

LEARNING AGILITY AND SELF REFLECTION OF THE STUDENTS

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Abstract: This study aimed to determine which domain of learning agility best influence self-reflection 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 learning agility and self-reflection 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 learning agility is high, the level of self-reflection of students is high, there is significance on the relationship between learning agility and self-reflection of students, and the domain of learning agility best influences self-reflection of students is Change Agility.

Keywords: Learning Agility, Self-Reflection of Students, Educational Management, Educational Management

1. Introduction

Self-reflection helps students to reinforce their understanding on their strengths and weaknesses. By constantly doing self-reflection, students learn to cultivate effective learning strategies that are beneficial to their academic success. Likewise, when students are able to regularly self-reflect, they can examine how they learn best and how they can adjust to the challenging academic concerns (Civitillo, Juang, Badra & Schachner, 2019).

The students' learning agility help them improve their self-reflection practice. As students continue to adapt with the changing learning environment, they become more reflective that they can easily point out the areas where they need to improve in their academic undertakings. More so, learning agility allows students to expand their understanding on the matters related to their learning (DiGregorio & Liston, 2021).

However, despite the idea that students know that learning agility interferes with their self-reflection ability, it is still a fact there are students who rarely spend time practicing self-reflection. There are also students who do not recognize the need for self-reflection. These students lack the ability to evaluate the things that they do, and they do not show interest to examine themselves (Soriano, Mann & Friesen, 2019).

In the local context, teachers noted that they have students who do not have any attempt to change themselves regardless that they were guided. These students show less interest to improve their attitude. Likewise, these students show little to no interest in analyzing their behavior.

The problem-situations mentioned are the experiences of the students on student self-reflection. 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 learning agility and self-reflection of the 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 learning agility best influences self-reflection of students. Specifically, this study sought to answer the following objectives:

1. To describe the level of learning agility in terms of:
 - 1.1. change agility;
 - 1.2. mental agility;
 - 1.3. people agility, and
 - 1.4. results agility.
2. To ascertain the level of self-reflection of students in terms of:
 - 2.1 engagement for self-reflection;
 - 2.2 need for self-reflection, and
 - 2.3 insight.
3. To determine the significant relationship between learning agility and self-reflection of students.
4. To determine which domains of learning agility best influences self-reflection of students.

Hypothesis

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

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

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables.

3. Results

Level of Learning Agility

Presented in Table 1 is the level of *Learning Agility* with the overall mean of 3.23 with a descriptive equivalent of *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, *Results Agility* obtained the highest mean score of 3.38 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows:

Table 1. Level of Learning Agility

Indicator	SD	Mean	Descriptive Level
Change Agility	0.51	3.23	High
Mental Agility	0.62	3.15	High
People Agility	0.48	3.18	High

Results Agility	0.65	3.38	High
Overall	0.49	3.23	High

proclivity towards finding set goals, targets, and objectives to be personally motivating, personal drive to succeed, out compete others, and aspire towards high levels of achievement, likelihood of maintaining a high degree of effort in the face of obstacles and difficulties, and belief in own personal competence, abilities, skill, and their level of agency.

The indicator *Change Agility* obtained the highest mean of 3.23 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: propensity to seek new knowledge, expand understanding, and investigate new topics, preference for variety, novelty, and change, over predictability and routine, likelihood of taking a long-term perspective, with a focus on the bigger picture, propensity to display openness towards new ideas, concepts, principles, and opinions.

People Agility obtained a mean score of 3.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: propensity to develop new social relationships and to expand upon existing ones, interest in and acceptance of other cultures, perspectives, and viewpoints, propensity to be careful, deliberate, and savvy when engaging in meaningful social interaction, and likelihood of readily accepting new people into their existing social circle.

The indicator *Mental Agility* obtained a mean score of 3.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: propensity to generate new ideas, expand upon existing ideas, and identify novel solutions to problems, proclivity towards solutions that are new, unusual, unorthodox, and generally outside the box, propensity to derive personal satisfaction from complex cognitive activities and problem solving, and likelihood of understanding, appreciating, and preferring complex and abstract information.

The very high level of Learning Agility is due to the high level of rating given by the respondents to the indicators change agility, mental agility, people agility, and results agility. The above practice of teachers is expected to increase their Learning Agility as they congruent to the pronouncement of some authors who stated that learning agility is the ability to know what to do when you don't know what to do (Hallenbeck, 2016). According to Spurgin, agile learners are ready for change and new learning; they are able to use what they know with new knowledge in new situations (Spurgin, 2016).

Level of Self-Reflection of Students

Presented in Table 2 is the level of *Self-Reflection of Students*. Computations revealed an overall mean score of 3.16 or *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.

