Self-Regulated Learning Skills and English Proficiency

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

This descriptive-correlational study investigated the self-regulated learning skills (SRL) and English proficiency (EP) of 338 Grade 7 students from eight secondary schools within PAHASUKI districts. It specifically determined the demographic profile of the respondents and the levels of their self-regulated learning skills and proficiency in English. Significant differences on their SRL and EP levels with respect to gender, age and income as well as and the relationship between SRL and EP were likewise determined. A Likert scale and teacher-made multiple-choice test were used to gather data, which were analyzed using frequency, frequency percentage, mean standard deviation, ANOVA and Pearson *r*. Majority of the students were female, within the appropriate age for Grade 7, and had low family income. Their level of SRL was high which differed significantly with respect to gender but not significantly with respect to age and income. Students' English proficiency in terms of listening and speaking skills were within developing level their skills in speaking and writing were in beginning level. Difference on English proficiency was significant with respect to income but not significant with respect to gender and age. The relationship between self-regulated learning skills and English proficiency was weak but positive and significant. Interventions were recommended based on the findings.

Keywords: Self-regulated learning skills; english proficiency; Philippines.

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1. INTRODUCTION

In an era, which is greatly ruled by technology and the necessity to connect with various cultures, individuals need to hone and polish their skills in English to be able to participate and/or to compete. This implies that a good level of communicative competence in English is a requirement to enable a person to engage in most conversations done through the web, comprehend and utilize discourses in numerous academic journals, and take active role in discussions in the field of business, tourism, economics and politics. Furthermore, it has been posited that proficiency in the English language will likewise accord the human resources of any nation an advantage in the labor market. This is because both local and foreign employers prefer to hire applicants who possess good communicative skills in English.

Cognizant to this significant role ascribed to English for global relations and development, proficiency in English has been seriously looked into. Surprisingly, Berriz [1] disclosed that even the United States of America is facing the challenge of enhancing the English proficiency of the growing number of immigrants enrolled in public schools. Intervention programs have been initiated and closely monitored for the past 25 years.

This dismal status of English proficiency is also shared by other counties. Of the Asian countries considered, only Malaysia and Singapore achieved high proficiency, ranking 12 and 13 respectively. Vietnam, China and Thailand were among those countries with poor English proficiency.

In the Philippines, the Department of Education recognizes that English proficiency is no longer a competitive edge of the present generation of graduates [2]. According to him, a huge linguistic ability gap has been observed recently among new group of employees. Consequently, several employers turn away young workers because their English ability is poor.

Local studies have corroborated the claim of English Difficulty among Filipinos. For example, Imam, Matsura, Jamil and Ismail [3] proved that in reading, one of the macro skills in English language, high school students struggle even with the easiest skills of vocabulary and noting details. Cabansag [4] also affirmed that highs

school students encounter difficulties in using verbs, verb tenses and capitalizations.

In Davao del Sur Division, more specifically in PAHASUKI district, there were no empirical studies available to account proficiency in English of students. However, performances in the National achievement Test (NAT) provided quantitative-descriptive view. Results validated low performance of students in English.

In addition to this, teachers had observed that most students' scores in quizzes, tests, outputs and other performance measures fell under beginning level (74% below). It can be gleaned from these observations that most high school students lacked motivation and interest in learning English. There is therefore an imperative need to empower students with self-management learning skills and strategies in order to put an end to this chronic low performance in English among high school students.

It is for reason that the researcher feels the need to investigate what extent the self-regulated learning skills affect the English proficiency of Grade 7 students from PAHASUKI districts of the Division of Davao del Sur.

2. PURPOSE OF THE STUDY

The prime objective in conducting this study was to investigate the self-regulated learning skills and English proficiency of Grade 7 students from eight public secondary schools within the PAHASUKI district of the Davao del Sur Division namely: Padada National High School (PNHS main campus), Hagonoy National High School (HNHS main campus) Sacub High School Annex, Sulop National High School, Molopolo National High School and Gov. Nonito D. Llanos Sr. National High School.

This study specifically sought to answer the following questions:

1. What is the demographic profile of students in terms of;

    1.1 gender;
    1.2 age; and
    1.3 parents' monthly income?

1. What is the level of self-regulated learning skills of Grade 7 students in terms of:

2.1 Metacognition;
2.2 motivation;
2.3 behavior; and
2.4 context?

2. What is the level of English proficiency of Grade 7 students in terms of skills in:

3.1 listening;
3.2 reading;
3.3 speaking; and
3.4 writing?

