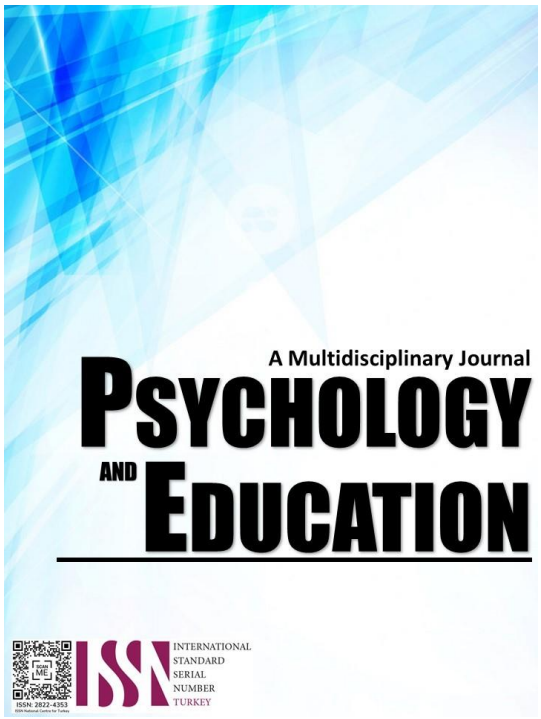
SELF-REGULATION AND RESEARCH WRITING COMPETENCIES OF SENIOR HIGH SCHOOL STUDENTS



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Research Article

Self-Regulation and Research Writing Competencies of Senior High School Students

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Abstract

This study determined the relationship between the senior high school (SHS) students' self-regulation and their performance in writing research. The descriptive-correlation research design was utilized in this study. Using Cochran's formula for calculating a sample for proportions, 195 Senior High School students of Kabankalan District IV were chosen as the study respondents. Results of the study revealed that no significant difference existed in the overall extent of self-regulation of the students when grouped according to sex, parents' educational attainment, and family income. However, results likewise revealed that a positive relationship existed in certain factors of self-regulation such as goal setting, self-monitoring, restructuring context, and self-evaluation. These findings suggested that the higher the self-regulation of the students, the higher would be their performance in research.

Keywords: *academic performance, self-regulation, senior high school students, research writing*

Introduction

Research comprises a great deal of collaboration and coordination among many people in different disciplines and institutions around the world. It promotes cooperation among researchers and, further so, plays significant role in people's lives.

Research writing became one of the curriculum requirements for every university, college, and even senior high school. This is integrated with almost all Higher Education curricular programs and activities (CHED Memo no.20,s2013). As stressed in the Basic Education Research Agenda, the conduct of pedagogy research and its outcome will be used in the planning, policy-making, and program development of the Department. Because of this, every student is deemed challenged to write one (DepEd Memo No.39, s. 2016).

Writing is an important skill, regardless of one's chosen profession (Ekholm, Zumbrunn & Conklin, 2014). As such, instructors must make students emerge from their classrooms as thoughtful, competent, and confident writers because in just forming a good piece of writing it will need not only high proficiency in writing skill (Alfaki, 2015) but also good cognitive skills in organizing and presenting their thoughts and ideas in papers (Wischgoll, 2016).

In like manner, School B-National High School Senior High student enrolled in Practical Research-1 are facing difficulties in complying with their output in research writing. As a Practical Research teacher, the researcher observed that when her students are given a topic on research writing, the latter manifested a lack of confidence and felt unsettled to further their research writing, which led some of them to get a falling mark as well as the low MPS of the said subjects during the first three (3) years of curriculum implementation in senior high school. It was on this premise that the researcher was motivated to conduct this study.

Research Questions

1. Is there a significant difference in the senior high school students' extent of self-regulation when grouped according to profile?
2. Is there a significant relationship between the senior high school students' extent of self-regulation and their competencies in writing research?

Methodology

This section describes the research method, the subjects of the study, the data gathering instruments, their validity and reliability, the procedures employed as well as the treatment of data.

