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Self-Regulated Learning Strategies and Academic Performance

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Abstract

This study aims to investigate the relationship between Self-Regulated Learning about goal setting and task strategies; ascertain the level of students' academic performances in distance learning; assess if there is a significant relationship between the student's academic performance and the self-regulated learning strategies. The research participants were the 30 Grade 10 students, Section Taurus in Cagayan de Oro National High School filled out the questionnaire of 20 items. The researcher's Self-made questionnaire was validated through Cronbach Alpha and had two (2) dimensions: (a) goal setting and (b) task strategies. The data was analyzed using a descriptive quantitative correlational design. The relationship involving SRL and Grade Point Average (GPA) in 2nd semester of participants was examined using Pearson Product Moment of Correlation where goal setting has (r= 0.189, p= 0.317>0.05), task strategies (r=0.156, p=0.410>0.05). Results showed that students are indicated negative about self-regulated learning strategies. The student's academic performance is rated as Outstanding and Very Satisfactory. In conclusion, students did not use Self-Regulated Learning Strategies, yet still achieved high grades, suggesting that

these strategies may not significantly impact academic performance. However, students with a strong foundation of prior knowledge may benefit from learning strategies to apply their knowledge effectively. The study found no significant relationship between goal setting, task strategies, and academic performance, indicating that Self-regulated learning strategies may not affect the students' academic performance.

Keywords*: Self-Regulated Learning, academic performance, goal setting, task strategies*

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Chapter 1

Self-Regulated Learning Strategies and Academic Performance

DepEd Secretary Briones once said, "Education cannot be postponed." Therefore, to address the needs of millions of students, the government adopted an educational distance-learning strategy. Distance learning, or correspondence training or self-study, is a mode of education where no face-to-face contact exists between students and their teachers (Chin, 2020). As the result of the new normal of the COVID-19 pandemic. Relevant adaptations and finding new ways to cope with the new reality in the field of education are emerging (Chick et al., 2020; Daniel, 2020).

Today, learners have to actively get involved in planning their own learning paths, setting their goals, using the best strategies to get to those goals, monitoring their progress, reflecting upon their learning, and adapting accordingly (Carter et al., 2020). Higher Education was heading toward the shift to distance learning even before the pandemic, and at present, does so in a more accelerated manner. Additionally, the higher education level where the distance learning model is expected to hold most extensively beyond the COVID-19 pandemic (Gallagher and Palmer, 2020).

Self-Regulated Learning (SRL) is how an individual takes charge of their own learning and understands how to manage and control them. Learning strategies, which involve the active involvement of learners throughout the learning

process, are referred to as self-regulated learning strategies in Module Distance Learning. In other words, individuals who take responsibility for their education and exercise various strategies to ensure effective learning outcomes are called Self-Regulated Learners. The setting of goals is one of the most effective strategies to manage a learner's own learning. Identifying specific learning objectives and developing a plan to achieve them is part of the goal-setting process. This strategy makes it easier for learners to focus and develop motivation toward their goals.

Moreover, in order to be successful in school, the strategies of Self-Regulated Learning are essential. Learners can take charge of their learning process, learn better and enhance their educational competencies. In order to support the development of Self-regulated Learning, teachers and education institutions are able to provide students with essential resources like study skills or academic guidance. With the right strategies, learners can become more self-sufficient in their learning and achieve their academic goals. furthermore, in order for Learners to develop academic skills, and achieve success in school, they need a set of independent learning strategies in Module Distance Learning. One of the key Self-Regulation Learning Strategies that students can make use of to improve their educational performance is task strategies. The strategies are aimed at helping students concentrate on their tasks and prevent distractions in the course of learning while continuing to be inspired. Students will be better prepared to understand complex concepts and keep the information more efficiently if they use effective task strategies. Moreover, it may help to increase the independence of learners who take responsibility for their own academic progress by means of self-

taught learning strategies such as task strategies. They will learn how to find the areas where they need improvement, as well as develop efficient study habits that allow them to attain success in all aspects of their lives. Overall, to achieve academic success, it is essential to use self-regulated learning strategies such as task strategies.

Self-Regulated Learning becomes even more important at the university level, when studying becomes more intense and complex (Khiat, 2019). Effective Self-Regulation Learning enables people to take charge of their learning and continue to progress throughout their academic process and achievement. Self-regulated learners get a strong sense of self-awareness, recognizing their strengths, shortcomings, and learning preferences. This leads to an increase in self-awareness and self-efficacy. This knowledge strengthens confidence in their capacity to achieve academic goals.

