JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

INFLUENCE OF SELF-REGULATED LEARNING STRATEGIES AND EPISTEMOLOGICAL BELIEF ON GRADE 11 STUDENTS' ACADEMIC PERFORMANCE

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Abstract: Self-regulated learning and personal epistemological beliefs are essential components in developing learners' academic performance. This study determined the influence of self-regulated learning strategies and personal epistemological beliefs on Grade 11 ABM students' English academic performance in the new normal. The study included the ninety (90) Grade 11 ABM students composed of three (3) sections during the 1st Semester of SY 2022-2023 at a private senior high school in Cagayan de Oro City, Philippines. The study applied the concurrent nested mixed method design. Ninety students participated; ten students from the same strand likewise, participated in the Focus Group Discussion (FGD) where they shared their experiences with their academic performance in English in the new normal. Results reveal that students' self-regulated learning strategies in terms of planning, monitoring, and evaluating were generally high. Data show that self-regulated strategies are effective in enhancing students' academic performance. The participants' personal epistemological beliefs in terms of the source of knowledge, the structure of knowledge, and the speed of knowledge acquisition were also high. Findings further reveal that the students' self-regulated learning strategies and personal epistemological beliefs significantly influence their performance in English. Two themes emerged from the data. These are management capability, and academic motivation. Generally, even if the participants rated their self-regulated learning strategies and personal epistemological beliefs as high, time management still poses a great challenge to them in the new normal.

Keywords **- Epistemological Beliefs, Self-regulated learning & Academic Performance**

Introduction

English proficiency has always a key role in the academic life of learners. Such a premise has been held by Aller & Phelan (2013); Avila (2013). People with a high level of English proficiency would also have great opportunities and advantages. Thus, the students need to be equipped with competence in the use of the English language to become competitive in academic, professional, and in social milieus (Paubsanon, 2019). Students who are equipped with the necessary skill would be able to compete and successful in a global economy (Ugsod, 2018).

Such constraint may be traced to personal epistemological belief which is significantly important in understanding the acquisition, nature, structure, and source of knowledge in the student's English academic performance (Karimi, 2013). It is linked to the student's cognitive process that can help them to become proficient in their academic performance in English. The basis of learners' academic development is grounded with complex ideas and supported by epistemological factors that could be considered knowledge. This is strongly related to the intellectual capabilities and self-beliefs of the learners (Mohammed & El-Habbal, 2013).

More so, having this new mode of learning in the new normal, English language learners are facing difficulties in attaining academic success. The shifting of face-to-face learning into blended learning had caused a notable problem in terms of access and equitable instruction to the learners (Figueiredo, 2022). The changes in the mode of learning of the students had greatly created changes and learning gaps which give a negative effect on the learners (Khoza, et al., 2021). This claim is also supported by Hedding et al (2020) and Lepp et al (2021), saying that online learning is a great challenge to most students. A new form of learning has to be learned which requires so much patience, practice, flexibility, and adjustments. Dent and Koenka (2016) argued that self-regulated learning significantly contributes to learning success in online learning as well as in traditional settings. Self-regulated learning influences the academic performance of students in English (Sadati & Simin, 2017).

Moreover, the enormous role of learners' beliefs as well as their self-regulated learning is purported to have a significant bearing on the academic performance of the students in their English courses. Since the change of mode of learning of the students had created learning gaps, it is in this scenario that the researcher is prompted to conduct the study to find out if the ABM Grade 11 students' personal epistemological beliefs and self-regulated learning strategies influence their academic performance. Hence, this study is hinged. The succeeding paragraphs further illumined the variables that are empirically investigated.

Self-Regulated Learning. According to Perry et al. (2017) self-regulated learning is linked to students becoming adaptable, lifelong learners who can think critically and creatively, solve problems, and work independently and collaboratively to learn. Self-

regulation involves planning, monitoring, and evaluating the learner's academic performance. (Hadwin et al., 2018; Hutchinson, 2013). Self-regulated learning is self-evaluative judgments that relate to the attributions the students make about their task performances. Self-regulated learning (SRL) encompasses cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning. Consequently, it is a remarkable umbrella under which many variables that influence learning, including self-efficacy, volition, and cognitive strategies (Panadero, 2017).