Research Design

The descriptive-correlation quantitative research design was used in this study. This method "seeks to describe particular phenomena as they are". The

phenomenon described in this study was the relationship of self-regulation to the research writing competencies of Senior High School students in Kabankalan District IV.

Respondents of the Study

The respondents of this research were the Senior High School students of Kabankalan District IV consisting of T-National School-Senior High IV-A, with a total population of 205, and B-National High School-Senior High IV-B, with a total population of 175 enrolled in Practical Research in the first semester of the school year 2020-2021.

Sampling Technique

For the researcher to identify the actual respondents under this research, a stratified sampling technique was applied using proportional allocation. School classification was the main stratum used for stratification methods where learners per strand of each school were randomly selected to participate in the study.

Ochran's formula (equation 2) for calculating a sample for proportions was employed to determine the needed sample in this study. The formula used was

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

where z^2 was the value on the normal curve with an area a of at the tails ($1 - a$ equals the desired confidence level), e was the desired level of precision (margin of error), p was the estimated population proportion, and $q = 1 - p$. At 95% confidence level, 0.05 margin of error, and estimated population of 0.05, the computed was $n_0$385.

Below is the sample population of the respondents.

	Population Size (N)	*Sample Size (n)*
School B-SHS		
ABM	14	7
AGRICULTURE	32	16
COOKERY	21	11
CSS	44	23
GAS	21	11
HUMSS	43	22
School T-SHS		
ABM	31	16
HUMSS	31	16
STEM	34	17
AGRICULTURE	14	7
COOKERY	16	8
CSS	36	19
SMAW	43	22
Total	380	195

Research Instruments

The research utilized two sets of research instruments. The first set comprised the survey form which gathered the respondents' accounts including information on their sex, level of parent's educational attainment, and family monthly income. The second was the standardized questionnaire on self-regulation of Zimmerman (2002). To establish the quantity of self-regulation, the researcher adopted the self-regulation survey questionnaire of Zimmerman (2002.) In this instrument, the items are designed with eight (8) subscales as follows:

1. The first phase consists of the set on for a specified goal for oneself which is the starting phase of the self-regulation cycle. This preparation in setting goals is achieved for a specified task.
2. The second phase of the self-regulation cycle is improving one's physical and social factors to make it appropriate to one's goal showing the use if it is fiction, self-taught, attention focusing, and strategic task.
3. The next phase is the variation of powerful strategies showing how the individual makes use of the proper strategies for a task in which the objectives are attained.
4. Following one's achievement selectively for signs of advancement refers to the capability of the individual to keep track of their progress in the project they are doing.
5. Managing one's time efficiently refers to the strategies that individuals make use of to fit their whole unfinished task to their availability.
6. Assessment of one's technique means the

connection of self-reflection performances across some standard, such as one's previous performance, another person's performance, or an entire standard of performance.
7. Attributing cause and effect to outcome means the beliefs about the cause of one's mistakes or successes. Lastly,
8. The modification of future methods proposes the use of potential methods that can be used to enhance effective results (Zimmerman,2002 as cited by Kanlapan & Velasco, 2009).

The self-regulation instrument utilized was based on the systematize questionnaire and had the following Cronbach's Alpha:

Factors/Construct	*Cronbach's Alpha*
Overall Cronbach's Alpha	0.94
Goal-setting (GS)	0.77
Powerful strategies (PS)	0.74
Self-monitoring (SM)	0.76
Restructuring context (RS)	0.74
Time management (TM)	0.86
Self-evaluation (EM)	0.71
Attribution of causation to results (AC)	0.69
Adapting future methods (FM)	0.84

To determine the research writing competencies of the respondents, the research used a rubric adapted from the Most essential learning competencies/ curriculum guide set by the Department of Education and added specific criteria in every competency to decide the basis on how the subject teacher in practical research-1 would rate the respondents on their output. Each research writing competency was rated accordingly as to how the students presented their research writing. With the help of their practical research teachers, the said research writing output questionnaires were gathered by the researcher before the semester ended. Using the Good and Scates scale, the said rubric was evaluated by specialists in the field of education and all three (3) them agreed that the instrument was credible as shown by their mean rating of 3.92 which interpreted "Very Good".