Learners must use appropriate strategies to ensure 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. Moreover, Self-Regulation is crucial in modular distance learning, which demands effective independent learning. Self-Regulated Learning (SRL) talks about students setting personal learning goals to achieve desired learning outcomes (Lim & Yeo, 2021). It means that students are self-directed to learn and achieve academic goals. In other words, students' Self-Regulated Learning (SRL) abilities have evolved in a continuous manner and the teaching environment can influence how pupils learn (Chen and Bonner, 2020). In addition, according to the study

conducted by Araka et al., 2020, Self-Regulated Learning is the ability to make correct assessments and choices of the various methods and strategies used for adapting to this new environment so as to enable them to be successful in their studies under such changes.

The researcher observed that these Self-Regulated Learning processes were not occurring naturally for most learners. In general, learners did not realize that they needed to manage their learning given modular distance learning. They did not know how to regulate these Self-Regulated Learning Strategies effectively. Therefore, there was a need to help learners acquire or develop effective to regulate these SRL strategies. This could begin by raising awareness of Self-Regulated Learning Strategies that encourage the learners to utilize self-directed and independent learning so that they continue acquiring knowledge and developing new skills as they monitor their progress, and adjust the way of learning accordingly, they can enhance their understanding, retention, and application of knowledge. This study will explore some Self-Regulated Learning Strategies and how they can be applied to academic performance.

With the prevailing conditions, the researchers are interested in investigating the relationship between Self-regulated Learning and the Academic Performance of Grade 10 students at Cagayan de Oro National High School-Junior High.

Conceptual Framework

This study was anchored on one of the theories in this field the Social Cognitive Career Theory (SCCT), developed based on Bandura's general social cognitive theory to predict the success and performance of individuals with about to their cognitive process in the mind, which is influenced by factors such as goals and individual Self-Regulations Learning Strategies. In addition, Self-regulated learning is defined as the ability to learn based on individual endeavors: cognitive and metacognitive self-regulation is considered an example of these strategies developed by Bandura. Cognitive learning strategies include mental review, expanding, and content-organizing; finally, metacognitive learning strategies include self-learning, organizing task strategies, and self-controlling.

Bandura's general social cognitive theory focuses on the cognitive processes of individuals in relation to career success and performance. It takes these cognitive processes as being influenced by factors such as objectives and individually controlled learning strategies. The researchers are likely to have tried to find out how the principles of SCCT might be applied so that they can understand and forecast individuals' success or failure at work. They may have explored how individuals' self-efficacy beliefs, outcome expectations, interests, and goal-setting processes, as well as their self-regulated learning strategies.

This study presents the conceptual framework to guide through the research process of investigating the relationship of Self-Regulated Learning Strategies of learners under Modular Distance Learning with their Academic Performance.

Figure 1. shows the independent variables that include self-regulated learning strategies as to goal setting, task strategies in modular learning, and how they can be related to dependent variables of academic performance.