3. Is there a significant difference on the level of self-regulated learning skills of Grade 7 students when analyzed in terms of gender, age and parents' monthly income?
4. Is there a significant difference on the level of English proficiency of Grade 7 students when analyzed in terms of gender, age and parents' monthly income?
5. Is there a significant relationship between self-regulated learning skills and English proficiency of Grade 7 students?
6. What intervention program can be formulated based on the findings of the study?

3. METHODOLOGY

3.1 Research Locale

The study was conducted in eight public secondary schools within the PAHASUKI districts of the Davao del Sur Division namely: Padada National High School, Hagonoy National High School, Sacub High School Annex, Sulop National High School, Felipe Innocencia Deluao National High School, Ihan National High School, Molopolo National High School and Gov. Nonito D. Llanos Sr. National High School.

PAHASUKI districts cover four of the fourteen municipalities within the province of Davao del Sur; Padada, Hagonoy, Sulop and Kiblawan. The province of Davao del Sur is located in the Davao region in Southern Mindanao. It started to function on July 1, 1967.

3.2 Research Subjects

The target respondents of the study were the 338 Grade 7 students. Stratified random sampling was used to choose the research subjects, who were among the 7th Grade enrollees in the PAHASUKI districts' Public Secondary Schools at the time of the study.

3.3 Research Design

This study employed the descriptive-correlational research design. Kelley, Clark, Brown and Sitzia [5] described descriptive study as the most basic type of inquiry which aims to gather information on certain phenomena, typically at a single point in time. It intended to describe factors associated with the situation such as demographic profile of respondents.

Correlational studies according to Padua [6] were designed to estimate the extent to which different variables are related to one another in the population of interest. In this design, relations were assessed naturally [7]. This implies that independent variable was not manipulated or controlled.

This design was appropriate to use because the study aims to determine the significant relationship between self-regulated learning skills and English proficiency of Grade 7 students.

3.4 Sampling Design and Technique

To determine the total number of respondents for this study, Slovin formula was utilized.

Following the principles of stratified random sampling, proportional number of sample respondents from each of the eight secondary schools in PAHASUKI districts, were determined. This was done by multiplying the ratio between the derived sample size and the total population to the number of Grade 7 students in each school.

3.5 Research Instrument

The research instrument used in the study was composed of three parts. The first part prompted respondents to provide the demographic information and checked the appropriate bracket of their parent's monthly income.

Second included the Likert-Scale constructed by the researcher to determine student's self-regulated learning skills. The tool was based on Pintrich's [8] model of self-regulated learning skills which had four components; metacognition, motivation, behavior and context. This was validated by three experts using the five-point Likert scale. The overall rating was 4.24, which means the tool was a very good measure of students' self-regulated learning skills. In order to determine its reliability, the instrument was pilot

tested to 60 Grade 7 students from two extensions schools of Padada National High School. Cronbach alpha was then used to test reliability of the items. Results showed an index of .771 for metacognition, .902 for motivation, .772 behavior and .735 for context. An overall index of .920 revealed that the instrument was reliable for interpretations.

Lastly, the respondents answered a standardized 40-item teacher-made test. This tool measured student's proficiency in English in terms of reading, writing, listening and speaking. Teachers who had been teaching secondary English for at least 10 years were asked to validate the instrument. With an overall rating of 5.0, the test was an excellent tool. The test's reliability index of 0.664 was determined through test-retest. Retest was done after one month from the first pilot testing of the instrument. Quality of test items was determined through items analysis. Item analysis revealed that this is a good test; discrimination index of 0.40 and difficulty index 0.396.

3.6 Data Gathering Procedure

To realize the objectives of this study, the following procedure was observed:

The researcher asked permission from the office of the schools Division Superintendent, Davao del Sur Division, Schools Division Officer-in-charge Reynaldo B. Mellorida to conduct the study to the eight secondary schools within the PAHASUKI districts.

Upon the grant of the permit to conduct the study, letters asking permission from the school heads of the eight identified schools were sent. This was done to ensure that data gathering would not cause disruptions of classes.

With the approval from school principals, the researcher personally administered the instruments to the predetermined proportional number of sample respondents in each of the eight secondary schools of PAHASUKI districts.

The data collected were then tallied, tabulated, analyzed and interpreted.