Reliability of the Instrument

To ensure the consistency of the instrument in the local setting, the self-regulation instrument utilized was subjected to a reliability test to a total of 30 respondents, from other Senior high feather school offering Practical Research -1 therefore, it was considered well-founded. Results of the reliability test revealed the following Cronbach's Alpha:

Factors	*Cronbach's Alpha*
Goal Setting (GS)	0.872
Powerful Strategies (PS)	0.888
Self-Monitoring (SM)	0.828
Restructuring Context (RS)	0.806
Time Management (TM)	0.811
Self-evaluation (EM)	0.891
Attribution of causation to results (AC)	0.867
Adapting future methods (FM)	0.887
Overall	0.971

Moreover, the research writing performance rubric had also undergone reliability analysis using Cronbach's alpha. Results of the analysis indicated an alpha value of 0.971 which indicates the high reliability of the research writing competencies rubric.

Data Gathering Procedure

After establishing the validity and reliability of the instruments, the researcher asked for the approval of the School Division Superintendent, District supervisor and then Principal of T-NHS-Senior High and B-National High School-Senior High for data collection. The students were informed and notified of the conduct of the study. The Self-regulation survey form was first distributed to the respondents and at the end of the semester, the same respondents who answered the self-regulation survey were required to submit their research writing. These were rated according to the standard outlined in the rubric. After rating the outputs by the practical research-1 teacher, the data were collected by the researcher and subjected to appropriate test statistics.

Results and Discussion

Table 1.1. *Writing competencies in Research when grouped according to Profile*

Writing Performance		*Mean*	*SD*	*Interpretation*
Sex				
2	Male	3.30	.896	Moderately Competent
3	Female	3.42	.791	Moderately Competent
Parent's Educational Attainment				
4	ES Level	3.47	.765	Moderately Competent
5	HS Level	3.37	.840	Moderately Competent
6	College Level	3.23	.913	Moderately Competent
7	Post Grad Level	3.71	.595	Competent
Family monthly income				
8	Php 7,00 and below	3.33	.834	Moderately Competent
9	Above Php 7,000	3.43	.832	Moderately Competent

Table 1.1 reveals the senior high school students' writing performance in research when grouped according to profile. As presented in this table, when the respondents were grouped according to sex, the females performed a little better than the males. This is clearly shown in their respective means of 3.42 and 3.30. When grouped according to parents' educational attainment, only those whose parents have post-graduate degrees were competent (M= 3.71, SD=.595) while those who reached elementary school level, high school level, and college level were moderately competent as revealed by their respective means and standard deviations: (M=3.47, SD=.765; M=3.37, SD=.840; M=.23, SD=.913). When grouped according to family monthly income, those belonging to families with family income above Php7,000 performed better than those students with a monthly family income of Php 7,000 and below as shown by their respective means and standard deviations (M=3.43, Sd=.832; M=3.33, SD=.834).

This implies that female writes better in research writing compares to male. As we observed in a class female are more diligent and patient in doing writing activities compares to males. And as to the educational attainment, it is very advantageous on the part of the student whose parents have reached in masters' degrees because they can refer to their parent their research writing if they need any assistance and suggestions compare to those parents who does not know at all in research. Moreover, those family earns Ph 7,000 above performing better because they can buy load for further online research for their research topic compare for those family who doesn't have the capacity for this kind of expenses.

This is supported by the findings of Reddington, et., al. (2015), whose results of the study indicated that females recorded significantly more information in notes taking and written recall than males' counterpart and performed significantly on high-quality measures of handwriting speed, working memory, language comprehension, and conscientiousness. What is more, the study of Reynol, et., al. (2015) showed that girls signified advantages in written works and spelling and outperformed boys in concealed reading ability and math computation.