Furthermore, Pandero & Alonso-Tapia (2014) postulated that Self-regulated learning is defined as " the control that students have over their thinking, acting, feeling, and motivation by using their strategies to reach their goals. "Students who are well-oriented with Self-Regulated Learning strategies become more well-organized, generate content, use materials like technology or library more effectively, and reflect on their performance leading to improvement. It is further found that the students with self-regulation learning skills had improved their academic performance when they employ the three components of self-regulation such as *planning, monitoring, and evaluating. Planning* refers to students' ability to accurately assess their academic situation and choose strategies that best address a specific learning challenge (Everson, 2016). It refers to selecting the right strategies, setting goals, and activating knowledge that affects performance in this study. These strategies include planning the ideas and the important things to be considered in writing, preparing the grammar bank, using graphic organizers to organize the writers' ideas, and estimating how much time it would take the writer to complete the write-up.

Another component of Self-regulation skill is monitoring which refers to the student's implementation of the selected strategies and making the necessary adjustments to their plan as they self-monitor their progress (Everson, 2016). Difficulties in an organization, attention, work initiation, and work completion may be decreased through the use of self-monitoring strategies. The last component is *evaluating*, referring to the student's skill in assessing the effectiveness of each strategy in helping them achieve their goals (Everson, 2016). This includes the analysis of performance, and strategy effectiveness after a learning episode and evaluating personal progress to achieve academic goals.

Personal Epistemological Beliefs. On the other hand, the assumption of personal epistemological beliefs is supported by the theory of Jean Piaget (1972) on cognitive learning. This cognitive learning theory postulates that a child develops concrete intellectual ability throughout the childhood stage. Thus, the cognition of the learners is working in acquiring knowledge which results in their academic progress and modified behavior. Students learned more complex information as their cognitive structures developed (Dasilva, 2019). The cognitive theory explains the role of matured cognition in learning and how students' internal mental structures collect, organize, store, and retrieve information.

In Schommer's Model (1990) in epistemological belief regarding the five factors of personal epistemologies namely; the source of knowledge, the certainty of knowledge, the structure of knowledge, the speed of knowledge acquisition, and innate ability are imperative factors that contribute to student's academic performance in English. However, this study focuses only on the three factors such as the source of knowledge, the structure of knowledge, and the speed of knowledge acquisition. The epistemological belief in the *source of knowledge* describes the foundation and basis for how learners acquire learning. According to Berding (2017), there are ranges of knowledge that exist outside the individual's absolute view of knowledge and inside a person's sophisticated view of knowledge. The source of knowledge ranges from handed down by authority gleaned from observation to critical thinking of reasoning.

Based on the absolute view, the *structure of knowledge* consists of isolated elements, which means that there are assumptions in the acquisition of knowledge that are separated from the universal acceptance because of the weak evidence of its existence, and from the sophisticated view, knowledge constituted by highly interrelated concepts because of the strong evidence that there's a consistency of higher thinking ideas in the acquisition of learning of the students Berding et al. (2017). The students acquired learning in their academic proficiency in the English language is from simple attainment of knowledge to complex acquisition as they progress to higher thinking.

Moreover, the *speed of knowledge acquisition* is an epistemological belief that describes the period of acquisition of knowledge, how fast the process of information is, and how long the facilitation of learning halts in the mind of the students. The lack of knowledge results in rapid learning, short period, narrow time, and limited production of ideas by the students. Students gained knowledge by consulting a variety of sources, and they discovered that conducting research is one method of learning Kızkapan, et al (2021). This view is from the absolute view of the students. Moreover, students' acquisition of knowledge evolves to a sophisticated view as their intellectual progress to more complex critical thinking in their academic performance in English.

In this vein, students who have knowledge deficiency or slow learners tend to have low performance in the proficiency of the English language. In contrast, when the coverage of ideas is wide, it means that the acquired learning is complex and continuous. Therefore, the acquisition of learners in English proficiency is constant yet stable enough to facilitate learning that makes the students proficient in the usage of the language.

Proficiency in the English language is the basis for success in their academic pursuits. Proficiency in English language skills is composed of reading, writing, speaking, and listening (Racca, 2016). The more these language skills are practiced by students, the more effective their critical thinking can be. Thus, the more proficient they would be in the English language (Lasaten, 2016).