3.7 Statistical Tools

The following statistical tools were utilized in this study:

Frequency counting and percentage were used to trace the profile of respondents as to gender, age and parents' monthly income.

Mean and *Standard Deviation* were used for descriptive analysis on the levels of students' self-regulated learning skills and proficiency in English.

ANOVA was used to determine differences in self-regulated learning skills and English proficiency in terms of gender, age and parents' monthly income.

Pearson Product-Moment Correlation was used to determine the relationship between self-regulated learning and English proficiency.

4. RESULTS AND DISCUSSIONS

4.1 Demographic Profile of Grade 7 Students in Pahasuki Districts

4.1.1 Gender

Out of 338 respondents, 101 or 29.9% were male, 221 or 65.4% were female and only 16 or 4.7% belonged to the LGBT group. Clearly, female students outnumbered the male students with mark difference percentage close to 36.

This result where there are more females than male students was somehow expected. Santiago [9] revealed that in the secondary level of, participation of Filipino Female students was higher compared to male students. About 62.35% of the population were female and 53.80% were male. It was also found out that drop-out rate was low among female students.

4.1.2 Age

One hundred fifty-three (153) or 45.3% were 12 years old, 146 or 43.2% were 13, 30 or 8.9% aged 14 and there were 9 or 2.6% aged 15. Looking into the percentages of 12 and 113 years old, it can be deduced that about 89% of the respondents were within appropriate ages for Grade 7 and only 11% were above age level.

These outcomes disproved the survey findings which stated that less than two-thirds of youth attended secondary school on time and close to 90% attended at some time in the Philippines. It was also documented that students over and

under the official secondary school age range made up 23% of the high school age population.

4.2 Parents's Monthly Income

In terms of family income, 45% or 13.3% of parents earned above 10,000.00, 45 or 13.3% between 7,501.00 to 10,000.00, 87 or 25.7% from 5,001.00 to 7,500.00, 127 or 37.6 % from 2,501.00 to 5,000.00 and 34 or 10.1% below 2,500.00. As indicated by the category with the highest frequency or percentage, most parents of Grade 7 students were receiving monthly salaries between 2,501.00 to 5,000.00 pesos and almost three-fourths (73.4%) of the parents had monthly income less than 7,500.00 pesos.

Based from the 2012 Family Income and Expenditure Survey by Philippine Statistics Authority, the average monthly income of Filipino families in the poorest decile was six thousand pesos. With this reference, it can be deduced that most parents of high school students can be categorized as financially poor. This in turn would limit student's learning opportunities as they would have less access to technologies such as the internet or computer and would probably struggle to accomplish and submit school requirements.

4.3 Level of Self-Regulated Learning Skills of Grade 7 Students in Terms of Metacognition

As indicated by the overall standard deviation value of .51, responses were homogeneous. Reflected by the mean score in each of the ten indicators and the total mean score of 3.63, students' metacognitive were consistently high. They got the highest mean of 3.88 in item number 9, which showed their skills in planning when to perform tasks or study in English.

The values revealed that the students' self-regulated learning skills in terms of metacognition were very satisfactory. They came out to be driven by clear goals or purpose in learning the English language. They also engaged in reflecting on their personal difficulties and needs relative to the performance of tasks in English and problem solved all these learning limitations or hindrances.

According to Anderson [10], high or good metacognitive skills will lead to more profound learning and improve performance especially among learners who are struggling in learning the English language.

4.4 Level of Self-Regulated Learning Skills of Grade 7 Students In Terms of Motivation

It was found that among the ten indicators of students' motivation, the students got the two highest mean scores of 4.37 and 4.36. Both values fall within very high level. The mean values of the other items and overall mean of 3.87 were under high level.

Results revealed that student's motivational beliefs were also very satisfactory. They possessed optimistic view about their ability to perform tasks. Students had a clear grasp of the relevance or importance of learning English. They truly believed that competence in English language will accord them with greater possibilities of achieving their goals for the future; their passport to better a life.

The study of Ushida [11] proved that if students are highly motivated, they will study regularly and productively to take every opportunity to perfect their language skills. He posited that to ensure success for learners in English as their second language, development of motivation among students must be integrated as essential component of language curriculum. Daif-Allah, and Aljumah [12] motivation is essential in shaping student's perception in learning English.

