ACADEMIC OPTIMISM OF TEACHERS AND SELF-REGULATED LEARNING OF STUDENTS

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Abstract: This study is aimed to find out the relationship between academic optimism of teachers and self-regulated learning of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on academic optimism of teachers and self-regulated learning of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a high level of academic optimism of teachers of school heads. This means that the provisions relating to academic optimism of teachers embodied in the item is often manifested. The study revealed a high level of self-regulated learning of students. This indicates that the provisions relating to self-regulated learning of students embodied in the item is often manifested. The results of the study also confirm that there is a significant relationship between academic optimism of teachers and self-regulated learning of students. This implies that the higher the academic optimism of teachers, the higher is the self-regulated learning of students of students. Thus, the null hypothesis of no significant relationship between academic optimism of teachers and self-regulated learning of students was rejected.

Keywords: Academic Optimism of Teachers and Self-Regulated Learning of Students, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

Self-regulated learning is among the essential constructive process for students to achieve success in school. In this way, students target academic goals and frequently do conscious monitoring of their progress. Ideally, this helps students get good marks academically and most of the time this helps them hit their desired learning (Panadero, Jonsson & Botella, 2017).

In the present situation, there have been few students who set high learning target. Many of them care less of the academic requirements and mostly, they are not interested to exert more efforts in their academic requirements. As a proof, teachers noted that the primary reasons why students get low score is their lack of interest to school and their non-compliance to academic requirements by not submitting assignments and other required output. In a specific, a quarter in a class display low proficiency in the score in their examinations which obviously point to poor self-regulated learning skills among the students (Broadbent & Poon, 2015).

Since teachers wanted to address students’ low academic proficiency, they find it necessary to uncover the issue. Among the common observation noted, the absence of lack of task strategies among the students topped the list. Teachers found out that students do not make notes even on those important concepts of the lesson. Likewise, some of the students do not bring one when going to school. As a result, they do not have anything to read before the assessment or exam period (Dent & Koenka, 2016).

On the other hand, teachers also identified that many students do not allocate enough time studying their lessons. Instead of giving attention on their time management and do some necessary preparations especially when assessments are scheduled, some students do not spend time to review their lesson to at least get good marks.
This lack of interest to monitor their academic progress contributes to a growing number of concerns that teachers have to deal with in terms of students self-regulated learning strategies (Perry, VandeKamp, Mercer & Nordby, 2023).

In the local setting, the effects of lack of self-regulated learning skills among the students is manifested in the results of quarterly proficiency rating. There are grades of the students do not merit a passing rate. In the recent quarterly exam, the proficiency rating pointed out that 5% of the total number of the students did not reach the target of 75%.

Today, the researcher has rarely come across with a study on the self-regulated learning of students in the local context especially in this current learning context. It is in this situation that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help improve practices on the variable under study.

*Research Objectives*

This study aims to find out which domains of academic optimism of teacher significantly influence self-regulated learning of students. Specifically, this study sought to answer the following objectives:

1. What is the extent of academic optimism of teacher in terms of:
   1.1 teacher sense efficacy;
   1.2 trust in students and parents,
   1.3 academic emphasis?

2. What is the extent of self-regulated learning of students in terms of:
   2.1 goal setting;
   2.2 environment structuring;
   2.3 task strategies;
   2.4 time management, and
   2.5 self-evaluation?

3. Is there a significant relationship between academic optimism of teacher and self-regulated learning of students?

*Hypothesis*

The null hypothesis was treated at 0.05 level of significance.

H01. There is no significant relationship between academic optimism of teacher and self-regulated learning of students.

*2. Methods*

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

*3. Results*

*Level of Academic Optimism of Teachers*

Shown in Table 1 is the level of academic optimism of teachers with an overall mean of 4.10 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.
For the indicator teacher sense of efficacy obtained a mean score of 4.13 or high. For the indicator trusts in students and parents obtained a mean score of 4.10 or high. For the indicator academic emphasis obtained a mean score of 4.07 or high.

Table 1. Level of Academic Optimism of Teachers

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Sense of Efficacy</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Trusts in Students and Parents</td>
<td>4.10</td>
<td>High</td>
</tr>
<tr>
<td>Academic Emphasis</td>
<td>4.07</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>4.10</td>
<td>Very High</td>
</tr>
</tbody>
</table>

Level of Self-Regulated Learning of Students

Presented in Table 2 are the ratings of self-regulated learning of students. Computations revealed an overall mean score of 4.14 or high rating indicating that the said respondents always perceived. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

For the indicator goal setting obtained a mean score of 4.15 or high. For the indicator environment structuring obtained a mean score of 4.13 or high. For the indicator task strategies obtained a mean score of 4.14 or high. For the indicator time management obtained a mean score of 4.15 or high. For the indicator self-evaluation obtained a mean score of 4.13 or high.

Table 2. Level of Self-Regulated Learning of Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Environment Structuring</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Task Strategies</td>
<td>4.14</td>
<td>High</td>
</tr>
<tr>
<td>Time Management</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>4.14</td>
<td>High</td>
</tr>
</tbody>
</table>
Significance on the Relationship between Academic Optimism of Teachers and Self-Regulated Learning of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.183 with a probability value of p<0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of academic optimism of teachers and self-regulated learning of students revealed a computed r-values ranging from .371 to .183 with probability value of p<0.01 which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant difference between academic optimism of teachers and self-regulated learning of students is rejected.

Table 3. Significance on the Relationship between Academic Optimism of Teachers and Self-Regulated Learning of Students

<table>
<thead>
<tr>
<th>Pair</th>
<th>Variables</th>
<th>Correlation Coefficient</th>
<th>p-value</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV and DV</td>
<td>Academic Optimism of Teachers and Self-Regulated Learning of Students</td>
<td>0.183</td>
<td>0.000</td>
<td>Reject</td>
</tr>
</tbody>
</table>

CONCLUSION

Anchored on the findings of the study, the following conclusions are drawn in this section. The study found to exhibit a high level of academic optimism of teachers of school heads. This means that the provisions relating to academic optimism of teachers embodied in the item is often manifested.

The study revealed a high level of self-regulated learning of students. This indicates that the provisions relating to self-regulated learning of students embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between academic optimism of teachers and self-regulated learning of students. This implies that the higher the academic optimism of teachers, the higher is the self-regulated learning of students. Thus, the null hypothesis of no significant relationship between academic optimism of teachers and self-regulated learning of students was rejected.

The result of this study revealed that the academic optimism of teachers is high. The researcher recommends to the school heads to include in the Learning Action Cell among teachers the topic on academic emphasis as this ranks the lowest among the indicator of academic optimism. Likewise, school heads may monitor the teachers in terms of their ability to give their students challenging work and I setting high but attainable goals for their students.

Similarly, the researcher also recommends to teachers to help advance the students’ competence in the area of academic emphasis by requiring their students to do good in their subjects and providing challenging but meaningful tasks.

The study revealed a high level of self-regulated learning of students. The researcher recommends to students to improve in the area of environment structuring by making sure that their location where they study do not have much distraction. Likewise, students may secure a comfortable place to study so they can focus.

The teacher also recommends to teachers to help students improve their skills in self-evaluation related to the lesson as this also ranks the lowest among the indicator. The teachers may provide activities in class that will help develop metacognition ability of the students so that they can monitor their own learning and eventually improve academically.

The results of the study also confirm that there is a significant relationship between academic optimism of teachers and self-regulated learning of students. The researcher recommends to school heads to help build advance the teachers’ academic optimism skills by intensifying its practice in daily class.
The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

REFERENCES