Therefore, the factors of Personal Epistemological Beliefs and Self-Regulated Learning Skills are the independent variables surmised to have an influence on the student's performance in English Academic Subject which is the dependent variable in the study. Figure 1 shows the interplay of the variables in the study.

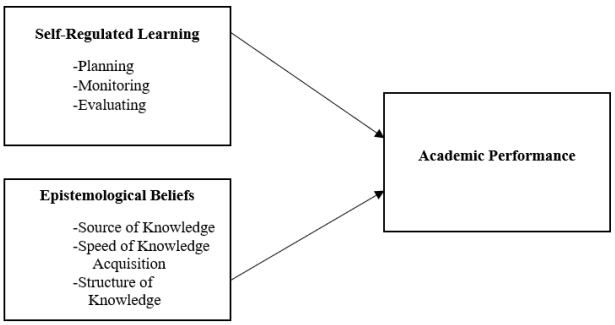

Figure 1. Schematic Presentation of the Study

The objective of the Study

This study aimed to determine the influence of epistemological beliefs and self-regulated learning on the academic performance of the students.

Methods

This study utilized a concurrent nested mixed-method design described by Aultman (2020) as requiring data to be collected at the same time or in parallel inside the same study, with one technique (qualitative or quantitative) dominating while the other is embedded or *nested* within it. Waters (2013) also added that it is a qualitative research method that uses data from two or more quantitative variables from a similar cluster of subjects to see if there is a relationship between the two variables. In this study, the quantitative data are levels of regulated learning and epistemological beliefs assumed to influence the participants' academic performance. The qualitative data were derived from the question on the experiences of the participants in their academic performance in English through the FGD which generates the codes, categories, and themes.

Result and Discussion

Table 1 illustrates the frequency, percentage, mean distribution, and standard deviation of the participant's assessment of their self-regulated learning strategies.

Table 1. Frequency, Percentage, and Mean Distribution of Participants' Self-Regulated Learning Strategies

		Planning		**Monitoring**		**Evaluating**	
Range	**Interpretation**	**F**	**%**	**F**	**%**	**F**	**%**
4.51 – 5.0	Very High	16	17.78	28	31.11	27	30.00
3.51 – 4.50	High	58	64.44	50	55.56	47	52.22
2.51 – 3.50	Moderate	16	17.78	12	13.33	14	15.56
1.51 – 2.50	Low	0	0.00	0	0.00	2	2.22
1.0 – 1.50	Very Low	0	0.00	0	0.00	0	0.00
Total		**90**	**100.0**	**90**	**100**	**90**	**100**
Overall Mean		**4.00**		**4.18**		**4.12**	
Interpretation		**High**		**High**		**High**	
SD		**0.574**		**0.568**		**0.550**	

As a whole, the data reveal that the participants rated themselves high in their regulating strategies in terms of planning (M=4.0), *monitoring (M=4.18), and evaluating (M=4.12). This* finding is indicative of the participant's capacity to manage their behavior, thoughts, and emotions to meet the demands of the situations as cited by Ugsod (2018) most specifically in terms of forecasting or planning as well as tracking their progress or actions to attain their goals. According to Everson (2016), students with high self-regulation skills can assess their academic situations and choose appropriate strategies that best address their learning challenges. Furthermore, specific indicators under the planning reveal that the participants' learning strategies in thinking about important things needed to get done in English (M=4.33) got the highest mean; followed by their skill in preparing the things needed for their English classes (M=4.27) and the skill in planning ideas considered in answering their English tasks (M= 4.24) were also high. These findings are indicative of the participants' high sense of awareness of the tasks set before them in their English classes including the strategies needed to accomplish the tasks. Ackerman (2018) further posited that students who have high self-regulated learning skills plan their tasks, set their goals, and outline their strategies.

Furthermore, findings reveal that participants had assessed their monitoring skills as generally high as indicated in the overall mean (M=4.18). This result means that the participants demonstrated the ability to manage themselves in terms of tracking and regulating their performance during the process of writing. Such a finding is supported by the more than 55 percent (55.56%) who self-reported high monitoring skills. Data further show that the participants adopt the things that they have learned in their English subjects (M=4.29); allow themselves to adapt new styles in their English subjects (M=4.26), and are guided by the do's and don'ts in performing tasks in their English subjects. This result finds consonance with the statement of Everson (2016) that students who have high monitoring skills make necessary continuing adjustments while performing their academic tasks.