4.5 Level of Self-Regulated Learning Skills of Grade 7 Students in Terms of Behavior

Students' behavioral control in their learning was also high with the total mean score equal to 3.67 and a 0.57 standard deviation. The students recognized the importance of finding a quiet place to study as indicated by the item with the highest mean value of 4.00. On the other hand, skipping TV shows, movies or games proved to be too challenging as it got the lowest mean of 3.34. The latter value was within the average level.

The results showed that students had a very satisfactory abilities in managing their time and tasks through making study or learning schedules. They likewise exhibited very satisfactory skills in sustaining concentration. Seeking help was also practiced by the students

if they did not understand the tasks. However, they struggled a little in skipping most liked TV shows, movies or games in favor of English.

According to Kormos and Csizer [13], efficient management of time and sustaining concentration while learning are necessary to promote autonomous use of learning resources. This I turn will cause improvement in the students' learning gains.

4.6 Level of Self-Regulated Learning Skills of Grade 7 Students in Terms of Context

Students' abilities to structure favorable learning environments and in taking active role in designing and evaluating learning are reflected. Mean value in each of the indicators as well as the overall mean of 3.87 fell under high level. The highest mean was 4.01. which involved making decision of how to form work groups in English. The standard was 0.54.

This indicates that students' skills in regulating learning structures and environment were very satisfactory. Students turned out to be empowered negotiating as they actively took part in decision making processes related to their learning.

Maftoon and Tasnimi [14] said that if learning context can be regulated and made certain that they consider student's preferences and limitations, then learning outcomes can be optimized.

4.7 Overall Self-Regulated Learning Skills

Results shows that the level of students' self-regulated learning skills was high or very satisfactory as revealed by the total mean of 3.76. This means that Grade7 students had somehow developed their skills to self-regulate their learning after being in school for almost 9 years.

It appeared that Zimmerman [15] was incorrect in claiming that teachers have failed to effectively prepare students to learn on their own. According to him, students were seldom given choices on what to do, how to do tasks and with whom. They were not used to setting specific learning goals nor taught explicit study strategies. Self-evaluating their competence on tasks was foreign to them too.

4.8 Level of English Proficiency of Grade 7 Students

English proficiency of Grade 7 students was generally low. Students got a mean score of 78.47 in listening and 76.14 in reading. Both values fall under developing level. This means that students had acquired the minimum knowledge, comprehension and skills but they need help preferably from adults to be able to perform learning tasks.

The mean scores in speaking (71.34), writing (69.43) and even the overall (73.84) were within the beginning level. This means that the students did not acquire the minimum knowledge,

Table 1. Self-Regulated learning skills of Grade 7 students in PAHASUKI Districts, S.Y 2015-2016

Skills	Mean	SD	Description
Metacognition	3.63	.51	High
Motivation	3.87	.54	High
Behavior	3.67	.57	High
Context	3.87	.54	High
Total	**3.76**	**.54**	**High**

Table 2. English proficiency level of grade 7 Students in Pahasuki Districts, S.Y 2015-2016

Skills	Mean	SD	Description
Listening	78.87	8.62	Developing
Reading	76.14	6.55	Developing
Speaking	71.34	6.22	Beginning
Writing	69.43	5.05	Beginning
Total	**73.84**	**4.45**	**Beginning**

comprehension and skills in these areas. Looking at the standard deviation values, it can be inferred that responses were quiet dispersed meaning that some scores were high and some probably very low.

These outcomes validated the findings of previous studies. Imam et al. [3] said reading skills of high school students were indexed at low mastery level. Cabansag [4] had also documented writing difficulties.

5. DIFFERENCES ON THE LEVEL OF STUDENTS' SELF-REGULATED LEARNING SKILLS WHEN ANALYZED ACCORDING TO GENDER, AGE AND MONTHLY INCOME

5.1 Gender

The level of self-regulated learning skills of students in all three groups were consistently high. Mean scores of students in each of the components of self-regulation and the overall index indicated that students' self-regulated learning skills were high or very satisfactory. Overall, female students got the highest total mean score of 3.80. The LGBT group got the second highest mean of 3.78 while the male got the mean of 3.62.

Using the overall values, ANOVA results showed an F-value and p-value 0.007. Since the p-value is less than .05 then the null hypothesis is rejected. There existed a significant difference in means in students' self-regulated learning skills when analyzed according to gender. This means that students' self-regulated learning skills were influenced by gender.

