



## THE RELATIONSHIP OF SELF-REGULATED LEARNING, ACADEMIC PERFORMANCE AND SELF-EFFICACY OF GRADE 12 STUDENTS IN ENGLISH MODULAR DISTANCE LEARNING IN KAPAYAPAAAN INTEGRATED SCHOOL

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### ABSTRACT

*Modular distance learning situates Filipino students to learn in their own homes ideally with the help of their parents/guardians and/or siblings acting as the “More Knowledgeable Other”. This is to assist in their learning process subsequently of the limited contact with teachers. However, this setup cannot be guaranteed for all students as parents and guardians have varied skills, knowledge, and attitudes. Thus, learners must use appropriate self-regulated learning (SRL) strategies in a distance learning setup. Findings revealed the SRL level of Grade 12 ABM, HUMMS, STEM students of Kapayapaan Integrated School in English modular learning manifests in goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation. Multiple regression analysis proved that SRL strategy of goal setting showed significant relationship with the students’ academic performance. Additionally, goal setting and environment structuring demonstrated significance in their English self-efficacy. Self-regulated learning strategies are necessary tools for students’ success and have a close relationship with self-efficacy and academic achievement. This study also suggests that by harnessing self-regulated learning skills, there may be increase in academic performance and self-efficacy in English, particularly in modular distance learning.*

*Keywords: Self-regulated Learning, Academic Performance, English Language Self-efficacy, Modular Distance Learning*

### INTRODUCTION

The Philippines’ situation in education at the time of Covid-19 pandemic suggests that distance learning (DL) meets the needs of today’s learners with respect to the quality of learning and the content. The Department of Education (DepEd) defines distance learning as a learning delivery modality where learning can take place between the teacher and the learners who are geographically remote from each other during instruction. In modular learning, learners receive instructions in self-learning modules (SLMs). In

addition, they are given supplemental materials such as learners activity sheets (LAS) and the weekly home learning plan (WHLP). Thus, learners must use appropriate strategies to make sure they can learn in this setup. Sulisworo et al. (2020) stressed that one of the factors that determine the success of distance learning is the level of student self-regulated learning. Self-regulation is particularly important in a modular distance learning, which demands effective independent learning.

Zimmerman, 2015 referred self-regulated learning as to how students become masters of

their own learning processes. SRL is neither a mental ability nor a performance skill, self-regulation is instead the self-directive process through which learners transform their mental abilities into task-related skills in diverse areas of functioning, such as academia, sports, music, and health. In this study, SRL involved activities in which students direct, modify, and maintain their learning activities toward academic performance and self-efficacy.

Apparently, the researcher observed that these self-regulated learning processes were not taking place naturally for most of the learners. In general, learners could not realize that they need to manage their own learning given modular distance learning. They did not know how to effectively regulate these SRL strategies. Therefore, there was a need to help learners acquire or develop effective SRL strategies. This could begin by raising awareness of the self-regulated learning strategies. This study is anchored on memorandum OUCI-2020-307 issued by DepEd through Office of the Undersecretary on October 30, 2020 which highlights that flexible learning requires learners to be more skilled at self-regulation.

### OBJECTIVES OF THE STUDY

This study aimed to determine the level of self-regulated learning of selected grade 12 students of Kapayapaan Integrated School for the school year 2020-2021, in English modular distance learning. Specifically, it sought to answer to the following questions:

1. To evaluate the level of the respondents' SRL relative to:
  - 1.1 Goal setting
  - 1.2 Environment structuring
  - 1.3 Task strategies
  - 1.4 Time management
  - 1.5 Help seeking
  - 1.6 Self-evaluation
2. To determine the level of respondents' academic performance in English (EAPP).
3. To identify the level of respondents' English self-efficacy.

4. To ascertain whether respondents' SRL strategies may have a significant relationship with their academic performance in English.
5. To determine whether respondents' SRL strategies have significant relationship with their English self-efficacy.

This study presents the conceptual framework to guide through the research process of investigating the relationship of self-regulated learning strategies of learners under the modular distance learning modality with their academic performance and self-efficacy in an English modular subject.