Significant Difference in Senior High School Students' Extent of Self-Regulation when Grouped according to Profile

Table 2.1. *The significant difference in the senior high school students' extent of self-regulation when grouped according to sex*

Self-Regulation	*Test Statistic*	*P-Value*	*Decision for H_0*	*Conclusion*
Goal Setting	-2.151	.033	Reject Ho	Sig.
Powerful Strategies	-.192	.848	Do Not Reject Ho	Not Sig.
Self-Monitoring	-1.556	.121	Do Not Reject Ho	Not Sig.
Restructuring Context	-1.725	.086	Do Not Reject Ho	Not Sig.
Time management	.574	.567	Do Not Reject Ho	Not Sig.
Self-evaluation	-.424	.672	Do Not Reject Ho	Not Sig.
Attribution of causation to results	-1.619	.107	Do Not Reject Ho	Not Sig.
Adapting Future Methods	.792	.429	Do Not Reject Ho	Not Sig.
Self-Regulation	-1.054	.293	Do Not Reject Ho	Not Sig.

Highly Significant (HS) if the p-value is lesser than 0.01
Significant (Sig.) if the p-value is lesser than 0.05
Not Significant (Not Sig.) is greater than 0.05

Table 2.1 reveals the significant difference in the senior high school students' extent of self-regulation when grouped according to sex. This table shows that there is a significant difference in the senior high school students' extent of self-regulation in the aspect of goal setting when grouped according to sex as indicated by the independent t-test result (*t=-2.151*,

p=.033). On the other hand, there is no significant difference in the senior high school students' extent of self-regulation when grouped according to sex, in the aspects of powerful strategies (*t=-.192,p=.848),*self-monitoring(*t=-1.556,p=.121)*, restructuring context(*t=-1.725, p=.086)*, time management(*t=.574, p=.567)*, self-evaluation(*t=-.424,p=.672)*,attribution of causation to results(*t=-1.619,p=.107)*,adapting future methods(*t=.792, p=.429).* Moreover, results indicate that there is no significant difference in the overall extent of self-regulation of the students when grouped according to sex (*t=-1.054, p=2.293).*

This implies that both male and female students have the same extent of self-regulation. On the other hand, there is a significant difference in the extent of self-regulation in terms of goal setting between male and female respondents (*t=-2.151, p=0.033).* This implies that female students have a significantly higher level of self-regulation in terms of goal setting than their male counterparts.

Tetering,et al.(2020) in which research goal was to investigate whether young males and females vary in self-perceived self-regulation, found out that self-regulation differs among sexes as perceived by mid-adolescents. In this age period, females assessed their attention higher than males, and they reported higher levels of self-control and self-monitoring. This means that there is an important new insight concerning the decision making, academic achievements, and behavior. Self-regulation is known to have a central role in academic achievement and behavior. This means that self-regulation may be a relevant intervention that may focus more on self-insights and thereby changing the adolescent's *perceptions about their behavior*.

Table 2.2 . *Significant difference in extent of self-regulation when grouped according to Parents' Educational attainment*

Self-Regulation	*Test Statistic*	*P-Value*	*Decision for H_0*	*Conclusion*
Goal Setting	.504	.680	Do Not Reject Ho	Not Sig.
Powerful Strategies	.210	.890	Do Not Reject Ho	Not Sig.
Self-Monitoring	.355	.785	Do Not Reject Ho	Not Sig.

Table 2.2 shows the significant difference in the respondents' extent of self-regulation when grouped according to Parents' Educational attainment. As shown in this table, Analysis of Variance (ANOVA) was used to determine whether there is a significant difference in the extent of self-regulation of the students when grouped according to their parents' educational attainment. Results show that there is no significant difference in the extent of self-regulation of the respondents when grouped according to their parents' educational attainment in the following aspects: goal setting (t=.504, p=.680), powerful strategies (t=.210, p=.890), self-monitoring(t=3.55, p=.785), restructuring context(t=2.333, p=.075), time management(t=1.265, p=.288), self-evaluation(t=.540, p=.655), attribution of causation to results(t=1.329, p=.266), and adapting future methods(t=1.034, p=.379). Results indicate that there is no significant difference in the overall extent of self-regulation of the students when grouped according to parent's educational attainment (F=0.711, p=0.546).