The above outcomes were not consistent to the finding of Yukselturk [16] and Veloo, Hong and Lee [17]. Their studies had recorded no significant differences in motivational beliefs and other variables on self-regulation with respect to gender. Thus, they posited that students' skills to self-regulate their learning cannot be determined through their gender.

5.2 Age

Comparison Of means of students' self-regulated learning skills with respect to their ages did not present a pattern in descriptive values. Self-regulation skills of students though were very

satisfactory the mean scores in all components fall within high level.

In metacognition, 15-year-old students had the highest mean score (3.80) while 14-year-old got the lowest mean value (3.51). Students who aged 13 years old (M=3.91) were more motivated compared to other age groups while 15 years old students got the lowest mean of 3.72. Behaviorally, 13-year-old (M-3.71) were far more skilled While the 14-year-old group (M=3.46) were the least skilled. Comparison Of students' control of learning context and environment showed that 1 Year Old students were better with the highest mean score of 3.91. The youngest group got the lowest mean (3.78). Overall, 13 years old students had the highest mean of 3.78 while the 14 group got the least mean (3.64).

ANOVA yielded an F-value of 0.738 and p-value of 0.530. Since the is greater than 0.05, then null hypothesis was accepted. There was no significant difference on students' self-regulated learning skills analyzed according to age. This means that students' age had no wing or influence over their ability to self-regulate their learning.

This result collaborated to Boers [18] claim that although older students tended to be better skilled than younger students to self-regulate, however, age effect was quite small and insignificant.

5.3 Parents' Monthly Income

Based on their parents' monthly income, the levels self-regulation of students were consistently high in all four components of self-regulated learning skills. Compared to other income groups, students whose parents earned between 7,500 to 10,000 pesos out consistently to be better skilled in each of the four components of self-regulation and in the overall results (M-3.86). On the other hand, students whose parents earned 2,500 pesos and below (the lowest group) came out to be least skilled as they consistently got the lowest mean scores in all components.

However, ANOVA revealed that the F-value was 1.885 and the p- value was 0.113. Since p-value was greater than 0.05, then null hypothesis was accepted. The difference in means was not significant. This result signified that students'

abilities to self-regulate were not affected by their parents' monthly income.

Similarly, Raver, et al. [19] had documented that learners from low-income family tended to be less motivated and proactive in their learning. However, the influence of socio-economic status on students' learning skills had not been established as significant.

6. DIFFERENCES ON THE LEVEL OF STUDENTS' ENGLISH PROFICIENCY WHEN ANALYZED ACCORDING TO GENDER, AGE AND MONTHLY INCOME

6.1 Gender

In terms of listening, the of both male female students were developing while those in the LGBT group came out as beginners. Mean score of males (79.05) was higher than those of female students (78.47) and the LGBT group (74.88). Reading abilities of male and female students were developing with the mean score of female students (76.44) a bit higher than male students (75.85). Students in the LGBT group were beginners the dose to 74. In speaking, mean scores of all three groups fall under beginning level; male was 71.93, female was 71.19 and the LGBT was 69.50. Of the four macro skills in English, students in all three groups carne out to be too deficient in writing. Male group had the mean of 69.04 while female students got 69.75 and the LGBT got 67.38.

Using the overall values, students in all three groups were beginners with the mean of male students equal to 73.97, female students 73.96 and the LGBT group 712.38. ANOVA yielded an F-value of 2.609 and a p-value of 0.075. Since the p-value is greater than 0.05, then null hypothesis was accepted. There was no significant difference in the students' English proficiency with respect to gender. This means that students' English proficiency is not influenced by their gender.

These results were parallel to Cabansag's [4] claim that written English language performance of high school students is not affected by gender. Compared to the findings of Yan [20] and Tam [21], consistency was observed in generally having female students outperforming the male and LGBT groups but it did not corroborate the

significant differences or the strong influence of gender over English language skills.

6.2 Age

In terms of age, it was found that in listening, students who were 15 years old got the highest mean of 81.56 while 14-year-old students got 76.80, the lowest mean score. The mean score (76.34) of 13-year-old students was higher among groups om reading while the oldest group registered the lowest mean of 75.56.

Writing skills of Grade 7 students who aged 13 were higher (M=69.75) compared to other age groups. This same group of students got the highest mean (72.07) in speaking While 15-year-old students had the lowest mean of 66.89.