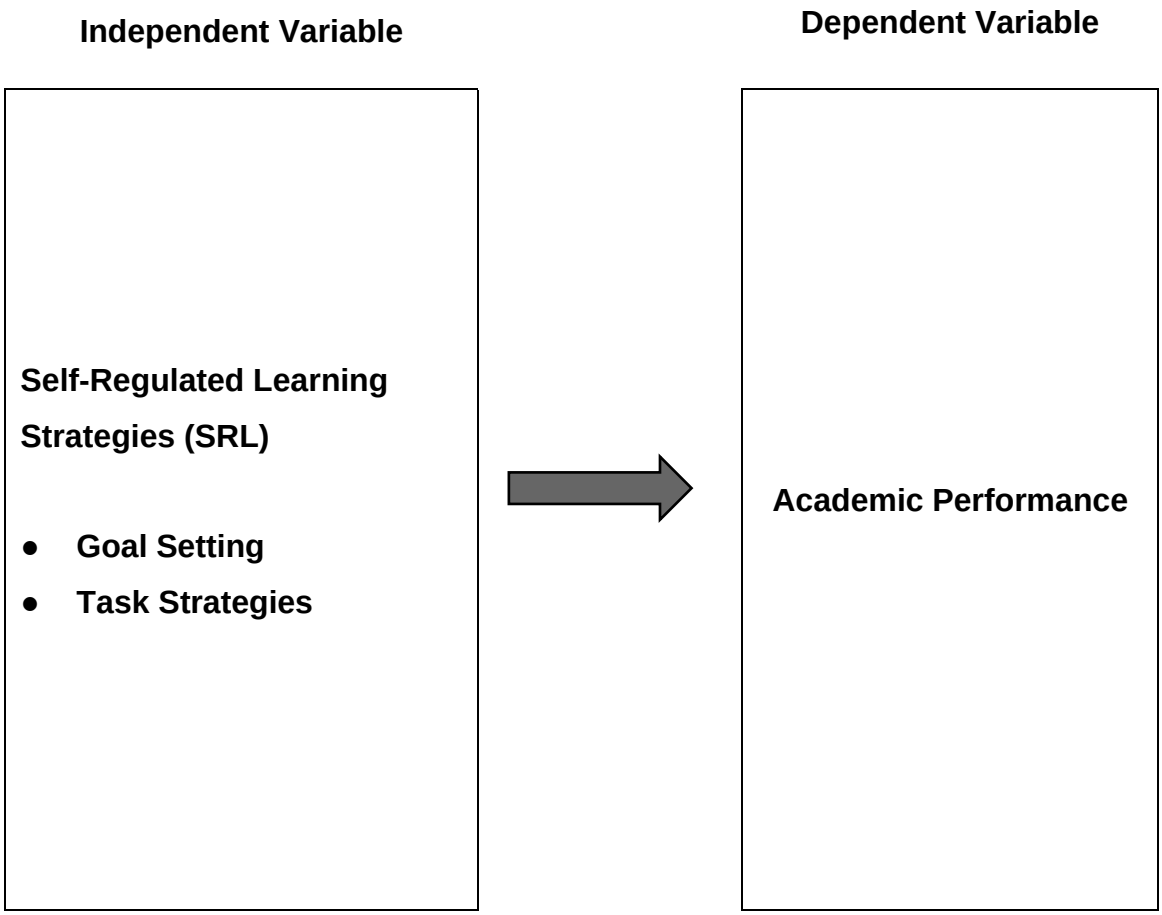

Figure 1

Schematic Diagram showing the interplay between the Independent and Dependent Variables of the study

Statement of the Problem

This study investigated the level of Self-Regulated Learning Strategies of Grade 10 students in the school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the respondents' level of Self-Regulated Learning Strategies as to:
    1.1. Goal setting; and
    1.2. Task Strategies?
2. What is the Academic Performance of the respondents?
3. Is there a significant relationship between Self-Regulated Learning Strategies and Academic Performance among Grade 10 students?

Hypothesis

Problems 1 and 2 are hypothesis-free. Problem 3 would be tested at 0.5 level of significance stated as:

Ho: There is no significant relationship between Self-Regulated Learning Strategies and Academic Performance among Grade 10 students.

Significance of the Study

This study investigated the Self-Regulated Learning Strategies as to the goal setting, task strategies, and Academic Performance of the Grade 10 students in Cagayan de Oro National High School in the Second Semester of the School Year 2022-2023. The finding of this study redounded to the benefit of the following:

Teachers and Administrators. This study could help them determine the experiences of students towards Self-Regulated Learning under modular distance learning. This may serve as their basis for evaluating the impact of the SRL and help in assessing, designing, and making necessary changes that might contribute to a more effective learning process.

Parents. The result of the study could be used to help parents be aware of the impact of Self-Regulated Learning Strategies in modular learning. Specifically on their children's academic performance.

Students. The result of this study could help the students be aware of the application of Self-Regulated Learning Strategies. This will give them an idea of how this SRL impact their Academic Performance.

Future Researchers. This study could serve as a reference for researchers on the subject of research in teaching.

Scope and Limitations of the Study

This study was focused on Self-Regulated Learning Strategies and the Academic Performance of Grade 10 students in Cagayan de Oro National High School-Junior High School, in the School Year 2022-2023. The researchers investigated the relationship between Self-Regulated Learning Strategies and students' Academic Performance.

The independent variable was the Self-Regulated Learning Strategies which consisted of goal setting and task strategies, while the dependent variable is the student's Academic Performance.

Definition of Terms

To further understand the study, essential words, and concepts were defined:

Academic Performance. It refers to the final grade for 2nd semester School Year 2021-2022. It is composed of written works and performance tasks.

Self-regulated learning. It refers to the process, wherein the student plans for a task and then reflects on the outcome.

Goal Setting. It refers to establishing short- or long-term objectives, usually incorporating deadlines and quantifiable measures.

Task Strategies. It refers to several plans and methods for performing some tasks to deliver desired outcomes and accomplish the present task goal.

Chapter 2

Literature Review

This chapter presents the relevant literature and studies, national and international, that the researchers considered in strengthening the claim and importance of the present study.

Goal Setting

In the study of Magsino (2021) the relationship between Self-Regulate Learning and learner performance. Goal setting helps individuals to make their own efforts and track progress, by defining clearly and in concrete terms the learning objectives. Therefore, it is a matter of determining what lessons must be learned and setting achievable objectives. The results showed that the students' self-regulation was moderately high in goal setting. Similarly, according to the study conducted by Frey et al. (2022), goal setting is also a constructive academic behavior, along with perseverance, motivation, and planning, that impacts learning. It is much more likely that a student succeeds in the classroom if he or she can pay attention, concentrate and activate his or her brain's process of connecting concepts they are learning. The fundamental aspect of a student's ability to regulate cognition autonomously is the setting of goals. Cognitive self-regulation consists of many observable academic abilities such as the ability to take notes, complete a task and persist in challenging situations.