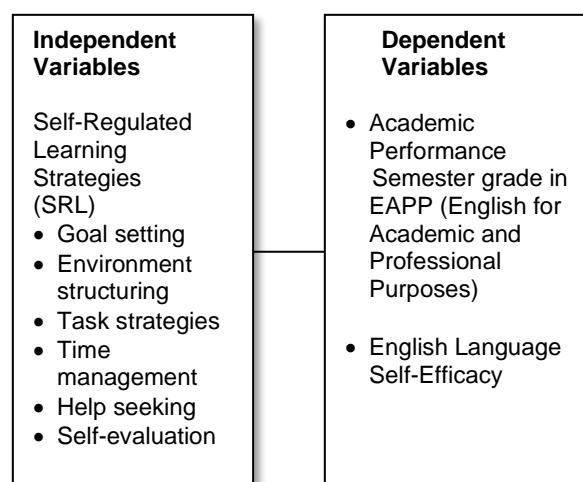


Figure 1. Conceptual Framework

Understanding how the learners' self-regulated learning strategies are related to academic performance and self-efficacy is crucial for English language education (Kim et al., 2015).

Figure 1 shows the independent variables that include the level of self-regulated learning in modular learning, and how they can be related with dependent variables of academic performance and self-efficacy in English.

A study in Indonesia identified close ties between young learners' strategy use and their self-efficacy (Anam and Stracke, 2016) while an investigation at a Korean university revealed that learners with low-efficacy performed differently in terms of their use of self-regulated learning and achievement in language tasks (Kim et al, 2015). On the other hand, the interplay between these

constructs has not yet been fully explored in modular learning settings. Thus, by surveying a sample of grade 12 students with sufficient exposure to an English modular learning environment, this study would address such gap.

## METHODOLOGY

This quantitative research employed descriptive research design to systematically determine the level of self-regulated learning SRL strategies comprised of six factors: goal setting, environment structuring, task strategies, time management, help seeking and self-evaluation based on Zimmerman's SRL model. Likewise, inferential statistics was also used to determine significant relationships between SRL and their academic performance and self-efficacy in English. These data were gathered through survey method by which questionnaires had been adapted from previous related studies that the researcher modified to suit the context of the present study. Moreover, the study investigated the relationships between the learners' SRL, self-efficacy, and academic achievement in an English subject under modular distance learning.

Several studies have explored the relationship between SRL, self-efficacy and academic performance among EFL and ESL learners. Further, those studies were undertaken primarily with university students (Zheng, 2018) as respondents of the research, in traditional classroom, online class, blended learning environment (Barnard et al, 2008) and MOOCs (Lee et al, 2020). Hence, common methodology from previous studies was considered in this present study with distinct respondents of grade 12 students from academic strands of STEM, HUMMS, and ABM in English modular learning at the time of Covid-19 pandemic.

The respondents of this research were Grade 12 students in the academic track ABM, HUMSS and STEM in Kapayapaan Integrated School. The study was administered during the first semester of school year 2020-2021.

From the population of 330, the participants were selected through stratified sampling with a set confidence level of 95% and the margin of error 5% resulting in a sample size

of 178. A simple random sampling followed to choose each respondent from within each of the stratum by means of *Random Number Generator Tool* from [stattrek.com](http://stattrek.com).

More so, this study used demographic questions and survey questionnaires: The Self-Regulated Learning Questionnaire (SRL-Q) modified from Barnard et al., 2009 which measured SRL of students; and the Questionnaire of English Language Self-Efficacy (QESE) developed by Wang, 2014.

SRL-Q is appropriate to secondary school students. Pursuant to the findings obtained from the validity and reliability study of Self-Regulated Learning Questionnaire of Oz and Sen, 2018, it is possible to make some modification to suit specific contexts and it can be tested on different sample groups. Hence, in the current study, the indicators were appended with *modular English subject*.

The SRL-Q is a 24-item scale with a 5-point Likert scale indicated as 5 (strongly agree), 4 (agree), 3 (neutral/undecided), 2 (disagree) and 1 (strongly disagree) was used. The closed-ended items were also arranged per subscales or factors as follows: goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation. Higher scores on this scale indicate better self-regulation in modular distance learning by students.