Furthermore, the participants assessed themselves as having high evaluating skills as indicated by the overall mean of 4.12. Such a finding indicates that the participants manifest the capacity to do self-regulation in their academic performance**.** This further implies that the students do self-reflection most specifically on the processes of their academic performance in English. The data further reveal that more than half of the participants (52.22%) self-reported high evaluation skills implying their ability to reflect further on the effectiveness of their performance based on their set goals. The result was also supported by the statement from the participant, *"The Oral Communication and 21st Century subject was no longer the same with my 1st term subject. I already learned from my mistakes (Participant 9)."* This finding is aligned with what Besira (2017) stated that the students with high evaluation skills take control of their learning. The researcher also believed that the students who learn from their mistakes will also aim to do better in their academic performance.

Table 2 shows the frequency, percentage, mean distribution, and standard deviation of the participants' extent of personal epistemological beliefs.

Table 2. Frequency, Percentage, and Mean Distribution of Participants' Epistemological Beliefs

Range	**Interpretation**	**Source of Knowledge**		**Speed of Knowledge Acquisition**		**Structure of Knowledge**	
		F	**%**	**F**	**%**	**F**	**%**
4.51 – 5.0	Very High	27	30.00	27	30.00	27	30.00
3.51 – 4.50	High	47	52.22	47	52.22	47	52.22
2.51 – 3.50	Moderate	14	15.56	14	15.56	14	15.56
1.51 – 2.50	Low	2	2.22	2	2.22	2	2.22
1.0 – 1.50	Very Low	0	0.00	0	0.00	0	0.00
Total		**90**	**100.0**	**90**	**100**	**90**	100
Overall Mean		**4.11**		**4.19**		**3.78**	
Interpretation		**High**		**High**		**High**	
SD		**0.528**		**0.544**		**0.957**	

The findings as a whole show a high response rate, with the mean for sources of knowledge being 4.11, indicating that participants had strong epistemological convictions about sources of knowledge. This further indicates that the participants had a strong conviction view of the nature of knowledge which is relevant to the understanding of educational strategies of the learners (Green and Hood, 2013). As the students develop their higher-order thinking skills, they also became more constructive and active in attaining knowledge.

Moreover, the indicators show that the students learn best in English when the lecture of the teacher is presented clearly and comprehensively (M=4.54). The participants also self-reported that learning the English language depends most on having a good English teacher (M=4.33), and learning English best by using the Language in a conversation (M=4.32), and to master the English language, they need to equip their selves with much learning (M=4.32). These results firmed up the researcher's assumption that the students' source of knowledge is composed of absolute and sophisticated beliefs. Furthermore, the students attain simple acquisition of learning through the help of the teacher and grow into a complex acquisition of knowledge through intellectual development. The data also show that students' epistemological belief in the speed of knowledge acquisition rated as high with the overall mean of (M=4.19) indicating the participants' high sense of awareness and their promptness in acquiring knowledge and attaining learning.

Moreover, the indicators illustrate that the participants liked when their English teachers relate their discussions to their real-life experiences (M=4.48); when they encounter difficult words in English, they looked for their meaning in many ways (4.41), they preferred their English teacher prepares the lesson carefully and sticks to the topic when discussing (M=4.40), and in their English lessons, it is important to discover general ideas before specific details (M=4.32). From these findings, it can be surmised that the participants would learn more from their acquired knowledge.

The data disclosed a high response with the mean of (M=3.78) on *the structure of knowledge.* King (2017) stated that the students interpret the structure of knowledge as simple to a complex body of information. The students believe that their learning are ranging from limited to substantial concepts. Moreover, having complex thoughts and higher attainment of learning is the basis of the student's good academic performance. The indicators further show that the students boost their confidence every time they can give an immediate answer to the questions (M=4.39); they need to listen carefully to the discussions of their teacher to acquire mastery of English (M=4.24); and they can easily understand simple lessons during their class discussions (M=4.12). These findings are indicative of the participants' high extent of epistemological belief in terms of structure pointing to the fact that they learn better when their confidence is reinforced in class and when they exercise active listening in class.

Table 3 shows the frequency, percentage, mean distribution, and standard deviation of the participants' overall term average in English academic performance.