The aim of mastery of goal setting was not only to study for the sake of learning but also to add an objective that is aimed at making others' lives better (Sandra, 2021). Moreover, setting goals is an important part of any student's academic journey. It helps to motivate them to strive for higher achievement, stay focused on their studies, and even encourages healthy competition among peers (Sharer, 2023). Set specific and challenging goals that are aligned with your learning objectives. These goals provide a clear direction and motivation for your learning process according to Locke, E. A., & Latham, G. P. (2019).

Task Strategies

Students who used more effective task strategies were more likely to achieve their goals and perform well in the course. the student knows the important implications of Self-regulated Learning and demonstrates the importance of task strategies in promoting student achievement. Task Strategies was found to be an effective strategy for improving task performance as they provided individuals with a clear direction and purpose according to Liu, L., Zhang, L., & Lin, L. (2021)

Module Distance Learning

In 2020, the Philippines' educational system began embracing Module Distance Learning. A study done by Aj Yes, (2022) stated Module Distance Learning encouraged to do independent research and self-study through the distant learning module. In view of the fact that education is no longer confined to the classroom, the role of the para teacher is taken over by parents and legal guardians, who assist the children in their studies and ensure that they are properly

supervised. This type of learning facility is ideal for students who wish to learn by themselves, in a quiet environment with easy access to the Internet.

Modular distance learning during the Covid 19 Pandemic in which students learn subjects on their own through self-taught modules is one of the most popular ways to deliver education in the Philippines. Moreover, students will be provided with self-learning modules to enable them to continue their independent studies at home. This type of instruction is known as individual teaching, which means that students are using their own study material and other learning resources with minimum interaction between teachers. (Dangle & Sumaoang, 2020, DepEd Order No. 012, s. 2020).

About 22 million public school pupils in the Philippines will enroll in Module Distance Learning in 2020, according to a national news article (Bernardo, 2020). At first, hostility was encountered with the new normal education and its variety of modalities. However, it's currently being systematically adopted by the Philippines' education sector with a view to enabling students to continue their studies even if they are affected by pandemics (OECD, 2020). It aims at helping students to recognize the essential elements of their education which enable them to perform well in school, practice effective study techniques, and complete a range of self-regulating measures that enhance their ability to learn. As students improve their methods and skills, they gain a better understanding of human motivation and learning. In addition, as demonstrated in this study, module teaching techniques are designed to excite the students, increase their interest in topics and teach

relevant material whilst providing a higher level of knowledge acquisition and educational independence when faced with epidemics (Roque, 2022).

Self-Regulated Learning Strategies

The role of self-regulation in academic performance has been widely investigated in recent years, Kaur et al. (2018) found that self-regulation contributed positively to the academic performance of the secondary school in Punjab. Likewise, Dradeka (2018) discovered In Saudi Arabia, major variations in Saudi Arabian colleges' self-regulation in favor of students with strong academic achievement. Furthermore, Annalakshmi (2019) reported that self-regulation was a significant predictor of resilience and academic achievement of students in Tamil Nadu. Along the same line of research, Zhou et al. (2019) detected positive correlations between academic achievement and self-regulation learning strategies for Chinese students. Overall, Recent research has documented the importance of self-regulation in student learning across various educational settings.

Based on the research study of El-Adl et al. (2020), high-achieving students tended to better use Self-Regulated Learning Strategies. One way to do this could be through the development of an instructional environment where the students may express and discuss their feelings and ideas about the learned tasks freely, interact mutually with classmates on the learning tasks, set a gradual target for themselves, and try ways to achieve them, undertake responsibilities for their learning.

Zimmerman's theory of self-regulated learning is a widely known and influential framework that examines how learners are actively monitoring, manage, or regulate their own training process. This theory was proposed by Barry J. Zimmerman, an educational psychologist, and has been widely studied and applied in the field of education. Zimmerman state that “learners, rather than relying on a lecture or other educational materials, manage their own efforts, which will lead the learners to adopt their way of studying and improve their academic performance.

Zimmerman's perspective is grounded in the belief that education is not a passive process but an active one. He suggests that learners should seek out opportunities to engage with the material they are studying, whether through discussion groups or hands-on activities. This approach encourages critical thinking and problem-solving skills, which are essential for success in any field.

Chapter 3

Methodology

This chapter obtains methodologies that were used in gathering data analysis that is relevant to the study. The methodologies will include areas such as the setting of the study, Design, Respondents, Sampling Procedure, Instrument, and Data Gathering Procedure.

Design

The study used a Descriptive Correlational Method of research to identify the relationship between Self-regulated Learning Strategies (SLR) and the Academic performances of Grade 10 students under modular learning at Cagayan de Oro National High School-Junior High School. Descriptive statistics gather quantifiable information used for statistical reference on the target audience through data analysis. A questionnaire was used in gathering data about the SRL of the respondents. For Academic Performance, data mining on the student's grades for the 2nd semester was used.