The Questionnaire of English Self-Efficacy (QESE) is a reliable measure of students' self-efficacy beliefs in learning second/ foreign language with its one-dimensionality clearly demonstrated (Wang, 2013). The scale is measured on a 7-point rating scale from 1 (I am totally unable to do this) to 7 (I am able to do this well).

The Semester grades of Grade 12 students in an English subject entitled English for Academic and Professional Purposes (EAPP) were obtained to determine respondents' academic performance.

The researcher communicated his intent to conduct the study through a letter and sought permission from the Office of the Administration in the research locale to be allowed to conduct a survey and obtain data with respect to Data Privacy Act.



The researcher also convened with the chief adviser and explained the scheduled distribution and retrieval of the survey questionnaire, and in obtaining the semester grade in English: English for Academic and Professional Purposes (EAPP) of the sample respondents.

All participants were assured that their responses would remain anonymous and confidential. The survey questionnaires were endorsed to the advisers on the set date for distribution of learner materials in school. The respondents needed only 15 to 20 minutes to accomplish the survey, however they turned in the survey after a week for they were not allowed to go outside their homes in time of modified general community quarantine (MGCQ). Their parents received the questionnaire; the respondent accomplished them at home. Safety precautions were taken into consideration since the locale of the study was high risk for Covid-19.

Data collected were tallied, tabulated, analyzed, and interpreted by the researcher. The following statistical treatments were applied Frequency Count, Mean and Standard Deviation, Multiple regression analysis.

## RESULTS AND DISCUSSION

### 1. Level of the respondents' Self-Regulated Learning (SRL)

The data gathered that determined the SRL, academic performance, and self-efficacy in English among Grade 12 students in the academic strands at Kapayapaan Integrated School under the modular distance learning modality were shown in the following tables:

#### 1. In terms of Goal Setting

The students were asked how they set goals that regulated their learning of the English subject. They disclosed that it was evident that they set goals to manage time in studying (M=3.63, SD=0.894) and set standards when doing assignments (M=3.63, SD=0.801). The students set both short-term and long-term goals (M=3.47, SD=0.894) and keep high standards

(M=3.51, SD=0.746) to learn the contents of the modules in the English subject.

**Table 1**

*Level of Self-Regulated Learning Strategies in terms of Goal Setting*

Indicators	Mean	S.D.	Verbal Interpretation
1. Setting standards for tasks/ assignments in modular English subjects	3.63	0.801	Evident
2. Setting short-term (daily or weekly) goals and long-term goals (monthly or for the semester) in modular English subject	3.47	0.903	Evident
3. Keeping a high standard for learning in modular English subject	3.51	0.746	Evident
4. Setting goals to manage to study time for modular English subject	3.63	0.894	Evident
5. Keeping the quality of work in modular learning	3.15	1.170	Moderately evident
<b>Overall Mean</b>	<b>3.48</b>		<b>Evident</b>

However, the students admitted they were not that confident to say they do not compromise the quality of their work, as this item got the lowest mean rating. The overall mean of 3.48 signifies that the students evidently use goal setting as a self-regulated learning strategy in the modular distance learning in English.

#### 1.2. In terms of Environment Structuring

Students were asked how they make use of their learning space or environment for studying their English modules at home. They responded that it was evident that they chose the location where they study to avoid distraction (M=4.11, SD=1.000). The students find a comfortable place to study (M=3.96, SD=0.875). However, students also admitted that it was challenging to choose a time with few distractions for studying their modules in English (M=3.62, SD=0.944) and to decide where they can study English modules



most efficiently as these items got the lowest mean rating.

**Table 2**  
*Level of Self-Regulated Learning Strategies in terms of Environment Structuring*

Indicators	Mean	S.D.	Verbal Interpretation
1. Selecting the location where to study to avoid too much distraction	4.11	1.000	Evident
2. Choosing a comfortable place to study	3.96	0.875	Evident
3. Knowing where to study most efficiently for English modular subject	3.62	0.889	Evident
4. Choosing a time with few distractions for studying for modular English subject	3.62	0.944	Evident
<b>Overall Mean</b>	<b>3.86</b>		<b>Evident</b>

The overall mean of 3.86 signifies that student evidently use environment structuring as a self-regulated learning strategy.