This implies that parents' educational attainment does not affect their child's self-regulation. Since the senior high school student somewhat matured enough to handle things on their own especially in doing decisions for themselves. In this situation parents' can only give suggestions, instruction, and support to their students.

The study made by Murray and Rosanbalm (2017) has shown that there are main changes in brain construction that occur during youth, making involvements at this age can be vital and appropriate. As brain systems develop, emotions are more than cognitive, which is responsible for good decision-making and future planning. This means that self-regulation is developmental at this age. It also shows that great growth in self-regulation skills continues throughout young adulthood, which can be strengthened with instruction and support.

Table 2.3. *Significant difference in extent of self-regulation when grouped according to family monthly income*

Self-Regulation	*Test Statistic*	*P-Value*	*Decision for H_0*	*Conclusion*
Goal Setting	-.629	.530	Do Not Reject Ho	Not Sig.
Powerful Strategies	.082	.935	Do Not Reject Ho	Not Sig.
Self-Monitoring	-.069	.945	Do Not Reject Ho	Not Sig.
Restructuring Context	-.788	.432	Do Not Reject Ho	Not Sig.
Time Management	-1.107	.270	Do Not Reject Ho	Not Sig.
Self-evaluation	-.244	.808	Do Not Reject Ho	Not Sig.
Attribution of causation to results	-.410	.682	Do Not Reject Ho	Not Sig.
Adapting Future Methods	1.061	.290	Do Not Reject Ho	Not Sig.
Self-Regulation	-.377	.707	Do Not Reject Ho	Not Sig.

Highly Significant (HS) if the p-value is lesser than 0.01
Significant (Sig.) if the p-value is lesser than 0.05
Not Significant (Not Sig.) is greater than 0.05

Table 2.3 presents the significant difference in extent of self-regulation when grouped according to family monthly income. As shown in this table, the independent t-test was used to test the null hypothesis that there is no significant difference in the senior high school students' extent of self-regulation when grouped according to family monthly income. Results indicate that there is no significant difference in the overall extent of self-regulation of the students when grouped according to family income in the following aspects: goal setting (t=-.629, p=.530), powerful strategies (t=.082, p=.935), self-monitoring(t=-0.69, p=.945),restructuring context(t=-.788,p=.432),time management (t=-1.107,p=.270),self-evaluation(t=-.244, p=.808),attribution of causation to results(t=-.410,p=.682),and adapting future methods(t=1.061, p=.290).Results indicate that there is no significant difference in the overall extent of self-regulation of the students when grouped according to family monthly income (t=-0.377, p=0.707). This implies family income does not affect students' self-regulation. This finding is supported by Robson, Allen, and Howard (2020), whose results of the study revealed that self-regulation in early school years was negatively related to unemployment.

Significant Difference in Performance in Writing Research when Grouped According to Profile

Table 2.4 presents the significant difference in performance in writing research when grouped according to profile. As shown in this table, an independent t-test was used to test the null hypothesis that there is no significant difference in the senior high school students' extent of self-regulation when grouped according profile. Results reveal that there is no significant difference in the performance in research writing between male and female students (t=-1.009, p=0.315). Likewise, the parents' level of educational attainment has no significant difference in the research performance of the students (t=.925, p=430). Lastly, the monthly income of the family has no significant difference in the research performance of the students (t=-.843, p=400).

This implies that male and female students perform equally in research writing and parents' educational attainment does not directly affect students' performance in writing research. As long the students feel that their parents give full support and they get involved in their endeavor, they can write one. There are a lot of testimonies where parents have not finished schooling but their children graduated with flying colors, which confirms that parents' educational attainment does not affect students' performance. Furthermore, students, whose income was above the median of Php 7,000, performed better or have same performance as with those students in the lower-income bracket. This further confirms that their performance in writing research is not affected as long they are being supported by their parents in their studies.

Partin *(*2017) showed that through increased parental participation in education, the parent demonstrates that he or she feels education is valuable. This affirmation of parental valuation of education could affect the child's viewpoint of the importance of education leading to distinguished academic achievement. Another is, parents who are participating in their student's education will have a better understanding of ways to help their child academically.