Setting

Cagayan de Oro National High School-Junior High is located at 12th-28th Street Nazareth, Cagayan de Oro. The school was established on; August 2, 1965, at the heart of City Central School at Velez Street. City High School transferred to its new site at 12th-28th Street at Barangay Nazareth in 2017.

Source: https: g.co/kgs/TYCFC4/googlemap/

Figure 2

Map of the Setting of the Study

Respondents and Sampling Procedure

The study's respondents were the Grade 10 Students of Cagayan de Oro National High School-Junior High School, the School Year 2022-2023. Simple random sampling through the fishbowl method was utilized to determine the respondents of this study.

Instrument

The research instrument contained the students' Self-Regulated Learning Strategies for goal setting, task strategies, and academic performance. The questionnaire was tried out to select respondents who were not part of the population with similar characteristics to those of the respondents but who did not participate in the study. This was validated research using Cronbach's Alpha, a standard test score reliability coefficient for single administration. This was to ensure that the instrument was simple, meaningful, easily administered, and adequate in collecting the needed data.

Data Gathering Procedure

Before the data gathering, a letter of request was presented to the Dean of the Education Department, asking permission to allow the researcher to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter was sent to the Vice-President for final approval. Finally, an appointment was arranged with the office of the principal of the respective

school to conduct the study. The identity of the respondents of this study will remain confidential.

The researcher would ensure that the necessary health protocols, as mandated by the Inter-Agency Task Force (IATF), were observed. The direction of each item was explained by the researcher thoroughly for the respondents to understand each statement in the said Google form.

Categorization Variables

To facilitate the interpretation gathered and analysis of the data, the following was utilized:

The Relationship of Self-Regulated Learning Strategies and Academic Performance

Point	Scale	Verbal Interpretation
5	**4.21-5.00**	**Highly Evident**
4	**3.41-4.20**	**Evident**
3	**2.61-3.40**	**Moderately Evident**
2	**1.81-2.60**	**Fairly Evident**
1	**1.00-1.80**	**Not Evident**

Grading System of Cagayan de Oro National High School

Academic Performance (Based on DepED Order No.36 s.2016)

Grading Scale	Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Poor

Statistical Treatment

The collected data were tabulated, examined, and interpreted using descriptive statistics. However, to determine the significant relationship between self-regulated learning strategies as to goal setting, tasks strategies, and academic performance, Pearson Product Moment Correlation was utilized.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter presents the results, analysis, and interpretation of data from the answer to the questionnaires distributed to the field. The data were organized into tables based on the specific questions stated in the researcher's problem.

Problem 1. What is the level of respondents' Self- Regulated Learning among Grade 10 students as:

1.1 Goal Setting; and

1.2 Task Strategies

The level of students' self-regulated learning in modular distance learning for goal setting was identified by determining the mean and standard deviation.

Table 1

Self-regulated Learning Strategies as to Goal Setting.

Indicators	***Mean***	***S. D***	***Verbal Interpretation***
1. Setting standards for tasks/assignments in modular.	3.7	0.7	Evident
2. Setting short-term (daily or weekly) goals and long-term goals (monthly or for the semester) in modular.	3.1	1.0	Moderately Evident
3. Keeping a high standard for learning in modular.	3.6	1.1	Evident
4. Setting goals to manage study time for modular.	3.8	0.8	Evident
5. Keeping the quality of work modular.	3.73	0.9	Evident
6. Setting priorities in order of importance and scheduling time.	3.9	1.1	Evident
7. Setting goals based on knowledge & learning outcomes.	3.8	1.0	Evident
8. Selecting learning content based on the flexibility of the learning goal setting.	3.33	0.961	Moderately Evident
9. I suitably adjust the lessons plan to meet the goals of the modules	3.43	1.072	Evident
10. Setting short-term goals in finishing homework & exercises.	3.4	1.162	Moderately Evident
Overall Mean	***3.61***	**0.131**	***Evident***

Note: 5= 4.21-5.00 Highly Evident 2= 1.81-2.60 Fairly Evident 4= 3.41-4.20 Evident 1= 1.00-1.80 Not Evident 3= 2.61-3.40 Moderately Evident

Table 1 shows the participants' responses to goal setting. It can be seen that indicator number six, *"Setting priorities on the importance and schedule time"*, obtained the highest M=3.96, SD= 1.15. Indicator number seven, *"Set goals on knowledge and learning outcomes"*, has a M= 3.86, SD=1.07. Indicator number four, *"Set goals to manage study time"*, has M=3.83, SD=0.87. Indicator number five, *"Keeping the quality of work in modular"*, has M = 3.73, SD= 0.90. Indicator number one, *"Setting standards for tasks/assignment"* has M=3.73, SD= 0.78. Indicator number three, *"Keeping high standard for learning",* has an M=3.63, SD= 1.12 Indicator number nine, *"I suitably adjust the lessons plan to meet the goals"* has of M=3.43, SD= 1.07.