### 1.3. In terms of Task Strategies

**Table 3**  
*Level of Self-Regulated Learning Strategies in terms of Task Strategies*

Indicators	Mean	S.D.	Verbal Interpretation
1. Taking notes for modular English subject because notes are even more critical for modular learning than in a regular classroom	3.57	0.913	Evident
2. Reading aloud instructional materials in English modules to fight against distractions	3.45	1.063	Evident
3. Preparing questions before joining in the chat room and discussion	3.31	0.974	Moderately Evident
4. Working on different problems in modular English subject and the assigned ones to master the course content	3.43	1.002	Evident
<b>Overall Mean</b>	<b>3.44</b>		<b>Evident</b>

The students were asked about their task strategies when they accomplish their self-learning modules in English. They disclosed that it was evident that they utilized task strategies by taking more thorough notes in their English subject, for notes were even more critical for modular learning (M=3.57, SD=0.913). Students read aloud instructional materials in the English modules to fight against distractions (M=3.45, SD=1.063), and they also work extra tasks in addition to the assigned ones to master the course content (M=3.43, SD=1.002). However, they needed to be more active by preparing their questions or concerns in joining in small discussions as it got the lowest mean rating (M=3.31, SD=0.974).

The overall mean of 3.44 signifies that the students evidently utilize task strategies with their self-regulated learning.

### 1.4. In terms of Time Management

**Table 4**  
*Level of Self-Regulated Learning Strategies in terms of Time Management*

Indicators	Mean	S.D.	Verbal Interpretation
1. Allocating extra studying time for modular English subject because it is time-demanding	3.43	0.901	Evident
2. Scheduling the same time every day or every week to study for modular English subject, and observe the schedule	3.44	0.950	Evident
3. Distributing studying time evenly across days of the week	3.64	0.965	Evident
<b>Overall Mean</b>	<b>3.50</b>		<b>Evident</b>

On the other hand, the students were asked how they manage their time while learning through their modules in English. They indicated evident in even distributing their study time throughout the week (M=3.64, SD=0.965). They also try to schedule the same time every day or every week to study their modules in English (M=3.44, SD=0.950). On the other hand, students could not efficiently allocate extra studying time as



indicated with the lowest mean (M=3.43, SD=0.901).

The overall mean of 3.50 signifies that the students evidently use time management among SRL strategies.

### 1.5. In terms of Help-Seeking

**Table 5**  
*Level of Self-Regulated Learning Strategies in terms of Help-Seeking*

Indicators	Mean	S.D.	Verbal Interpretation
1. Finding someone knowledgeable in course content to consult with when help is needed	3.73	1.033	Evident
2. Sharing concerns with classmates online and offline, to know what problems are and resolve such problems	3.62	1.115	Evident
3. Meeting with classmates face-to-face when needed	3.41	1.172	Evident
4. Persistently getting help from the teacher through chat, e-mail, or text	3.40	1.049	Evident
<b>Overall Mean</b>	<b>3.54</b>		<b>Evident</b>

The students were asked of strategies when they need help while studying modules in English, considering whom to go to and how to seek help from whom. They indicated evidence that they find someone to consult who is knowledgeable in the subject content or lessons (M=3.73, SD=1.033). They also share their problems and concerns with their classmates through online and offline means to know which part of the lesson they struggle with and possibly solve these problems (M=3.62, SD=1.115). However, meeting their classmates face-to-face to seek help indicated least of their strategies (M=3.41, SD=1.172). Further, getting help from the teacher through chat, e-mail, or text indicated low (M=3.40, SD=1.049) among students.

The overall mean of 3.54 signifies that the students use help-seeking among the SRL strategies.

