

SELF-REGULATING CAPACITY IN LANGUAGE LEARNING AND ENGLISH ACADEMIC ACHIEVEMENT

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Abstract

The purpose of this study was to explore the relationship between the self-regulating capacity in language learning of the grade five students and their academic achievement in English. There were 280 students (150 males and 130 females) used as respondents in this study. The findings suggested that the higher the self-regulation capacity of the respondents, the higher would be their academic performance. Conversely, the lower their self-regulation capacity, the lower would be their academic performance. Schools must give importance and attention to the development of the learners' Self-Regulating Capacity in Language Learning since result had shown that this has a significant relationship to the learners' academic performance in English. The descriptive-correlational survey design was used in this research.

Keywords: Self-regulation, Academic Achievement, Language, Learning.

Introduction

English, being the second language of the Philippines, is used as medium of instruction in the academic setting in the country. However, in public examinations in recent times, the decline in the general academic performance and standard of education had been attributed to the poor performance of students in English [14].

It is in these situations that students need to take initiatives by setting and utilizing realistic and practical learning goals and schemes to regulate their own learning and overcome whatever challenge or obstacle they encounter in the English language so as to improve their academic performance.

The capacity for self-regulation is one of the crucial human characteristics that are connected with reflection, self-awareness, emotional and volitional processes, goal setting, with the achievement of vital and important goals, leading to self-development and the realization of success in the learners' academic pursuit [11].

However, when they have poor self-regulation particularly in language learning, they tend to easily get swayed away and lose focus which could greatly affect their academic performance. This is alarming since most of their subjects are taught in the English language.

This situation is not new to most Grade V students of Jose B. Puey Sr. Elementary School where the researcher is currently stationed. Based on the Mean Percentage Score (MPS) of the Grade V students in English in the Third Quarter Examination, English ranked second to the last among the eight subjects in Grade V. Furthermore, after a post-assessment using the Phil-IRI Reading Materials for Grade V students in English, more than 51% of the pupils were found to be unable to read at the desired level. Moreover, the Grade V students' difficulty in English language contributes to their low level of academic performance in English as well.

For this reason, the researcher was immensely moved to conduct this study on students' self-regulated capacity in language learning, and examine whether this has any relation to their academic performance in English so as to address

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this current problem in the researcher's station.

Statement of the Problem

The purpose of this study was to determine the respondents' Self-Regulating Capacity in language learning and if it had any significant association to their academic performance.

In particular, the study aimed to answer the following:

1. What is the level of self-regulated language learning capacity of the respondents when taken as a whole and in terms of:
 - a. Commitment control;
 - b. Metacognition control;
 - c. Satiation control;
 - d. Emotion control;
 - e. Environment control?
2. What is the academic performance of the respondents?
3. Is there any significant relationship between the respondents' self-regulated language learning capacity and academic performance in English?

Hypothesis

There is no significant relationship between the respondents' self-regulated language learning capacity and academic performance in English.

Theoretical Framework

This study assumes that self-regulating capacity in language learning is significantly related to the academic performance of the students in English. Hence, it is based on Albert Bandura's Social Cognitive Self-Regulation Theory. This study highlighted that Social Cognitive Self-Regulation Theory is a subtype of cognitive theory, which emphasizes that an individual's actions and reactions in almost every situation is influenced by the actions which that individual has observed in others [5].

Furthermore, self-regulated learning was defined as a student's intentional efforts to manage and direct complex learning activities and is composed of three primary components: cognitive strategy use, meta-cognitive processing, and motivational beliefs [19].

Self-regulated learning includes strategies such as goal setting, self-efficacy, goal orientation, metacognitive monitoring, self-evaluation and so on [12]. This entails that the self-regulating capacity of language learning of the students contributes to the students' academic achievement in English. The theory infers that a learner's ability to self-regulate their language acquisition has an impact on their academic success.