Furthermore, the data reveals that indicator number ten, *"Setting short-term goals in finishing homework & exercises"*, has M= 3.4, SD= 1.16, Indicator number two, *"Setting short-term (daily or weekly) goals and long-term goals (monthly or for the semester) in modular"* has an M= 3.17, SD= 1.09. Indicator number eight, *"Selecting learning content based on the flexibility of the learning goal setting"*, has M=3.33, SD= 0.961 as these indicators got the low mean rating. The overall mean of 3.61 signifies that the student is evident in goal setting in Self-Regulated Learning Strategies in modular learning.

Significantly self-regulation and behavior can affect personal goals or individual desires for their current or future lives Locke et al. (2019).

Moreover, Alessandri et al. (2020) showed that students' self-set goals were associated with higher academic performance if the goals were concrete and had moderate difficulty. Similarly, Osuji et al. (2022) investigated the influence of goal

setting on the educational management of students' academic performance in the universities of Port Harcourt. The findings revealed that goal setting influences the academic performance of students.

Additionally, Lin et al. (2019) stated that people who prioritize their time according to goal setting are frequently more motivated and successful in accomplishing their objectives. Setting clear objectives and assigning projects a priority based on those goals is an excellent way to manage study time.

Furthermore, Huang et al. (2020) revealed that improving educational outcomes for students can be accomplished by setting goals based on knowledge and learning outcomes. Thus, However, Höchli & Brügger et al. (2018) argued that setting goals is crucial in motivating behaviors, especially in combination with challenging goals.

Table 2

Self-Regulated Learning Strategies as to Task Strategies

Indicators	Mean	SD	Verbal Interpretation
1. Taking notes for modular because notes are even more critical for modular learning than in a regular classroom.	3.3	0.9	Moderately Evident
2. Reading aloud instructional materials in modules to fight against distractions.	3.5	1.0	Evident
3. Preparing questions before joining the chat room and discussion.	2.9	1.1	Moderately Evident
4. Working on different problems in modular and the assigned ones to master the course content.	3.2	0.9	Moderately Evident
5. Outlining materials to help organize thoughts.	3.7	1.0	Moderately Evident
6. Studying in a place where can concentrate	4.3	1.0	Highly Evident
7. Readings and finding the most important ideas.	4.2	1.9	Highly Evident
8. Treating materials as a starting point and trying to develop ideas about it.	3.8	0.8	Evident
9. Setting goals to direct activities in each study period.	3.6	1.0	Evident
10. I make lists of important items for this module and memorize the lists.	3.4	1.1	Moderately Evident
Overall Mean	**3.63**	**0.098**	**Evident**

Note: 5= 4.21-5.00 Highly Evident 2= 1.81-2.60 Fairly Evident 4=3.41-4.20 Evident 1= 1.00-1.80 Not Evident 3= 2.61-3.40 Moderately Evident

The participants answered "*Highly Evident*" in two indicators which are questions 6 and 7. Most of them study in a place where they can concentrate (M=4.33, SD= 1.13). They read and find the most important ideas (M=4.26, SD=1.94). They answered "*Evident*" in four indicators. They treat materials as starting points and try to develop ideas (M= 3.87, SD=0.86). They set goals in directing activities (M=3.66, SD=1.06). They read aloud instructional materials to fight against distractions" (M=3.56, SD= 1.07), and they make a list of essential items & memorize them (M=3.43, SD=1.13).

In addition, the participants answered "*Moderately Evident*" in four indicators. They take notes for modular because notes are even more critical for modular learning than in a regular classroom (M= 3.36, SD=0.96), and working on different problems in modular and the assigned ones to master the course (M=3.23, SD=0.93). They outline materials to organize thoughts (M= 3.7 SD=1.0), and they prepare questions before joining discussions (M=2.93, SD=1.17). These last two indicators got a low mean rating.

Overall, the data indicated that students were involved in selecting personal learning standards for learning goals. They also arranged their physical setting to isolate and, or eliminate distractions. They used task strategies like reading aloud the content and instructions, setting goals in directing activities, treating materials as a starting point and developing ideas and making a list of essential items, and memorizing.

According to Guthrie et al. (2018), task strategies in reading are the most essential ideas in self-regulated learning. Students can actively engage and

monitor their comprehension of the text by effectively using of task strategies, which is an essential component of self-regulated reading learning. In relation, a meta-analysis carried out by Cogburn, Ramsey, and Caudill (2018) investigated the connection of task strategies and academic achievement, which used by students to execute academic tasks, including planning, supervising, and assessing their work.