Table 2.4. *Significant difference in competencies in writing research when grouped according to profile*

Performance	*Test Statistic*	*P-Value*	*Decision for H_0*	*Conclusion*
Sex	-1.009	0.315	Do Not Reject Ho	Not Sig.
Educational Attainment	.925	.430	Do Not Reject Ho	Not Sig.
Monthly Family Income	-.843	.400	Do Not Reject Ho	Not Sig.

Highly Significant (HS) if the p-value is lesser than 0.01
Significant (Sig.) if the p-value is lesser than 0.05
Not Significant (Not Sig.) is greater than 0.05

Significant Relationship Between SHS Students Extent of Self-Regulation and their Performance in Writing Research

Table 3. *Significant relationship between the senior high school students' extent of self-regulation and their competencies in writing research*

		1	2	3	4	5	6	7	8	9	10
1. Goal Setting	r	-									
	p										
2. Powerful Strategies	r	.674**	-								
	p	.000									
3. Self-Monitoring	r	.623**	.743**	-							
	p	.000	.000								
4. Restructuring Context	r	.568**	.655**	.700**	-						
	p	.000	.000	.000							
5. Time Management	r	.464**	.583**	.635**	.501**	-					
	p	.000	.000	.000	.000						
6. Self-Evaluation	r	.565**	.656**	.736**	.618**	.584**	-				
	p	.000	.000	.000	.000	.000					
7. Attribution	r	.569**	.603**	.708**	.597**	.523**	.683**	-			
	p	.000	.000	.000	.000	.000	.000				
8. Adapting Future Methods	r	.466**	.572**	.629**	.482**	.501**	.674**	.721**	-		
	p	.000	.000	.000	.000	.000	.000	.000			
9. Self-Regulation	r	.778**	.852**	.892**	.792**	.740**	.843**	.826**	.759**	-	
	p	.000	.000	.000	.000	.000	.000	.000	.000		
10. Writing Performance	r	.183*	.061	.174*	.170*	.031	.172*	.073	.111	.152*	-
	p	.010	.398	.015	.018	.666	.016	.312	.122	.034	

r = correlation coefficient; p = p-value
***Correlation is significant at the 0.01 level (2-tailed).*
**Correlation is significant at the 0.05 level (2-tailed).*

Table 3 presents the significant relationship between the senior high school students' extent of self-regulation and their performance in writing research. As shown in this table, in determining the senior high school students' extent of self-regulation and their performance in writing research, Pearson's r was used. In this table, results reveal that there is a weak but significant relationship between self-regulation and performance *(r=0.152, p=0.034)*. Specifically, there is a positive relationship between performance and certain factors of self-regulation such as goal setting, self-monitoring, restructuring context, and self-evaluation.

This implies that positive correlation suggests that the higher the self-regulation of the students, the higher would be their performance in research. Based on the study made by Yalcin and Karadewniz (2016), a high level of definite correlation between the writing skills and self-regulation skills of the students was established. Besides, it was observed that there was a high level of correlation between the self-regulation skills of secondary education students and the compositions they wrote in terms of writing quality. This shows that both self-regulation and writing skills of the students can be developed through writing activities.

Conclusion

Based on the findings of the study, the researcher made the following conclusions: (1) Sex, educational attainment, and monthly income have nothing to do with self-regulation and performance in research writing but self-regulation affect the research writing performance of senior high school students. (2) Though not significantly different, respondents whose parents attained graduate school degrees performed slightly higher than the rest. Therefore, parents with qualifications and experience in research writing can, in a way, help their children's performance in research. The majority of the students, however, depend on the learning they get from the teachers and perhaps from other media that they can sometimes afford. (3) Generally, the senior high school students need further mentoring in research writing. As qualifications and experience in research writing help develop the students' competence, teachers handling research subjects should have the qualification and experience. (4) Self-regulation is significantly related to student's research writing performance. This could mean that the higher the extent of their self-regulation the better their research performance would be.

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