025)

The implication is that self-awareness encourages students to think critically about their own learning habits, achievements, and challenges. Through reflection, students can evaluate what strategies work for them, identify gaps in knowledge, and make adjustments to improve their study methods. This process enhances learning and builds discipline, responsibility, and motivation, which are essential for academic success. According to Ferreira et al. (2023), self-awareness promotes students' engagement in reflective and reflexive learning processes. Activities such as journaling and supervision enable students to assess their behaviors, emotions, and study habits, helping them recognize effective strategies and areas for improvement. Flavian (2016) also stressed that self-aware students are more motivated and actively involved in learning, enhancing their comprehension and performance. These findings are consistent with emotional intelligence theory, which underscores self-awareness as a fundamental aspect of personal growth and reflection. By reflecting on their learning experiences, students become

more accountable, focused, and adept at making informed decisions that contribute to academic success.

CONCLUSION

As a final result, the research reported that self-awareness can boost students' academic performance by helping them to understand their academic strengths and weaknesses, set realistic expectations and goals, manage their time well, and apply effective learning strategies in the classroom. Students who demonstrated self-awareness were better decision makers, more motivated, and took more responsibility for attaining success which ultimately led to stronger academic performance. Schools were encouraged to embed aspects of self-awareness and reflective learning into the curriculum, while teachers were encouraged to advocate for additional counseling, supportive mentorship, and the development of emotional intelligence. In addition, administrators were to advocate for similar form of professional development and training for teachers on time management, feedback, and self-awareness with the goal-setting process, while students were to self-evaluate their progress on learning goals. It was suggested that educators conduct something similar quantitative or qualitative studies in the future to determine whether self-awareness and other aspects of emotional intelligence could be improved to increase students' academic performance.

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