In addition, Ranellucci & MacDonald et al. (2020) stated that task strategies had been shown to improve student's learning outcomes when working on different problems in modular learning. Students can concentrate on one aspect of the problem at a time when complex problems are broken down into smaller, more manageable tasks, resulting in deeper comprehension and improved information retention.

The study by Wong & Jones (2019) has consistently shown that using task strategies, such as outlining materials, can improve the organization of thoughts and enhance learning outcomes for students across various disciplines.

Problem 2. What is the level of Grade 10 students' Academic Performance in 2nd Semester, School Year 2022-2023?

Table 3 shows the scale of the academic performance of the participants who participated in this study. Out of 30 participants, 36.6 % have an *Outstanding & Very Satisfactory* performance which consists of 11 respondents ranging the average grade of 1.5- 1.0 & 2.0-1.6 out of 30 covers 13% of the total population with *satisfactory* performance averaging 2.5-2.1 and 10 % total population with

fairly satisfactory performance averaging 3.0-2.6, Moreover, only one participant *has a Poor* performance with a total average of 5.0. This indicates that the academic performance of Grade 10 students is Outstanding & *Very Satisfactory*, ranging based on the school's scoring guide between the average of 1.5 -1.0 & 2.0-1.06 and is interpreted as *High.*

Table 3

Scale of Academic Performance of Grade 10 Students in 2nd Semester, School Year 2022-2023

Range	Frequency	Average Academic Grade/ Scale	Percentage	Description
90-100	11	1.5-1.0	36.6%	Outstanding
85-89	11	2.0-1.6	36.6%	Very Satisfactory
80-84	4	2.5-2.1	13.3%	Satisfactory
75-79	3	3.0-2.6	10%	Fairly Satisfactory
Below 75	1	5.0	3.3%	Poor
Total	30		100%	

The result presented in Table 3 is related to the study of Li, j., Ye, H., and Zhou. & Hu, X., (2018) the critical period of SRL development, the effect size of SRL was gradually decreasing. SRL strategies may not increase the possibility of academic success. Overall, while self-regulated strategies can be beneficial for some students, they should not be viewed as a solution for improving academic performance.

Problem 3. Is there a significant relationship between Self-Regulated Learning strategies and academic performance among Grade 10 students?

Table 4

Students' Academic Performance in Modular Learning

Self-Regulated Learning Strategies	Academic Performances	r value	p value	Interpretation	Decision
Goal Setting	Academic Grade	0.189	0.317	Not Significant	Accept null hypothesis
Task Strategies	Academic Grade	0.156	0.410	Not Significant	Accept null hypothesis

Note: *significant at p^0.05 alpha level S- Significant NT - Not Significant

Table 4 shows the data on the relationship between Self-regulated Learning Strategies and Academic performance. The result shows that Self-Regulated Learning Strategies and goal setting rendered no significance on the student's academic performance. The R-value of 0.18 is not significant, having a p-value of 0.317. Likewise, Task strategies have no significant relationship, whereas the R-value of 0.156 is not significant, having a p-value of 0.410.

Additionally, Self-Regulated Learning Strategies and goal setting have r= 0.189 and p=0.317 > 0.05. Therefore, the null hypothesis is accepted for SRL goal setting. In the same way, SRL and task strategies have r=0.156 and p=0.410 > 0.05. Therefore, the null hypothesis was accepted for SRL task strategies.

The results lead to the conclusion that there is no significant relationship between Self-Regulated Learning Strategies to goal setting and task strategies to

the academic performance of the student in the school year of 2022-2023. Thus, the null hypothesis is accepted.

In relation, in the study of Mercado (2021), findings revealed that the SRL level of Grade 12 ABM, HUMMS, and STEM students of Kapayapaan Integrated School in modular learning is manifested in goal setting and task strategies. Multiple regression analysis proved that the SRL strategy of goal setting showed a significant relationship with the student's academic performance.

Moreover, Agravante & Francisco et al. (2019) examined the relationships between goal setting and academic performance among college students in the Philippines. They found that the relationship between goal setting and academic performance was weak and not statistically significant.

Similarly, Smith & Johnson et al. (2018) had a related study. The study found no conclusive link between task strategies and academic achievement. In particular, the researchers discovered that students' GPAs were not always more significant than their peers who reported employing less successful task techniques. In addition, Lun & Sinclair's (2018) studies entitled "Goal setting and academic performance: A meta-analysis" conducted a systematic review and meta-analysis of previous research on the relationship between goal setting and academic performance. The study found no significant relationship between goal setting and academic performance. The results showed that the effect size of goal setting on academic performance was small and insignificant.