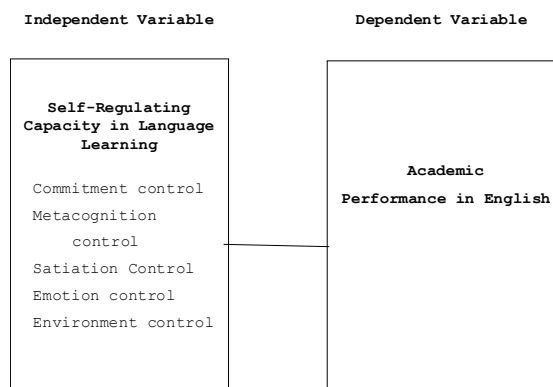


Figure 1: Schematic Diagram Showing The Relationship of The Variables in The Study

Related Literature and Studies

Learners can learn to plan, choose suitable cognitive and metacognitive techniques, and evaluate learning results when they apply self-regulation strategies [15]. Students with limited self-regulation skill in language acquisition and students who have not gained awareness of these skills are less strategic and do poorly than students who are conscious of these skills [18]. Also, students with low self-regulation skills fail to check themselves while working toward their goals, are unaware of their progress, and are challenged to re-regulate their own actions and cognitions as needed [1].

Language learners benefit from commitment control tactics because they help them keep or increase their original goal commitment [9]. On the other hand, the lack of affective commitment of students to their own learning is one of the primary causes of low engagement [10]. Moreover, academic progress is jeopardized if learners have low metacognition [4].

Students who have poor satiation control methods frequently fail to reduce boredom and provide extra interest or attractiveness to the job [9]. In a study, it was shown that in comparison to low proficient students, there was a substantial link between proficiency and satiation management issues, with highly proficient students having the most problems [13].

When learners have low Emotion control, they would have difficulty in managing their thoughts, behaviors, and feelings in order to successfully navigate their learning experiences [20]. Emotional intelligence was found to have doubled the predictive power of cognitive intelligence in explaining academic accomplishment [2].

It was pointed out that if we want students to acquire the skills needed to function in knowledge-based, innovation-driven organizations, we should place them in an environment where those skills are

required in order for them to be part of what is going on and these powerful learning environments should be also at least partially designed and controlled by students [17]. Furthermore, every student requires motivation or academic motivation in order to achieve their objectives [16].

English language proficiency is highly associated to academic success [3]. Moreover, student's academic achievement is mostly driven by their cognitive talents, and students with strong intellectual potential often succeed at a greater level than those with inferior abilities [7].

If learners utilize self-regulation tactics effectively, these strategies can ensure high accomplishment in the language learning process [8]. Meanwhile, the students' ability to self-regulate is a reliable predictor of academic success [6].

Methodology

Research Design

The descriptive-correlational survey design was used in this research. Rather than a direct cause-effect link, this method examines, describes, and documents many features of the variables and the natural correlations or associations that develop between and among them (2007).

Research Participants

The participants of this study were the Grade V students, composed of 150 males and 130 females, enrolled in Jose B. Puey Sr. Elementary School for the school year 2019-2020. Total enumeration of participants was used.

Research Instrument

The study used an adopted questionnaire by Liu (2005) which was the Self-Regulating Capacity in Language Learning or SRCLang. There was still a need to undergo validity and reliability since the respondents were of different characteristic, background and locality. Meanwhile, for the academic performance of the respondents, a secondary data was utilized based on their General Weighted Average or GWA in English.

Three experts on the field of English examined the instrument using the Good and Scates Evaluation criteria to test the validity of the instrument. The evaluation criteria garnered a mean average of 4.00, which was interpreted the validity as excellent. On the other hand, Cronbach's Alpha was employed to test the reliability of the instrument. For the Person separation, the reliability result is .93 indicating that the SRCLang can adequately differentiate individuals. The value of item separation reliability

was also observed to be .97, suggesting that the separation of item difficulty is highly reliable.

Data Gathering Procedure

The researcher first sought the permission of the Dean of the Graduate School to allow her to conduct the study. Once approved, another letter was sent by the researcher to the School Principal to ask for permission to conduct the study to the Grade 5 pupils explaining the purpose and the nature of the investigation.

The researcher secured the parents' permit of the participants prior to the conduct of the study. After which, the questionnaires were distributed to the participants of the study. Also, the participants were informed that the results of the study will be treated as highly confidential.

Data Analysis

Given the set of objectives identified in the study, the following were the statistical tools used.