### 1.6. In terms of Self-Evaluation

**Table 6**  
*Level of Self-Regulated Learning Strategies in terms of Self-Evaluation*

Indicators	Mean	S.D.	Verbal Interpretation
1. Summarizing lessons in modular English subject to examine the understanding of the lessons	3.49	0.839	Evident
2. Asking oneself a lot of questions about the course material when studying modular English subject	3.62	0.843	Evident
3. Communicating with classmates to find out how to do tasks in modular English subject	3.66	0.915	Evident
4. Communicating with classmates to find out common understanding and which yields different learning	3.61	0.916	Evident
<b>Overall Mean</b>	<b>3.59</b>		<b>Evident</b>

The students were asked about their self-evaluation strategies in modular learning. They indicated evident that they communicated with their classmates to find out how they are doing in their English subject (M=3.66, SD=0.915). They did ask themselves many questions about the course material when studying their English modules (M=3.62, SD= 0.843). They also communicated with their classmates regarding their learning, which might differ from what others were learning (M=3.61, SD=0.916). On the one hand, they indicated low on summarizing what they have learned from their English modules (M=3.49, SD=0.839)

The overall mean of 3.59 signifies that student evidently use self-evaluation among SRL strategies.

Data indicated that students involved selecting personal learning standards for short-



term and long-term learning goals. They also selected or arranged their physical setting to isolate and/ or eliminate distractions. They used task strategies like taking notes, reading aloud the content and instructions, preparing questions and pursuing enrichment or enhancement work in their English modular learning. Further, they managed their time by allocating, scheduling and distributing time for learning and doing academic work. They sought help from teachers, significant persons, and classmates who were knowledgeable in the content to address problems or concerns regarding their English modules. Lastly, they also showed evaluations of their own capabilities and progress in their learning.

To be successful in distance learning, whether online or modular, students must strive to learn independently which translates to a form of management. Students who do not practice individual responsibility, and are not persistent towards achieving their educational goals run the risk of attrition in distance learning environment (Hart, 2012). However, there are also other factors that are associated with the persistence necessary for successful completion of educational experience, which include satisfaction with distance learning or the modality, a sense of belonging to the whole learning community, motivation, peer, family support, time management skills, and increased communication with the instructor.

## 2. Level of Students' Academic Performance in the English Subject

**Table 7**  
*Students' Academic Performance in the English Subject*

Lowest score	Highest score	Mean	SD	Analysis
75	98	87.83	6.384	Satisfactory

In terms of academic performance, it was found that the students showed satisfactory performance (M=87.83, SD=6.384) based on their semester grades which was the average of grades from first and second quarters. There is a wide spread of the students' grade based on the computed standard deviation and the range of 23.

The learners' satisfactory level of academic performance may be driven by greater challenges with modular distance learning as well as the consequences of the Covid-19 pandemic which resulted in the overall level of self-regulated learning among the students to fall short of high level. Baticulon et al., 2021 cited most frequently encountered were difficulty adjusting learning styles and strategies, having to perform responsibilities at home, and poor communication between educators and learners.

This means that the students must further develop self-regulated learning strategies that will help them achieve more in the academics especially in modular distance learning. This study affirms Moghadari-Koosha et al., 2020 who emphasized that self-regulated learning was a better predictor of academic achievement.

## 3. Level of Respondents' Self-Efficacy

The overall mean of 5.11 implies that their level of English self-efficacy is somewhat capable. The students were asked of their perceived self-efficacy in English. They revealed that they were capable of understanding stories told in English (M=5.41, SD=1.196). Likewise, they are capable of reading short English narratives (M=5.36, SD=1.4). On the one hand, they were somewhat capable of understanding English movies without subtitles (M=5.32, SD=1.531). Also, students were somewhat capable of introducing himself/herself (M=5.32, SD=1.459) and in understanding English radio-based programs (M=5.28, SD=1.353).

On the contrary, among the skills that registered low in their English self-efficacy included asking teacher in English (M=4.94, SD=1.36), doing English presentations (M=4.94, SD=1.378), writing a note for another student in English (M=4.92, SD=1.459), narrating a story in English (M=4.9, SD=1.238) and discussing subjects of general interests to fellow students in English (M=4.84, SD=1.252).

The results assert that most of the respondents' English self-efficacy is at the level of somewhat capable which means that a large proportion of students are less confident and only somewhat capable to resolve problems related to



the English language learning. As mentioned by Lestari, et al. 2019 this condition is crucial to resolve because self-efficacy has a strong relationship with academic achievement.