Table 3. Frequency, Percentage, and Mean Distributions of Participants' Term Grade Average in Academic Performance in English

Scale	Description	F	%
90 above	Advanced	10	11.11
85-89	Proficient	45	50.00
80-84	Approaching Proficiency	24	26.67
75-79	Developing	11	12.22
74 below	Beginning	0	0.00
Total			90
Overall Mean		**85.21**	
Interpretation		**Proficient**	
SD		**4.13**	

The data show an overall mean of 85.21 described as proficient in their English Academic performance denoting that students develop fundamental knowledge, skills, and core understanding; and can transfer them independently through authentic performance tasks in their English subjects. It is also worth mentioning that there were more than 11 percent (11.11%) who were at the advanced level indicating that they exceed the core requirements in knowledge, skills, and core understanding; and that they can transfer them automatically and flexibly through authentic performance tasks. This finding is also supported by the participants' disclosures in the focus group discussion when they reported:

> *For the 2nd term, it was actually good, my achievement, maybe I can consider the current contest which we won on the chain storytelling contest (Participant 8)."*
> *"During the new normal, I had better learning. I can easily understand when it is face to face class as compared to a purely online class. I can interact more (Participant 2)."*
> *"My academic performance in English is good. The teachers asked in which areas we are having difficulty. There are follow-up questions and they relate the lessons to real-life situations which we can relate with (Participant 5).*

These self-reports are other manifestations of their proficient academic performance in English. Nevertheless, there is a good number (24 or 26.67%) of them who were approaching proficiency level which means that these students develop fundamental knowledge, skills, and core understanding; and with little guidance can transfer understanding through authentic performance tasks. According to Broadbent & Poon (2015), a student's grade point average (GPA) or an assignment grade may be used to measure academic performance.

Table 4 shows the Regression analysis of the influence of self-regulated learning and epistemological beliefs on the participants' English academic performance. Findings show that the whole model is significant (F = 5.95, p =.004), implying that the participants' use of self-regulated learning strategies and epistemological beliefs significantly influence their academic performance. Thus, the null hypothesis can be rejected.

Table 4. Regression Analysis of the Influence of Participants' Self-Regulated Learning and Epistemological Beliefs on their English Academic Performance

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	76.69	2.92		26.27	.000
Use of Self-Regulated Learning Strategies	2.28	.899	.361	2.54*	.013
Epistemological Beliefs	-.136	.954	-.020	-.142	.887

Model Summary

R = .347 R^2 = .120 Adjusted R^2 = .100 F = 5.95** p = .004

**significant at 0.01 level
*significant at 0.05 level

Furthermore, 10 percent of the variability of the participants' academic performance can be accounted for by a combination of the participants' use of self-regulated learning strategies and epistemological beliefs. The remaining 90 percent may be attributed to participants' study habits, inherent intelligence, and teacher's factors as these also came out during the focus group discussion. The following are the disclosures from the participants.

"*I work hard to earn high grades (Participant 3)*"

"The teachers asked as to which areas we are having difficulty. There are follow-up questions and they relate the lessons to real-life situations which we can relate with" "I have no difficulty our teachers are good teachers, they can explain well the activities and the lessons."(Participant 5)

"I research to improve my knowledge"
"Since elementary, I used to get good grades"
the teacher, they can teach well, they are understanding and approachable" (Participant 2)

"The teachers are very considerate (Participant 9)

"I don't have any trouble with English subjects because I already have a stock knowledge of all the discussions. It went smooth."
"English is not hard for me because I grew up that English as my first language"
"the teacher was trying to expand their lessons that every one of us will understand." (Participant 8)

"I grew up in an English household so it was not really hard for me."
(Participant 10)

"the teacher can teach well" (Participant 7)

Taken singly, the only component that came out as having a significant influence on their academic performance is their use of self-regulated learning (SRL) strategies indicating that for every unit increase in their use of SLR, there is a corresponding 2.28 increase in their academic performance (B = 2.28, t= 2.54, p =.013). It is, therefore, implied that in the increase of the participants' self-regulation strategy, there is likely an increase in the participants' academic performance in English. Nonetheless, as stated by Dasilva (2019), and Karimi (2013) that the evidence shows that personal epistemological belief is integrated into the knowledge and knowledge construction of the learner. This finding is more likely to happen because self-regulation requires higher-order thinking and it may follow that students would also demonstrate a high level of proficiency in their English academic performance.