Analysis of the overall scores Showed that F-value was 1.285 and the p-value was 0.279. With the p-value greater than 0.05, null hypothesis accepted. There was no Significant difference on students' English proficiency when they were grouped according to age. This means that of students did not influence their English language competence.

To a certain degree, Butler [22] and Platsidou [23] were correct in saying that younger students tend to perform better in English than older ones. Similar to their conclusions, it is quite difficult to ascertain the effects of age on language skills among secondary students.

6.3 Income

The results showed that parents' monthly income was directly related to students' English proficiency. This implies that students whose parents had bigger or higher family income generally performed better in English compared to their counterparts in groups with smaller family income.

In listening, children of parents earning above 10,000 pesos performed (M=82.04) other groups. Students from the lowest income were beginners with their mean of 74.47. The two highest income groups had equal means of 77.78 and were more skilled in reading in to the other groups. Students at the lowest income group ed as beginners M=72.74). Students of all income groups came out to be beginners in terms of speaking skills. The group with the family between 7,501 - 10,000 pesos got the highest mean of 74.80 while the bottom income

Table 3. Summary of correlation coefficients and p-values

Independent variable	Dependent variables									
	Listening		Reading		Speaking		Writing		EP	
	r	*p*	*r*	*p*	*r*	*p*	*r*	*p*	*r*	*p*
Metacognition	.203	.000	.180	.001	.078	.155	.120	.027	.226	.000
Motivation	.160	.003	.167	.002	.067	.222	.151	.005	.205	.000
Behavior	.181	.001	.188	.001	.111	.041	.156	.004	.240	.000
Context	.128	.018	.118	.031	.087	.109	.152	.005	.179	.000
SRL	.193	.000	.188	.001	.100	.067	.168	.002	.245	.000

group's mean of 69.56 was the lowest. In writing, mean score (70.91) of students from the second highest income pup was higher compared to the other groups. Students of the income of 2,501 - 5,000 pesos came in last (M-69.06).

An overall ANOVA displayed a significant difference in means of students' English proficiency when they were grouped based on their parents' monthly income. The null hypothesis was rejected with the F-value of 9.638 and p-value of 0.000. This means that English proficiency he greatly influenced by family income. Furthermore, the result implied those students with low income would most likely be disadvantaged terms of English language competence.

Butler [22] and Cabansag [4] declared that income of students does not have a bearing in their English proficiency. They documented some students from poor families who performed better English compared to those with higher income. On the other end, findings supported Phillipson's [24] conclusion of a potent effect of on English abilities of students. It was believed that students with low income encountered difficulties in accomplishing school requirements for they do not have access to resources such as computers, internet, other references. This difficulty was also found out to be the cause why some students lost interest in going to school and to perform academics. Similarly, the findings of the study of Sequina and Batang [25], revealed that regardless of higher income aggregate of students, in Philippine Context, does not always imply a greater level of English proficiency.

6.4 Relationship between Students' Self-Regulated Learning Skills and English Proficiency

The findings revealed the overall correlation coefficient of *r*=.245 and p=.000. The *r* value indicated that a very weak but positive existed between students' self-regulation skills and English proficiency. Since p value was less than .05, then null hypothesis was rejected. This means that although the correlation coefficient was not very, it is nonetheless significant.

It can be concluded that students who were skilled in self-regulation performed better in English. This further implies that instruction or intervention directed towards the development of students' self-regulated learning skills will likewise lead to the improvement of their proficiency in English as their second language. This is congruent to the study of Erdogan [26] who stated that self-regulation of students is highly correlated to language learning strategies—which is good predictor of student's proficiency in any language.

This finding validated the significant effect of students' self-regulated learning skills in their ability to master the skills in English, which was established in several studies. Danuwong [27] claimed that good skills in self-regulation enabled students to independently learn English. Abbasian and Hartoonian [28] had also concluded that students who self-regulate had English performances.

7. SUMMARY

This study primarily aimed to investigate the self-regulated learning and skills and English proficiency of Grade 7 students. At the onset, it gave a profile of respondents in terms of gender, age and parents' monthly income. Then, it explored the differences of these two variables when respondents were grouped according to gender, age and parents' monthly income. Relationships among the components of both independent and dependent variables were also looked into.