The current results relate to the statement of Shang, 2010 that low self-efficacy hinders learners' participation in learning activities while lack of learning strategies prohibits them from solving problems, they encounter in language learning.

#### 4. Significance of Students' Self-Regulated Learning Strategies in their Academic Performance

**Table 8**  
*Regression on the Relationship of Students' Self-Regulated Learning Strategies and their Academic Performance*

SRL Strategies	beta	t-value	p-value	Analysis
Goal setting	2.342	2.137	0.034	Significant
Environment structuring	-0.974	-1.001	0.318	Not significant
Task strategies	0.610	0.740	0.460	Not significant
Time management	-0.937	-0.911	0.363	Not significant
Help seeking	0.486	0.618	0.537	Not significant
Self-evaluation	0.392	0.321	0.748	Not significant

*Adjusted R-square = 0.0433*  
*F-value = 2.184*  
*Sig. = 0.048*

Among the variables on self-regulated learning strategies, goal setting rendered significance on the students' academic performance. This is indicated by beta coefficient of 2.342 which means that for every standard deviation unit increase in goal setting, there is a corresponding 2.342 increase in their academic performance. The t-value of 2.137 is significant having p-value of 0.034. Therefore, null hypothesis is rejected for the SRL goal setting. The SRL strategy of goal setting has significant relationship with the respondents' academic performance.

#### 5. Significance of Students' Self-Regulated Learning Strategies in their English Self-Efficacy

**Table 9**  
*Regression on the Relationship of Students' Self-Regulated Learning Strategies on their English Self-Efficacy*

SRL Strategies	beta	t-value	p-value	Analysis
Goal setting	0.466	3.580	0.000	Significant
Environment structuring	0.613	5.307	0.000	Significant
Task strategies	-0.003	-0.030	0.976	Not significant
Time management	-0.124	-1.017	0.310	Not significant
Help seeking	0.121	1.295	0.197	Not significant
Self-evaluation	0.105	0.724	0.470	Not significant

*Adjusted R-square = 0.4982*  
*F-value = 28.305*  
*Sig. = 0.000*

Among the variables on self-regulated learning strategies, goal setting rendered significance on the students' English self-efficacy. This is indicated by beta coefficient of 0.466 which means that for every standard deviation unit increase in goal setting, there is a corresponding 0.466 increase in their English self-efficacy. The t-value of 3.580 is significant having p-value of 0.000. Likewise, environment structuring also has significant relationship on their English self-efficacy as indicated by the beta coefficient of 0.613 which means that for every standard deviation unit increase in environment structuring, there is a corresponding 0.613 increase in their English self-efficacy. The t-value of 5.307 is significant having p-value of 0.000. Therefore, null hypothesis is rejected for the SRL goal setting and environment structuring. The SRL strategy of goal setting and environment structuring have significant relationship with the respondents' English language self-efficacy.

#### CONCLUSIONS

It was evident that the grade 12 students used self-regulated learning strategies in English



modular learning. This evident level of SRL relates to their satisfactory level of academic performance. Taking on English language-related tasks proved they were somewhat capable as revealed in the level of their English self-efficacy. The learners need to be encouraged to adapt to the new learning modality and understand the lessons at their own pace with their parents'/ guardian's assistance. Finally, multiple regression analysis of the SRL levels in goal setting and environment structuring indicated significance on their academic performance and self-efficacy in English.

## RECOMMENDATIONS

The researcher makes the following recommendations for further studies related to self-regulated learning and for strengthening SRL among learners.

1. It is necessary to replicate this study using respondents from other grade levels in secondary schools. Future studies may render comparison of SRL strategies between learners in a face-to-face learning and modular learning or between modular and online learning.
2. A qualitative study may be conducted to understand deeper the challenges or influences of SRL towards academic achievement.
3. The teaching of SRL strategies may be integrated in homeroom guidance program in order to develop the students' study strategies and harness accountability among students.
4. Teachers may facilitate application of self-regulated learning strategies in pedagogy and explicit instructions. Further, the construct of self-regulation may be integrated in reading program towards developing reading habit, skill, and comprehension.

5. The school administration may craft intervention to raise awareness that may lead to developing self-regulated learning strategies among learners as coping mechanism for distance learning.

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