Table 2. Level of Self-Reflection of Students

Indicator	SD	Mean	Descriptive Level
Engagement for Self-Reflection	0.76	3.25	High

Need for Self-Reflection	0.62	3.10	High
Insight	0.46	3.14	Moderate
Overall	0.78	3.16	High

Among the enumerated indicators, *Engagement for Self-Reflection* obtained a mean score of 3.25 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I don't often think about my thoughts, I rarely spend time in self-reflection, I frequently examine my feelings, I don't really think about why I behave in the way that I do, I frequently take time to reflect on my thoughts.

Insight obtained a mean score of 3.14 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am usually aware of my thoughts, I'm often confused about the way that I really feel about things, I usually have a very clear idea about why I've behaved in a certain way, I'm often aware that I'm having a feeling, but I often don't quite know what it is, and Thinking about my thoughts makes me more confused

Need for Self-Reflection obtained a mean score of 3.10 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am not really interested in analyzing my behavior, It is important for me to evaluate the things that I do, I am very interested in examining what I think about, It is important to me to try to understand what my feelings mean, and I have a definite need to understand the way that my mind works.

The very high level of Self-Reflection of Students is due to the very high level of rating given by the respondents to the indicator's engagement for self-reflection, need for self-reflection, and insight. The above practice is expected to increase their Self-Reflection of Students as they congruent to the pronouncement of some authors who stated that self-reflection involves self-awareness, self-evaluation, and critical thinking (Morin, 2011). Self-reflection is also a process through which the student engages with themselves, through self-introspection in reviewing their actions in each caring encounter in relation to multiple perspectives to inform future actions (Davies & Coldridge, 2015; Mann, Gordon & MacLeod, 2009).

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 0.386 with a probability value of 0.03 which is significant at 0.05 level.

Doing an in-depth analysis, it could be gleaned that the indicators of *Learning Agility* and *Self-Reflection of Students* revealed a computed r-values ranging from .102 to .623 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 *Learning Agility* led to the increase in *Self-Reflection of Students*.

There is a significant relationship between Learning Agility and Self-Reflection of Students. The result of this study is aligned with the statement that says individuals with learning agility are more flexible, comfortable and calm when facing difficulties compared to other colleagues (Mitchinson, & Morris, 2012). They are individuals who are willing to have challenging work experiences that can improve themselves and who can do the necessary learning (Mitchinson and Morris, 2012).

Table 3. Significance of the Relationship between Learning Agility and Self-Reflection of Students

Learning Agility	Self-Reflection of Students		
	R	p-value	Remarks
Change Agility	.428	.000	Significant
Mental Agility	.264	.012	Significant
People Agility	.623	.001	Significant
Results Agility	.102	.000	Significant
Overall	.386	.003	Significant

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Learning Agility on Self-Reflection of Students

Presented in Table 4 is the regression analysis showing the predictive ability of *Learning Agility* on *Self-Reflection of Students*. The analysis shows that when *Learning Agility* was regressed on *Self-Reflection of Students*, it generated an F-value of 48.95 with 0.01. The value of this regression is 48.95 with 0.01. It can be stated that *Learning Agility* influenced *Self-Reflection of Students*. Among the indicators of *Learning Agility* only one gave significant influence on *Self-Reflection of Students*, which is *Change Agility*, $t=1.62$, $P=0.794$.

Among the indicators of Learning Agility only one gave significant influence on Self-Reflection of Students, which is Change Agility. Someone who is agile in learning, they will be able to deal with new changes smoothly which makes them able to survive in their work (Tripathi, Srivastava, & Sankaran, 2020), thus pushing that individual to exert their best effort at work (Saputra, Abidinagoro, Sri, Kuncoro, & Engkos, 2018). We define learning agility as a key indicator of future leadership success and review its theoretical background (Yadav & Dixit, 2017). Learning agility refers to a person’s ability and willingness to learn from experience and apply the lessons of experience to improve future performance (De Meuse, Guangrong, & Hallenbeck, 2010).

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Self-Reflection of Students

<i>Self-Reflection of Students</i>				
Learning Agility	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.4286	0.5268	1.78	0.000
Change Agility	-0.08263	0.08235	1.62	0.794
Mental Agility	0.51823	0.08265	-2.16	0.003
People Agility	0.08268	0.02368	0.35	0.846
Results Agility	0.08261	0.09628	0.58	0.748
R	0.728			
R²	0.135			

F	48.95
p	0.000

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of learning agility is high, the level of self-reflection of students is high, there is significance on the relationship between learning agility and self-reflection of students, and the domain of learning agility best influences self-reflection of students is Change Agility.

RECOMMENDATIONS

The results of this study revealed that the level of learning agility is 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 Mental Agility.

Meanwhile, the study revealed a high level of self-reflection of students. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Need for Self-Reflection.

The study found a significant relationship between learning agility and self-reflection 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 learning agility best influences self-reflection of students is Change Agility. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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