Research questions were answered following the descriptive correlational design. Three hundred thirty-eight grade 7 students from 8 secondary

schools within the PAHASUKI districts, Division of Davao del Sur were involved in this study; 101 were male, 221 were female and 16 from the LGBT group. Two instruments were constructed by the ʳesearcher to gather the data. The first was a 40-item Likert scale used to measure students' self-regulation skills in terms of metacognition, motivation, behavior and context. English proficiency of students were determined through a multiple-choice type of test with 10 items in each macro skills of listening, reading, speaking and writing.

To describe the gathered data, frequency percentage, mean, and standard deviation values were used. Analysis of variance (ANOVA) were repeatedly carried out to determine differences of students' self-regulated learning skills and English proficiency when they were grouped according to gender, age, and parents' monthly income. All values were generated through the Statistical Package for Social Sciences (SPSS) and level of significance was set at 0.05.

Based on the results, the following findings were drawn:

1. Among Grade 7 students in PAHASUKI districts, Division of Davao del Sur, the number of female students was greater than male students and only a few belonged to the LGBT group. In terms of age, more than half of the respondents were within 12-13 years old. Profile of respondents with respect to family income revealed that majority of parents earned 2,501.00 to 5,000.00 in a month.
2. Levels of self-regulated learning skills indicated by the components of metacognition, motivation, behavior and context of Grade 7 students were high.
3. Students listening and reading skills fall under developing level. On the other hand, students' scores in speaking and writing were Within beginning level.
4. When analyzed according to gender, differences in students' self-regulated learning skills in terms of metacognition, motivation, behavior and context were all significant. The female students were more skilled compared to the other two groups. With respect to age, there were no significant differences on students' self-regulated learning skills in terms of metacognition, motivation, behavior and context. There were no significant

differences too in students' self-regulated learning skills in terms of metacognition, behavior and context when analyzed according to family income. However, a significant difference existed on their motivation to learn.
5. There were no significant differences in students' English proficiency indicated by their skills in listening, reading, speaking and writing when they were grouped based on gender. Similarly, comparisons of students' English proficiency by age revealed that there were no significant differences in listening, reading and writing. But significant difference existed on their speaking skills. There were also significant differences on students' English proficiency in terms of listening, reading, speaking and writing when data were analyzed according to income.
6. Relationship between students' self-regulated learning skills and their English proficiency were very weak but positive and significant.
7. Intervention programs such a seminar on developing students' self-regulated learning skills and English proficiency ONE AT A TIME FLUENCY were formulated based on the findings of the study.

8. CONCLUSION

Results of this study revealed that female students outnumbered male students and those who belonged to the LGBT group. In terms of their age, most of them were within the appropriate age for Grade 7. Data on family income showed that most parents would probably find it difficult to provide for the educational needs of their children.

It was found out that students' self-regulation of learning indicated by their skills in metacognition, motivation, behavior and context were very satisfactory.

The Grade 7 students turned out to have developing skills in listening and reading. They had acquired the minimum knowledge, comprehension and skills but need the guidance of adults in accomplishing tasks. They however, encountered, much difficulty in speaking and writing.

It was also revealed that gender greatly influenced students' self-regulation skills. Age and family income on the other hand did

not affect their skills to self-regulate their learning.

Students' gender and age did not affect their English proficiency in terms of listening, reading, speaking and writing. In contrast, family income had great influence on students' English skills.

Lastly, results likewise showed very weak relationship but positive and significant between students' self-regulated learning skills and their English proficiency. Students' language competence could be improved if their skills to regulate their learning are developed.

9. RECOMMENDATION

Based on the findings of this study, the following recommendations were made:

1. Directors and superintendents shall draft concrete programs and issue directives for implementation of programs which will develop students' self-regulation skills along with the development of English proficiency.
2. School heads and coordinators shall implement / initiate programs in the school directed towards the development or improvement of students' self-regulated learning skills and English proficiency.
3. Teachers shall adopt teaching strategies and approaches which will improve students' ability to set personalized learning goals, choose appropriate learning strategies and self-monitor their learning progress. Students' poor English proficiency in terms of listening, reading, speaking and writing must be seriously looked into to ensure that all students acquire the necessary skills to thrive in the world outside school.
4. Parents shall be informed how to help their students to address their difficulties in self-regulation and English proficiency at home.
5. Students shall be guided to practice self-regulation skills in their learning towards mastery of competencies or curriculum content skills in English.
6. Future researchers need to look into other factors affecting students' English proficiency and on specific strategies to develop their self-regulation skills.

DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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