As established earlier, the students who were at the proficient level develop fundamental knowledge, skills, and core understanding; and can transfer these core skills independently through authentic performance tasks in their English subjects. It is possible then, that their self-regulation may also come to the fore. This means that, as they perform their English academic tasks, they at the same time practice their self-regulation skill. Everson (2016) likewise postulated that monitoring is a significant skill in helping students to achieve their academic goals. It is further found that the students with self-regulation learning skills had improved their academic performance when they employ the three components of self-regulation such as planning, monitoring, and evaluating. On the other hand, as stated by Ongowo (2021), the academic achievement of the learners can also be directly influenced by epistemological beliefs.

The participants' responses formed two themes based on the analysis of the Focus Group Discussion that was conducted with the ten (10) class representatives of the Grade 11 ABM strand from a private high school in Cagayan de Oro City. These emerging themes are as follows: 1.) Managing Challenges; and 2.) Academic Success. The following were the responses to the questions, what are the participants' experiences in their academic performance in English during the New Normal?

Theme 1. Managing Challenges

The first theme is related to the management capability that the students experienced in their academic performance in English in the new normal. The categories of this theme contain the transition issues of the participants in their time management in the submission of the learning tasks and requirements in their subjects and the coping strategies in overcoming the challenges in their academic performance in English. This is shown in the following responses of the participants:

"Difficulty in time management. Sometimes in the submission, problems in complying with the requirements on time (Participant 7)."
"It is a little bit of a struggle of managing my time, (Participant 10)"
"...and the time management of the activities (Participant 3)"
"adjusting to the new blended learning and time management (Participant 9)

Xie et al. (2020) stated that learners with good time management can succeed in online education in the new normal. In addition, effective time management is positively associated with the academic performance of the learner, (Khan et al., 2020). Based on the result, it is clear that time management is a challenge to learners in the new normal. Moreover, the participants also experienced issues in communicating with their classmates during collaborative tasks and group works, which are shown in the following statements:

"... throughout the past few months, the challenges that I encountered are my groupmates during group works and activities (Participant 10)."
"In our group activities, some of the group members are not cooperating with the tasks given, which caused delayed submission (Participant 3)."
"Difficulties in the group tasks, there are group members that are difficult to reach out to (Participant 5)."
"The challenge that I encountered is dealing with my classmates in group work. Not everyone has the same knowledge that I do and not everyone is very participating (Participant 8)."

Bringula et al. (2020) posited that the non-cooperative member will give an impact on the project and the team during the collaborative activity. The result implies that the contribution of each group member during the collaborative task is very much significant for a group to attain the best group performance.

On the other hand, the participants also reveal the coping strategies that helped them in their academic performance in English during the new normal. This is shown by the following disclosures of the participants:

"The Oral Communication and 21st Century subject was no longer the same as my 1st term subject. I already learned from my mistakes (Participant 9)."
"I became more resilient because of the challenges that I overcome, the switching of online to face-to-face learning (Participant 9)."
"by completing the activities and tasks on time (Participant 7)."

Legaspi et al. (2021) opine that a person is using different coping strategies to overcome challenges. The result reveals that the students had different coping strategies in facing different challenges.

Theme 2. Academic Success

The second theme covers the participants' academic success which they attained in their academic performance in English in the new normal. This also shows the participants' active academic involvement in their English class. This theme emerged with two categories namely: improved engagement and influence on academic performance. This is shown by the following disclosures of the participants in the improved engagement category:

"I can consider as an achievement when I submitted all my learning tasks on time despite the tight schedule. I was able to help my classmates in little ways. For the 2nd term, it was actually good, my achievement, maybe I can consider the current contest which we won on the chain storytelling contest (Participant 8)."

"During the new normal, I had better learning. I can easily understand when it is face to face class as compared to a purely online class. I can interact more (Participant 2)."
"My academic performance in English is good. The teachers asked in which areas we are having difficulty. There is a follow-up question and they relate the lessons to real-life situations which we can relate to (Participant 5).