To answer the first objective, which aims to identify the level of self-regulated language learning capacity of the respondents when taken as a whole and grouped in terms of Commitment control, Satiation control, Metacognition control, Emotion control and Environment control, t-test was used which made used the scaling below.

Table 1: Level of Self-Regulated Language Learning Capacity of The Respondents Rating Scale

1.00 - 1.49	Very Low Self-Regulation
1.50 - 2.49	Low Level of Self-Regulation
2.50 - 3.49	High Level of Self-Regulation
3.50 - 4.00	Very High Level of Self-Regulation

Meanwhile, for objective number two, the scaling below with its corresponding descriptive interpretation was utilized.

Table 2: Academic Performance Scale

90 - 100	Outstanding
85 - 89	Very Satisfactory
80 - 84	Satisfactory
75 - 79	Fairly Satisfactory
below 75	Did not meet Expectations

For Objective number three Pearson-r was used.

Descriptive Results

The level of self-regulated language learning capacity of the respondents in terms of commitment

control ($M=2.34$, $SD=1.144$) was low. The students demonstrated little commitment control over their own language learning.

The level of self-regulated language learning capacity of the respondents in terms of Metacognition Control ($M=2.25$, $SD=1.171$) was low. The students do not have particular approaches for learning English that will help them avoid procrastination.

The level of self-regulated language learning capacity of the respondents in terms of Satiation Control ($M=2.31$, $SD=1.099$) was low. When it comes to overcoming boredom when studying English, students lack the approaches, strategies, and patience. They have a limited ability to control their emotions in order to invigorate their learning process when they are bored with English.

The level of self-regulated language learning capacity of the respondents in terms of Emotion Control ($M=2.26$, $SD=1.195$) was low. Respondents have a limited ability to cope with stress when learning English.

The level of self-regulated language learning capacity of the respondents in terms of Environment Control ($M=2.33$, $SD=1.243$) was low. When the learning environment becomes unsuitable, the respondents' capacity to sort out problems in studying English was low.

The level of self-regulated language learning capacity of the respondents as a whole ($M=2.30$, $SD=1.138$) was low. The respondents demonstrated a low level of self-control over their ideas, feelings, and behaviors, which is important for learning English. Furthermore, they are unable to set goals for themselves, particularly in terms of selecting appropriate tactics to aid them in their learning process.

In terms of the academic performance of the respondents, majority of the students (47.5%) had a satisfactory rating. They had an acceptable achievement in English that meets standards. Though they are in average level, but their performance was adequate enough to pass the subject. Hence, they need to use techniques and strategies that would help them learn more effectively and independently to further improve their academic performance. On the other hand, only very few from the respondents got an outstanding performance.

Pearson's r was used to determine whether there was a significant relationship between self-regulated language learning capacity and academic performance of the respondents. Result showed that

these two variables were significantly correlated ($r = 0.820$, $p < 0.01$). Therefore, the null hypothesis which states that "There is no significant relationship between the respondents' self-regulated language learning capacity and academic performance in English," was rejected. It can be implied that the students' self-regulated language learning capacity significantly relates to their academic performance in English. This suggests that the higher the self-regulation capacity of the respondents, the higher will be their academic performance. Conversely, the lower their self-regulation capacity, the lower will be their academic performance.

Conclusion and Recommendation

Conclusion

Based on the findings of the study, the Grade V students lack self-confidence and self-esteem and have trouble handling stress and frustration. This entails that majority of the students had poor strategies in self-regulation to help them overcome academic challenges as they learn the language to improve their performance.

One of the key conclusions drawn from the study's findings is that self-regulated language learning capacity has a significant impact on Grade V students' academic performance in English. This suggests that having a self-controlled language learning capacity aids scholastic success in the English language.

Finally, it is concluded that the students' self-regulated language learning capacity is a critical factor to take into consideration in improving the students' academic achievement in English.

Recommendation

The teachers must provide an instructional delivery method and atmosphere that supports students' acquisition and development of self-regulated language learning capacity to encourage academic accomplishment in English

The school must establish programs and activities to increase students' academic achievement in English as well as their ability to self-regulate their language acquisition.

The students must develop self-regulating capacity for language learning to improve their academic success in English.

The parents should support their children in their studies especially in providing them with supportive environment at home in order to motivate and encourage their children to perform better in school.

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