Goal setting is a crucial aspect of academic performance. It helps students to focus on their objectives and work towards achieving them. Setting goals provides direction, motivation, and a sense of purpose in academic pursuits. When students set specific and measurable goals, they are more likely to achieve better results. The process of goal setting involves identifying what needs to be accomplished, breaking it down into smaller achievable steps, and creating a plan for execution. This approach helps students to prioritize their tasks and manage their time effectively

Moreover, a study by Bhattacharyya et al. (2018) titled "Goal Setting and academic achievement: A meta-analytic review" found that while goal setting is positively associated with academic performance, the relationship is not statistically significant. The study investigated the relationship between goal setting and academic performance, with some studies suggesting a positive relationship while others showed no significant relationship. Furthermore, the results suggested that goal-setting interventions had a small but positive effect on academic performance, but this effect was insignificant.

Chapter 5

Summary, Conclusion, and Recommendation

This chapter presents the summary, findings that the researchers have analyzed, documented conclusion, and the relevant recommendation offered by the study.

Summary

This study aimed to determine the Relationship of Self-Regulated Learning strategies on the Academic Performance of Grade 10 students in Cagayan De Oro National High School. This study sought to answer the following: (1) What is the level of Self-regulated learning strategies as to (a) goal setting; and (b) task strategies; (2) What is the Academic Performance of the respondents? and (3) Is there a significant relationship between self-regulated learning strategies and the academic performance of students. This study used the descriptive survey method of research; the sample size was randomly selected, and Pearson Product Moment Correlation was computed. The research instrument used to gather data was a researcher-made questionnaire tested and validated by the reliability test of Cronbach's Alpha. Moreover, the 2nd quarter grades of Grade 10 students were taken through the adviser, and the respondents of the study were the thirty-five (35) students enrolled in Section Taurus in Cagayan De Oro National High School-Junior High School for the School Year 2022-2023. In treating the data, the mean, percentage, and standard deviation were computed to determine the level of Self-

Regulated Learning strategies and the learner's academic performance. In addition to this, the researchers found that the relationship between Self-Regulation Learning Strategies and Academic Performance has no significant relationship. In light of the latter, the results between academic self-regulated learning and the Academic Performance of students show no significant relationship leading the researchers to accept both the null hypotheses for the aspects of the study.

Findings

Based on the data gathered and their subsequent analysis, this study found the following:

1. Most of the Grade 10 students evidently showed that they did not apply strategies under self-regulated learning.
2. The overall Academic Performance of Grade 10 students in Section Taurus was both Outstanding and Very Satisfactory. They did not utilize strategies under Self-Regulated Learning. Despite that, the students still had good academic performance. The researchers found that Self-Regulated Learning (SRL) Strategies did not have a significant impact on the academic performance of the students.
3. There was no significant relationship between the Self-Regulated Learning Strategies and the academic performance of the students. The null hypothesis was accepted.

Conclusions

1. Based on the findings, it was evident that most Grade 10 students did not utilize Self-Regulated Learning Strategies. Thus, the student's grades were Outstanding and Very Satisfactory and revealed a higher academic performance. In the same manner, the students who received high grades did not also utilize the SRL. This indicates that SRL strategies have no significant impact on students' academic performance. Students are still motivated to learn and may experience higher academic success even if they did not employ strategies under self-regulated learning. This means that some students may have a natural aptitude for learning and may not need to rely on explicit learning strategies. With or without Self-Regulated Learning Strategies.

2. Additionally, students who have a strong foundation of prior knowledge may benefit from using learning strategies to help them organize and apply that knowledge in new and challenging contexts. Therefore, this study would help the students be aware of using effective learning strategies to maintain their academic success.

3. Based on the data and statistical analysis, the null hypothesis was accepted, indicating that there was no significant relationship between goal setting, task strategies, and the academic performance of students. Therefore, it can be concluded that the study did not find evidence to support the hypothesis and that the results do not provide support for the existence of a significant relationship between the Self-regulated learning strategies and the academic performance of Grade 10 students in Cagayan De Oro National High School.

Recommendations

Given the findings of this study, the researchers offer several recommendations to the concerned individuals enumerated in the following paragraphs.

1. The students. They must reflect on their performance after completing a learning task. They may take some time to reflect on what they learned, what strategies they used, and how they could improve.
2. The parents. They must encourage their children to reflect on their own learning processes. They must help them identify their strengths and weaknesses and develop strategies for improvement.
3. The Teachers. They may facilitate the application of self-regulated learning strategies in pedagogy and explicit instructions. Further, the construct of Self-Regulated may be integrated into improving the learning context, including formal education and personal development.
4. The School Administration. They may craft interventions and raise awareness about the relevance of Self-Regulated Learning Strategies among learners as coping mechanisms for better learning outcomes.
5. The future researcher. They may replicate this study using respondents from other grade levels in secondary schools. Future studies may compare SRL strategies between learners in face-to-face and modular learning or between modular and online learning.

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