The benefit of student engagement is significantly identified by educators with high importance to students to increase positive academic outcomes Lester (2013). Therefore, improved student engagement is positively associated with the academic performance of the students. Additionally, the participants' disclosures which influenced their academic performance are as follows:

"In my English subjects, I have no difficulty, our teachers are good, they can explain well the activities and the lessons. My scholarship. Aside from the sacrifices of my mother abroad, it is the main factor for these achievements (Participant 5)."
"My scholarship, makes me strive more and work hard. I need to maintain my grades. And also my parents are my inspiration for my studies (Participant 1)."
"I like to have high grades. It makes me proud of myself. I am also inspired by my family and friends (Participant 3)."
"The thing that help me to strive for the hardships in my studies is my scholarship, I have been graced with the scholarship of Lourdes College so it was a big win for me. Second is my family, especially my siblings since I am the eldest and I tried to be a good example and role model to my younger siblings to do well just like I am right now. Last are my friends who are pressuring me in a good way, like pressuring me to do well in school and always at my side in difficult times (Participant 10)."

"I think one of the big factors that allow me to gain these achievements is the teacher, they can teach well, they are understanding and approachable (Participant 2)."

The academic and long-term success of their students is significantly influenced by teachers, (Friedman & Rockoff, 2014). Likewise, the family support system plays a vital role in having progressive academic outcomes for the learners. It develops psychological well-being and promotes wider student engagement Roksa & Kinsly, 2019).

Conclusions

The study confirms the hypothesis that epistemological views and self-regulated learning influence the academic achievement of Grade 11 ABM students' English subjects at a private school in Cagayan de Oro City, Philippines. The likelihood that they will succeed in their academic activities increases with their level of self-regulation and their epistemological views. They are also more likely to perform well in their academic endeavors with higher levels of self-regulation. This phenomenon makes sense given their strong academic performance, high epistemological beliefs, and higher self-regulated awareness. This study supports Everson's (2016) hypothesis that students can attain their academic objectives with the aid of self-regulated learning practices. It is important to understand the students' motivational paradigms in light of their epistemological beliefs (Choung et al.

In addition, the student's individual epistemological viewpoints play a role in how well they succeed academically in English under the new normal. According to Jean Piaget's Cognitive Learning Theory (1972), students with developed cognition are viewed as active knowledge creators; this conclusion is confirmed by his theory. Strong epistemological views are therefore associated with academic success among students. Despite the fact that the participants' academic performance demonstrates their ability, their learning process also presents difficulties. It is possible that their active participation in class, which is indicative of

their self-described academic success, helped them achieve their academic proficiency. Furthermore, the study's results highlight the necessity for future researchers to investigate studies on overcoming obstacles and achieving academic success.

Acknowledgment

The researcher sincerely acknowledges and expresses gratitude to the following persons who helped her and ultimately completing the paper. She would like to express her gratefulness to:

CHED Region 10, for the opportunity given to the researcher to avail the SIKAP scholarship.

Lourdes College, Inc., for the unwavering support in fulfilling her master's degree;

Dr. Judith C. Chavez, her mentor, for her motherly encouragement, motivation, patience, insights, contributions and guidance for the success of this academic endeavor;

Dr. Miguela B. Napiere, Dr. Kurt S. Candilas, Dr. Kriscentti Exzur P. Barcelona, Dr. Revina O. Mendoza, her distinguished panelists, for the prompt assistance, insightful comments, recommendations, that led to the enhancement of the study;

Ms. Marcelinda G. Perez, Faculty Recorder, for patiently recording the recommendations and comments of the members of the panel;

Mr. Noel N. Pit, her qualitative auditor, for the selfless help during the analysis of her qualitative data;

Dr. Alexander F. Suan, the SHS principal for the consent and favor given to the researcher in implementing the study;

Mr. Oliver N. Gomez, for his professional assistance;

Dr. Melody R. Agcito, helping the researcher during the qualitative data gathering; and Ms. Lences P. Torres, her colleague, for the consistent help and assistance;

ABM and HUMSS faculty, who helped her in administering the questionnaires to the participants of the study; and the participants of her study, the Grade 11-ABM for their active participation during the conduct of the study;

her friends and colleagues, for the encouragement and support;

her parents and siblings, for their unconditional love and prayers and moral support;

her husband Jay D. Maisa, for the constant encouragement to finish this study; and

above all, to the Almighty Father, the source of life, unending blessings, strength, wisdom and guidance, in accomplishing this race.

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